Integrated Skills in English - I

Mandatory Course in English (UGC-CBCS)

B.A/B.Sc/B.Com
(Second Semester)

Directorate of Distance Education
Maulana Azad National Urdu University
Hyderabad-32, Telangana- India

Integrated Skills in English - I

For B.A/B.Sc/B.Com 2nd Semester

Directorate of Distance Education
Maulana Azad National Urdu University
Gachibowli, Hyderabad-32 (TS), India

Course Coordinator
Prof. Mohammed Abdul Sami Siddiqui
Director, CPDUMT, MANUU, Hyderabad

Writers   Unit No.

- Ms. Raeesabegum Usmani, Assistant Prof. & HoD, Parul University, Gujrat   1, 18, 21
- Dr. Durgesh Ravande, Associate Professor, KKM College, Manwath.   2
- Mr. Sambhaji Bajirao Manoorkar, Assistant Professor, LBS College, Dharmabad.   3, 4
- Mr. Syed Zahir Abbas, Assistant Professor, Sir Syed College, Aurangabad.   5
- Ms. Prajakta Parkhe, Assistant Professor, Muktanand College Gangapur, M.S.   6
- Dr. Rajdeep Deshmukh, Assistant Professor, Muktanand College, Gangapur, M.S   7
- Mr. Santosh Tambe, Assistant Professor, Muktanand College,Gangapur, M.S.   8
- Dr. Mirza Maqsood Baig, Associate Professor, People's College, Nanded.   9, 24
- Mr. S M Fasiullah, Counsellor, Dr BRAOU, Hyderabad.   10
- Dr. Chapparban Sajaudeen Nijamodeen, Assistant Professor,
  Centre for Diaspora Studies, Central University of Gujarat.   11, 12, 17, 20, 22
- Dr. Nilofer Shakir, Assistant Professor, Naukhanda College, Aurangabad.   13
- Mr. Faisal Bin Naser, NET (English), M.S.   14
- Dr Parvez Aslam, Assistant Professor, Lokseva College, Aurangabad.   15, 16
- Mr. Shaikh Gulab, NET (English), M.S.   19
- Ms. J. Saiqua Parveen, Assistant Professor, KSN Govt. Degree College
  for Women, Anantapur.   23

Proofreaders:

First: Ms. Farha Shah & Mr. S M Fasiullah
Second: Dr. Mudasir Ahmad Gori
Final: Dr. Shah Alam

CONTENTS

Message

Maulana Azad National Urdu University (MANUU) was established in 1998 by the Act of Parliament of our beloved country. The four mandates of the university are (1) promotion of Urdu language, (2) accessibility and availability of professional and technical education in Urdu medium, (3) providing education through traditional and distance learning mode, and (4) a specific focus on women's education. These are the points that distinguish this central university from all other central universities and give it a unique feature. It has been emphasized even in the National Education Policy 2020 to achieve education in mother tongues and regional languages.

The very objective of promotion of knowledge through Urdu is meant to facilitate the accessibility of contemporary knowledge and disciplines to Urdu knowing community. For a long time, Urdu has remained devoid of scholarly materials. A cursory glance over a library or shelves of a book seller substantiates the fact that Urdu language is diminished to only a few "literary" genres. The same situation can be seen often in journals and newspapers. The writings available in Urdu take readers sometimes to the meandrous paths, sometimes involve emotionally in political issues, sometimes illuminate religions on creedal background, and sometimes burdened our minds with complaints. Further, the Urdu reader/community is unaware of the today's most important areas of knowledge whether it is related to his own health and life or related to the financial and commercial systems, whether it is related to machines and gadgets around him or the issues related to his environment or vicinity. The unavailability of content related to the above domains of knowledge has created an atmosphere of apathy towards attaining knowledge that exhibits the lack of intellectual abilities in Urdu community. These are the challenges that Urdu University is confronted with. The scenario of Self Learning Materials (SLM) is also not very different. The unavailability of course books in Urdu at school level comes under discussion at the commencement of every academic year. Since the medium of instruction of Urdu University is only Urdu and it offers almost all the courses of important disciplines, the preparation of books of all these subjects in Urdu is the most important responsibility of the University. To achieve these objectives, the Urdu university was commenced in 1998 with Distance Learning.

I am immensely pleased that due to the hard work of the concerned faculties and full cooperation of the writers, the process of publications of books has begun on massive scales. For the students of Distance Learning, the process of preparing and publication of Self Learning Materials (SLM) has begun in a minimum possible time. The books of first Semester got published and sent to the students. The books of second Semester too will be sent to the students shortly. I believe that we will be able to meet the requirements of a large Urdu knowing community through our Self Learning Materials and will fulfill the mandate of this University, and justify our presence in this country.

With best wishes.

Prof. Syed Ainul Hasan.
Vice Chancellor,
MANUU, Hyderabad

Message

        Distance mode of Education is globally accepted as a very useful and effective mode of education and a large number of population is getting benefitted with this mode of education. Keeping in view the educational situation of Urdu knowing population, MANUU has adopted the same from beginning of its establishment.

        Maulana Azad National Urdu University began to function from 1998 with the Directorate of Distance Education and Translation Division. Regular mode of education commenced from 2004 and various departments were established which were followed by the appointments of faculty. Self learning material was prepared through writing and translation with full support of competent authority.

        For the past few years UGC-DEB kept emphasizing on synchronizing the syllabi of distance and regular mode to enhance the level of distance learning students. Accordingly, at Maulana Azad National Urdu University, the syllabi of distance and regular mode are synchronized by following the norms of UGC-DEB and Self Learning Materials are being prepared afresh for UG and PG courses containing 6 blocks - 24 units and 4 blocks - 16 units respectively.

        Directorate of Distance Education runs fifteen courses consisting of UG, PG, B.Ed (ODL), Diploma, and certificate courses. In a short span of time, courses based on technical skills will be started. A huge network of nine regional centers (Bengaluru, Bhopal, Darbhanga, Delhi, Kolkata, Mumbai, Patna, Ranchi, and Srinagar) and five sub-regional centers (Hyderabad, Lucknow, Jammu, Nooh, and Amravati) was established to facilitate the students. 155 Learner Support Center are running under these regional and sub-regional centers to provide educational and administrative support to the students. DDE also utilizes ICT for its educational and administrative activities.

        The admissions in all programs are done only through online mode. The soft copies of Self Learning Material for students are made available on the website of Directorate of Distance Education. In near future, the links of audio and video recordings will also be made available on the website. In addition, SMS facilities are being provided to students to have better communication. The students are informed through SMS regarding various facets of programs such as course registration, assignment, counseling, exams, etc.

        Directorate of Distance Education will not only play a vital role in bringing educationally and economically backward Urdu knowing population into the main stream but also in increasing the Gross Enrolment Ratio of the country.

Prof. Mohd. Razaullah Khan
Director I/C, Directorate of Distance Education,
MANUU, Hyderabad

Introduction to the Course

The course **Integrated Skills in English - I (BIEN201MET)** is prescribed as an ability enhancement course for the second semester undergraduate students. It aims at providing the students an insight into the basics of communication skills in English.

The basic function of language is communication. Oral and written communication skills in English need to be acquired by students so as to increase their employability in the global market. The syllabus makers have given due importance to both oral and written types of communication in this course. Keeping in mind the needs of Urdu medium learners, the University has made the course compulsory for all undergraduate students.

The course is divided into six blocks. Each block consists of four units. The first block introduces the communication process, overcoming barriers to effective communication, importance of non-verbal communication and importance of LSWR skills. The second block deals with traditional structure of grammar, like sentence structure, construction, vocabulary formation and its basic usage practice. The third block emphases on IPA symbols, pronunciation, syllables. It also deals with receptive skills like types of listening and reading. It further this block deals with the strategies to improve listening and reading skills. The fourth block deals with productive skills of speaking and writing. Additionally, it highlights the strategies to improve speaking and writing skills. The fifth block provides an overview regarding various employment notifications and filling of forms. This block offers an insight into how newspapers can be used as a source to improve reading skills. It identifies the way and the methodology of how classroom interaction occurs and group discussions are held. Students are also informed about formal and informal letters and emails through this block. The last block provides an outline of how audio visual aids can be used to acquire communication skills. This block deals with writing resume and cover letter, business correspondence, interview skills and etiquettes to give an impression and learners to be skilfully aware of professional ethics

In this book, under each unit the objectives, key points of the topic, learning outcomes, glossary, and sample questions are listed. At the end, a question paper is attached for giving the students an idea of the paper pattern. It is hoped that the Self Learning Material (SLM) in your hand will be helpful in acquiring the basic communication skills in English with proper practice.

Prof. Mohammed Abdul Sami Siddiqui
Course Coordinator

Integrated Skills in English - I

Mandatory Course in English (UGC-CBCS)

Unit-1: The Communication Process

Structure

1.0 Introduction
1.1 Objectives
1.2 The Communication Process
      1.2.1 Definitions
      1.2.2 Signs and Symbols
      1.2.3 The Process of Communication
      1.2.4 Models of Communication
      1.2.5 Principles of Communication
1.3 Learning Outcomes
1.4 Glossary
1.5 Sample Questions
1.6 Suggested Readings

1.0 Introduction

Communication means the exchange of a message between the sender and the receiver. The process of communication is vital in order to convey, share and exchange ideas, messages, thoughts, emotions, and information with one another. Effective communication facilitates the conversation process and promotes better understanding amongst the people.

Effective communication skills play a fundamental role in maintaining relationships. Human behaviour and basic social interaction are actually outcomes of an effective and successful process of communication that happens all the time around us. In fact, all of the human actions such as listening, speaking, reading, writing, sitting, walking, and even thinking establish that we are engaged in some form of communication. These channels facilitate the transmission of a meaningful message that could be either verbal or non-verbal. All these

channels are crucial parts of an effective communication process. It is advisable that one should learn and master the art of communication to understand the human mind.

1.1 Objectives

The unit has been designed to fulfil the following objectives:

- To familiarise students with different definitions of communication
- To make students appreciate the importance of signs and symbols in communication
- To enable students to understand the process of communication
- To acquaint students with some popular models of communication
- To enable students to comprehend the principles of communication

1.2 The Communication Process

The etymological root of the word 'communication' lies in the Latin word '*communicatus'* a past participle of the Latin verb, '*comunicare'* which means 'to impart', or 'to share'. According to *Merriam-Webster Dictionary,* 'communication' is 'a process by which information is exchanged between individuals through a common system of symbols, signs or behaviour'.

Communication is a simple act of transferring any kind of message or information from an individual, a place or a group to another. The integral parts of the communication process are a sender, a message and a receiver. The communication process is incomplete in the absence of any of these.

1.2.1 Definitions:

Communication basically takes place to facilitate communicating and exchanging of thoughts, ideas, or opinions of people who are a part and parcel of the process of communication. Therefore, to expand the point and look at the multidimensional aspects of the process of communication, a few definitions are given below.

"Communication is the exchange of meanings between individuals through a common system of symbols". – (I. A. Richards)

"Communication is the sum of all things one person does when he wants to create understanding in the mind of another. It is a bridge of meaning. It involves a systematic and continuous process of telling, listening, and understanding". – (Louis A. Allen)

"Communication is a process of passing information and understanding from one person to another". – (Keith Davis)

"Communication is any means by which thought is transferred from one person to another". – (Chappell and Read)

"Communication is an exchange of ideas, facts, opinions, or emotions by two or more persons". – (Newman and Summer)

Check your progress

1. Define the term 'communication'.

   _____

   _____

2. What are the key elements of the process of communication?

   _____

   _____

1.2.2 Signs and Symbols:

Humans are gifted with the incredible ability to communicate. It is much more than a mere process of sharing a message or information. Man possesses the special ability to understand a message or information by transforming it into an image or imagined symbol. This not only facilitates the process but makes it more effective at the same time. Hence, the process is not just a spoken word. It is made up of the image and the symbol formed in the receiver's mind as soon as the message has been conveyed. Thus, it is important not only to speak correctly and clearly but also to make an effort to understand its recipient's reaction to see how the message is received. If conveyed accurately, the signs and symbols turn out as an effective tool to minimise the element of misunderstanding. Hence, signs and symbols are a valuable part of the effective communication process.

Symbols have been in use since the pre-historic era. Prior to the advent of the modern means of communication, the pre-historic men communicated through signs and symbols. This tradition has efficiently been carried forward by the modern man, in an updated and modernized manner. Communication is directly related to a sign or meaning, verbal or non-verbal, that facilitates the process of conveying the message effectively. The human mind perceives the signs and their nuances. Let us elaborate the idea with an interesting example. For instance, two

individuals of different geographical areas would understand, react and perceive the same word differently sometimes in contrast to each other too. The word '**sunny**' would be perceived and understood differently by two individuals based in two distinct regions. For one, the word can be associated with extreme uneasiness whereas for the other it would mean warmth, soothe and comfort. Both of them are speaking a similar language; their reactions and perceptions, however, vary. This happens because of their varied geographical backgrounds. Thus, communication, through an advanced system of signs and symbols, is the distinctive ability of human beings and it is the complex system of language which makes man unique among all the creations of God.

Check your progress

1. What special ability do men possess with reference to the communication process?

_____

_____

2. What was the pre-historic means of communication?

_____

_____

1.2.3 The Process of Communication:

The process of communication is a dual process. It has two vital procedures. The first procedure begins when the message or information is encoded by the sender and soon transmitted to the receiver. The second phase imparts decoding of the message or information by the receiver according to his or her own frame of reference. Then the receiver encodes the response based on the received message or information and transmits it to the sender. As soon as the message or information reaches back to the first sender, and is decoded according to his or her own frame of reference, one entire circle of communication gets completed. All the five human senses play a vital role, precisely, at the end of the receiver, in order to get it as intended by the sender. It should also be noted that the manner and mode of reception of any message or information are reliant on the predominant sense. For instance, if the message or the information is aural, there stand more chances of getting it almost as aptly as intended by the sender since the auditory senses all at once are geared towards the best possible comprehension. Hence, if the message is transmitted through any other sense except listening, there are chances that the aural

senses are not as active as in the earlier instance and the receiver may be unable to focus on the received message or information.

The communications are aimed at certain pre-decided aims. It is vital to identify and decide the proper direction of the intended message or information in order to maintain coherence during the interaction. It is a mandatory aspect of the process that both the sender as well as the receiver is well informed and conscious of the aim of the interaction. This, however, leads towards following certain apt strategies, particularly by the sender, in order to maintain the interaction coherent as well as comprehensive in the mind of the receiver. These strategies are well mentioned by Asha Kaul in her book *Business Communication* (2006) as listed below:

1. Propelling the listener to perform some action conforming to the goal of communication.
2. Manipulating the listener's process of interference.
3. Creating a new frame of reference for the listener to correspond with his already existing one.
4. Capturing the listener's attention by cleverly devised strategies directed to achieve the desired goals. (Kaul, 2006)

The point of convergence of the intended accurate aim between the sender and the receiver of the message or information plays a significant role in the process and makes it more effective. If the sender and the receiver cannot, for some or the other reason, be on the same page, the dichotomy between what the sender wanted to convey and believe and what the receiver receives and believes could certainly create variation and inconsistency in the process of communication between the two in the intended interaction. This could happen often time. Hence, in order to overturn such remote possibility, it is imperative, specifically for the sender of the message or information to well acquaint him/herself with that of the receiver's information, understanding, desire, or beliefs as much as possible. This will lead to a smooth–process of communication.

Hence, it is established that the process of communication is a constant process. It is made up of three essential elements. They are sender, message, and receiver. The process involves many other sub-elements as well. Together they all make the process of communication easy, simple, and possible. Putting them in a chronological manner would make it look like Source or ideation, encoding, transmission, medium, reception, decoding, action. (*See figure: 1*)
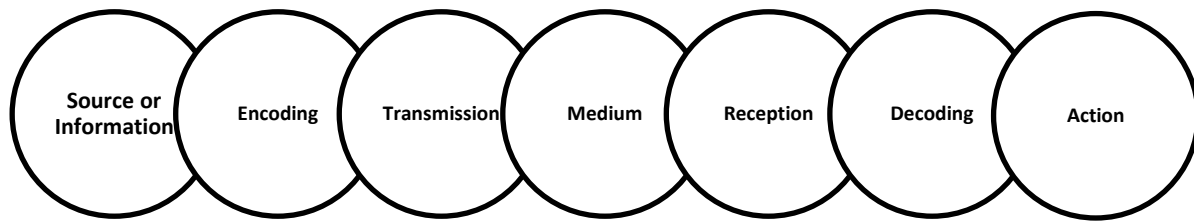
(Figure: 1 Darnell's Communication Process Model)

The steps of the model are elaborated below:

1. **Source of Information:**

   The sender of the message or information creates the message. Then it is conveyed to the recipient. He/she is the major starting point, who enables the communication process.

2. **Encoding:**

   Encoding is the message or information created by the sender for the purpose of transmitting it to the receiver in a form of word expression, picture, or even gesture, in short, any kind of verbal or non-verbal message.

3. **Transmission:**

   "The transmission model of communication describes communication as a one-way, linear process in which a sender encodes a message and transmits it through a channel to a receiver who decodes it". (web) The transmission of the message may be disrupted by environmental or semantic noise.

4. **Medium:**

   This is the channel that enables the transmission of a message or information from the sender to the receiver. The message could be communicated in verbal or non-verbal form, oral or written. The channel of facilitating the transmission could be a mobile

phone, word of the mouth, e-mail, internet, or even the post facility. The choice of the media solely lies with the sender.

5. **Reception:**

The receiver is the one for whom the message or information is encoded by the sender. This is the person who completes the process of communication. Once the message or information is received by the recipient, understood and perceived as intended by the sender, the half aim is accomplished. The actual goal of the process of communication is accomplished when the receiver acts and reverts to the sender as expected. Therefore, in order to successfully achieve the aim of the communication process, it is imperative that the receiver receives the message or information exactly in a way sent by the sender and acts accordingly to respond.

The message is received by the intended recipient at this step. The receiver could receive the message or information in a verbal or non-verbal manner. Hence, it could have been heard or seen by the recipient.

6. **Decoding:**

Decoding is the process of converting the symbols, signs, messages or information by the receiver which is encoded by the sender. This is the significant element that enables the receiver to receive and understand the message or information sent by the sender. Decoding helps in receiving the message or information sent by the sender.

7. **Action:**

This is the time for the receiver to act on the received message. The receiver has the liberty to react to the received message or information or simply avoid it. The recipient-could, however, keep the message or information for future reference as well.

Feedback is a key element to accomplish success in the process of effective and successful communication. This is actually the confirmation conveyed by the recipient as soon as the message or information has been aptly received and understood. This important element offers the confirmation of the successful completion of the process of communication.

Some important points associated with the feedback related to the process of communication to be taken into consideration are:

- It improves the efficiency of the communication since it enables the sender to know the effectiveness of the message being sent away.
- It makes it possible for the sender to know if the message has been comprehended as expected and intended.
- The analysis of this step, feedback, precisely can prove to be of great help for future references, while working on improving the process or communication.

The process of communication can further be simplified in the below-mentioned chart:

Sender has an idea.	The idea, i.e., feedback becomes a message.	The message (feedback) is transmitted.
The idea becomes a message.	The feedback is given. (Role is reversed here. i.e., receiver becomes a sender and has now an idea)	The message (feedback)is received and decoded by the receiver.
The message is transmitted.	The message is received and decoded by the receiver.	Feedback (a new message) is given. (One cycle is over. Sender has become the receiver.)

(Figure: 2 Process of Communication – Source: Parul Popat and Kaushal Kotadia, Effective Communication)

Check your progress

1**.** What strategies should be followed by the sender to ensure clear communication?

_____

_____

2. Why feedback is considered as a key element in the process of communication?

_____

_____

1.2.4 Models of Communication:

Models of communication are the orderly depiction of the process that enables one to understand the process of communication in a better, simple and easy manner. The models demonstrate the entire process in symbolic and metaphorical manners. They facilitate the understanding of the communication process by breaking it into the order of complex to simple. The models of communication can occasionally promote and support traditional thinking and categorizing. However, they could also exclude certain most important characteristics of human communication.

Some of the most commonly used models of communication are as follows:

1. Linear Model
2. Transactional Model
3. Interactive Model
4. Conceptual Model
5. Helical Model

The models are generally used by corporate firms in order to promote and develop their professional communication, to explore further alternatives, and certainly to examine their own state of affairs. Furthermore, the models can also prove to be of great assistance in understanding, assuming, and gauging the recipient's assumed interpretation of the message or information upon receiving it.

Linear Model of Communication:

The Linear model of communication is an uncomplicated and easy model of communication. It is a one-way communication model. The model makes it simple for the sender and the receiver to communicate. It consists of a sender, a receiver, and a channel. The message or information is transmitted directly from a sender to a receiver. The model does not follow a theory of feedback. The receiver does the only task that is of receiving the message or information.

Transactional Model of Communication:

The sender and the receiver both play a vital role in the process of communication in the Transactional model of communication. The sender and the recipient involved in the process are called communicators. Moreover, the Transactional model of communication establishes the important contact between communication and other socio-cultural aspects as well, i.e. society,

cultural effects, and the context of the relationship between the communicators. The process of feedback has a significant part in the model. Interestingly, not only verbal but also non-verbal feedback is taken into consideration in the model. For instance, gestures, postures, and body language are taken into account while considering feedback.

Interactive Model of Communication:

The Interactive Model of Communication is also known as the Convergence Model. The Convergence Model or the Interactive Model shares similarities with the Transactional Model of Communication. Both of the models are basically two-way communication models. However, it should be noted that the Interactive Model is predominantly used for new media modes such as the internet. It facilitates mass communication where a group of people can easily interact.

Conceptual Model of Communication:

The Conceptual Model of Communication developed by Westley and MacLean emphasises more on feedback. It elaborates the differences between interpersonal communication and mass communication. Feedback, an important part of the process of communication, can be direct in interpersonal communication and indirect in the mass communication model. The model establishes the fact that the communication begins from the very environment even before the message or information is either spoken or expressed by the speaker/sender.

Dance's-Helical Model of Communication:

Dance has created a novel model of communication in the year 1967. It was based on a helix. Therefore, it is known as the Helical Model of Communication. This model particularly focuses on the learning process of children, and on how the process continues until those children turn into adults and become active communicators. This model establishes the theory that the process of communication basically depends on the prior experiences, activities and participation of the speaker.

Check your progress

1. Define the term 'models of communication'.

   _____

   _____

2. Which models of communication take feedback into consideration? Why?

_____

_____

1.2.5 Principles of Communication:

Communication is fundamentally a two-way process. The sender and the receiver are two vital beings that complete the process. The effectiveness of the communication process largely depends on the understanding and the feedback that should be communicated well between the co-communicators. The communication process may fail or simply turn out to be a mere exchange of the message or information that does not serve the purpose if the sender fails to convey the message or the receiver does not receive it as intended by the sender. Therefore, in order to turn any interaction into meaningful communication, a group of communicators is essential where there is the sender/speaker/encoder on one side, whereas, there is the receiver/listener/decoder on the other side, who reciprocates the communication. The message or information to be transmitted plays a major role here that works through an appropriate channel or medium. The entire communication process works in a circuitous manner. It ends where it was initiated, i.e. it flows from the sender and returns to the sender. The message or information formulated by the sender follows the individual frame of reference and understanding. This is generally based upon the below-mentioned factors, stated by Asha Kaur:

i.   Mental make-up of the sender

ii.   Needs of the audience

iii.   Circumstantial demands (Kaur, 2006)

The sender formulates a message based on the above-mentioned factors and encodes it. The channel or medium of communication facilitates the process. Once the message or information has been encoded and communicated to the receiver, the sender then awaits the reciprocation of the similar process from the receiver's end. As soon as the message or information is received, the receiver tries to revert to the sender, as early as possible, in the most appropriate manner, based on his or her knowledge and understanding of the message. The mental make-up of the listener, at the time of receiving the message or information, plays a key role at this juncture. It determines either the complete or incomplete receipt of the message or information. Thus, the receiver's response, depending upon his/her frame of reference,

behavioural pattern, and intentions at the time of receiving and responding determines the result of the communication process.

Once the message has been transmitted, the process takes an interesting turnaround. The two groups: sender/speaker/encoder and receiver/listener/decoder exchange their respective roles. The receiver subsumes the role of a sender and the sender becomes a receiver. Here comes the turnaround. In order to respond to the received message, the receiver encodes a message or information for the sender and transmits the same to the sender through an appropriate channel. The sender receives the response (message from the receiver) according to his/her state of mind at that instant. The message is decoded. Hence, communication takes place. The process continues between the sender and the receiver. This is a significant aspect of the communication loop since it determines if the communication an unfortunate failure of the expected feedback offers the case of miscommunication. The case of miscommunication allows one to take a close look at the message, the channel and, the intention of the message. This helps in understanding the loophole or lapse that happened during the process.

However, it should also be noted that a simple, straightforward, and clear-message never guarantees a positive response or agreement at any end (either from the sender or the receiver) during the process of communication. Any kind of dissent or disagreement as far as the message is concerned can always be dealt with, at any given stage of the process of communication.

1.3 Learning Outcomes

It is expected that upon the completion of this unit, students are able to define the term "communication". They are able to justify the significance of signs and symbols in communication. They can explain the communication process in detail. They can describe various models of communication. Moreover, they can apply the knowledge of the principles of communication to enhance their communication skills.

1.4 Glossary

Communication: The act of transferring information from one person or place to another

Integral: essential, fundamental

Propel: Drive forward, impel, push

Symbol: Sign, mark

Determine: Learn, establish, find out

Subsume: To include or within something larger, more comprehensive

Information: Facts, data, details

Dissent: Disagreement, difference of opinion

Source: Origin, root

Advice: Guidance, opinion, or recommendation for a future action

Coherent: Logical and consistent

Conversation: It is a talk between two or more people that includes the exchange of ideas and news.

1.5 Sample Questions

1.5.1 Objective Questions:

A. **Read the sentence and choose an appropriate option**:

1. What are the important parts of any communication process?
   (a) Receiver, Feedback, Message

   (b) Sender, Message, Receiver

   (c) Message, Channel, Sender

   (d) None of them

2. The first person who initiates the process of communication is called
   (a) Sender

   (b) Receiver

   (c) Messenger

   (d) None of the above

3. The response received from the receiver is called
   (a) Communication

   (b) Response

   (c) Feedback

   (d) None

4. What is the medium (channel) in the process of communication?
   (a) The location where communication takes place

   (b) The tool that is used to communicate

(c) The person who starts the communication

(d) None of these

5. Darnell's communication process model consists of

    (a) Source of information, encoding, transmission, Medium, Reception, decoding, action

    (b) Information, encoding, channel, receiver, decoding, feedback

    (c) Source of information, sender, transmission, medium, reception, feedback, receive

    (d) None of the above

B. Read the following statements. State if they are True or False

1. Communication is a one-way process.

    (a)   True

    (b)   False

2. Communication is not a complicated process.

    (a)   True

    (b)   False

3. For effective communication to take place, a common system of symbols is needed between sender and receiver.

    (a)   True

    (b)   False

4. A message conveyed in a straightforward manner never guarantees a positive response

    (a)   True

    (b)   False

5. The entire communication process works in a circuitous manner. It ends where it was initiated.

    (a)   True

    (b)   False

1.5.2 Short Answer Questions:

1. What is 'communication'? Write three definitions.

2. Briefly define 'encoding' and 'decoding' in the process of communication.

3. Write in brief: The importance of signs and symbols in the process of communication.

4. Name three fundamental types of models of communication as mentioned in the unit.

5. Discuss the importance of the elements of the communication process in brief.

1.5.3 Long Answer Questions:

1. Elaborate in detail: Three major models of communication.

2. Explain the process of communication with the help of a diagram/chart.

3. Prepare Darnell's model of the communication process.

1.6   Suggested Readings

1. Gibson, Jane W., and Richard M. Hodgetts. *Business Communication: Skills and Strategies.* New York: Harper & Row, 1990.

2. Kaul, Asha. *Business Communication*. Delhi: Prentice-Hall of India Private Limited, 2006.

3. Popat, Parul, & Kaushal Kotadia. *A Probe into the Probabilities of Curriculum of Communication Skills for University*. New Delhi: Pearson Education, India, 2015

4. Trivedi, Kamlesh P., and Jyotindra M. Jani. *Effective Communication Skills*. Jaipur: Shree Niwas Publication, 2012.

Unit-2: Overcoming Barriers to Effective Communication

Structure

2.0 Introduction
2.1 Objectives
2.2 The Barriers to Effective Communication
        2.2.1 Physical Barriers
        2.2.2 Linguistic Barriers
        2.2.3 Cultural Barriers
        2.2.4 Psychological Barriers
        2.2.5 Overcoming Barriers to Communication
2.3 Learning Outcomes
2.4 Glossary
2.5 Sample Questions
2.6 Suggested Readings

2.0 Introduction

The process of communication is among the significant developments in the course of civilization that ultimately initiated a strategic development in various sectors of human life. The verbal communication might have taken considerably a longer period of time for the actual commencement but as it started, it offered wider chances to groom in various sectors of life. Certainly, verbal communication transmuted human life, ignited the ways of development and, also marked a sustainable growth stimulating wider possibilities of expression. The act of communication may differ from community to community or group of people to group of people but its essence in any condition of life remains undoubtedly higher than anything. Basically, communication is a transmutation of a message between a sender and a receiver. It takes place to exchange an idea, share some thoughts and feelings, deliver a message or communicate something crucial. In the process of communication, the sender and the receiver are required to ascertain the process and anticipate the results. With the passage of time, communication, in the state of greater democracy, decentralization, and the market economy, has become increasingly important for people to start steering their own course of change.

The world has converted today into a global village. It means the barriers have been reduced to a considerable extent and we have been brought closer to each other. The different identities we were holding with all pride have been melted down and we have been brought on the platform of an integrated identity. On the other hand, the world of social media has narrowed social distancing and has provided ample opportunities and manifold situations for expression. Therefore, one's ability to communicate is being tested irrespective of his/her socio-cultural background. To argue further, English as a language has acquired the status of a world language. Communication in English, more particularly effective communication, has produced chances for an individual to bloom his/her career. On the other hand, effective communication assures one's ability to communicate the message in an impressive and exact way. Therefore, one should apprehend first the barriers to communication and then learn how to overcome these barriers to determine effective communication at large.

2.1 Objectives

The present unit is designed with the following objectives:
- To illustrate the importance of effective communication
- To elaborate the types of barriers to effective communication
- To explain the different ways of overcoming these barriers
- To point out the nature, characteristics, and importance of feedback

2. 2 The Barriers to Effective Communication

Barriers to communication are factors that hinder the process of communication and create difficulty in receiving the message. Actually, effective communication is the process of exchanging ideas, emotions, and information in the best possible manner. In simple words, it is nothing but *modus operandi* for the sender to communicate in an appropriate way with the receiver.

The process of communication involves the following major factors:

(1) Sender

(2) Receiver

(3) Encoding

(4) Decoding

(5) Feedback

Two common elements in every communication exchange are, the sender, and the receiver. The sender initiates the communication. In short, the sender is a person who has a need or desire to convey an idea or concept to others. The receiver is the individual to whom the message is sent. The sender encodes the idea by selecting words, symbols, or gestures with which to compose a message. The message is the outcome of the encoding, which takes the form of verbal or nonverbal language. The message is sent through a medium or channel, which is the carrier of the communication.

The barriers to effective communication can be illustrated as below However, at the same time, it should not be constrained to the types mentioned.

Physical Barriers	Linguistic Barriers	Cultural Barriers	Psychological Barriers
Time	Dialect	Class	Distrust
Space	Pronunciation	Behaviour	Emotion
Medium	Method	Religion	Distraction
Noise	Intonation	Ethnicity	Prejudice

2.2.1 Physical Barriers:

Physical barriers mean disturbance in communication through physical circumstances. These barriers can be explained with the help of the following points.

1) Time: It is one of the significant factors in communication because it determines the effectiveness and also consequence of the actual communication. Communication used to be a time taking process in the past as there were limited means of communication. Written letters were the only means of communication in earlier centuries. Due to limited means of transport or unavailability of faster means of transportation, communication in our country remained slower but, in course of time, it excelled and today faster modes of communication such as email, Twitter, video conferencing, Facebook, Whats App, and Messenger have reduced the time required for communication and brought the sender and the receiver very close to each other as physical distance between them is negligible now.

2) Space: Distancing is an essential element in communication but it should be moderate. In most situations, space during communication creates a problem. When two persons hold a telephonic conversation and the space between them is considerably greater, then there may be a

possibility of improper communication between them. In public transport, offices, or at other crowded places, the element of space may cause improper communication between the sender and the receiver. Therefore, space stands as a barrier when it is inappropriate or considerably greater than really needed.

3) Medium: In the communication of any kind, the medium plays a vital role in encoding and decoding the message. Both the sender and the receiver should be well aware of the appropriateness of the medium. Basically, the forms of communication are verbal and non-verbal. In any of these forms, there is a proper exchange of words between the communicators. The medium of communication determines its ultimate success. It would be a barrier if the communicators choose an unsuitable medium for communication between them. Suppose the sender determines to convey the message in verbal medium and it is to be responded in the same but the receiver chooses any other medium then it may be a barrier between them. In such a circumstance, the communicators are expected to assure their medium of communication before they start actual communication. Hence, there is the least possibility of effective communication if the medium of communication is not carefully executed.

4) Noise: Physical disturbance caused due to a crowd of people is a barrier through the noise. It may be a barrier in effective communication if the communicators are at a noisy place and exchange words between them to convey any message or interact with each other on any subject. The interaction may not be effective due to the obstacle created through the noise in actual communication. If we take this to a classroom situation, students responding to their teacher aloud may hurdle the teacher's reception of the message. Therefore, the communicators should avoid noise to overcome the barrier in their communication. It is through the proper reception of the message, that a proper response or feedback can be expected. In social gatherings, we experience mostly that noise or disturbance between communicators troubles the process.

2.2.2 Linguistic Barriers:

Barriers in communication through language, different linguistic backgrounds can be illustrated as linguistic barriers. These barriers may be explained with the help of the following dimensions.

1) Dialect: It is a variety of language used by different groups of people**.** Sometimes, even if the language of communication is the same, but possibility of the different dialects used for communication cannot be denied. The dialect differences are worldwide or across any geographical area and there should be no barriers while using them. For example, the Indian language like Marathi has different dialects. Even the same language is being used by both the

speakers, there remains a possibility of ineffective communication between them on the basis of different dialects they use as a mode of communication between them.

2) Pronunciation: The method of uttering words known as pronunciation is a crucial aspect of spoken communication, but in some situations, it proves to be a barrier. It is a barrier in the sense when the speakers fail to understand a few words uttered by each other due to differences in their pronunciation. In other words, pronunciation becomes a major reason behind a difficulty to understand each other. Therefore, one should be well aware of the fact that pronunciation can stand as a difficulty for comprehension between two speakers.

3) Method: It is always essential to have a method of communication. However, there may not be any kind of similarity as far as the use of methods in communication is concerned. The method of communication provides a basis to spoken communication at large. If the communicators are not familiar with the method of communication, there is an issue of miscommunication between them and it is a sign of ineffective communication between them.

4) Intonation: Verbal communication follows a proper intonation pattern. It should be known well by both sender and receiver. There is a possibility of improper deliverance of the message if the intonation pattern is not understood by them. It may create confusion or doubt in the listener's mind. Therefore, the pattern of intonation may stand as a barrier between communicators.

Check your progress

1. What are some of the linguistic barriers to Effective Communication?

_____

_____

2. What is meant by Dialect?

_____

_____

2.2.3 Cultural Barriers:

Cultural differences in body language and other behaviours cause miscommunication. There may be different meanings of eye contact in different parts of the world. This difference among various groups of people living in different nations is caused due to cultural differences. As a matter of fact, culture causes a distinction in the meanings of expression through gestures.

In this way, there are many other cultural differences in body language that can create barriers to effective communication such as the differences on the basis of facial expressions, the use of nodding to indicate agreement or understanding, and also the amount of space to give someone with whom you are in conversation. Such a variation is a consequence of different cultural practices. Before we learn about these barriers, it is crucial indeed to concentrate on the major aspects of culture standing between sender and receiver as barriers. Cultural diversity makes communication difficult as the mindset of people of different cultures is different; their language, signs, and symbols are also different.

Communication also takes place between people belonging to different nationalities, religions, castes, creeds, races, ethnicities, etc. In other words, when two persons are communicating with each other, there may be differences in their cultural backgrounds. This difference may cause a barrier to effective communication. It is a matter of fact that India is a multi-cultured nation. Hence, differences on the basis of culture are common. In other words, cultural difference is one of the characteristics of communication among different groups of people living in different parts of the country. The difference can be stated on the basis of class, caste, ethnicity, and religion.

Different cultures have different meanings of words, behaviours and gestures. It gives rise to prejudices, ethnocentrism, and opinions. To state further, it influences the way people think and behave. As people belonging to different cultures communicate, these factors can formulate barriers. These barriers can be summarised in the following way.

1) **Class:** The social identity of an individual is formulated on the basis of class. Class difference is one of the prominent dimensions behind cultural barriers to communication. Social class has a cultural dimension. It is through class difference that a possibility of having a difference in communication can be speculated. The class difference may cause a barrier mark in actual communication because of different cultural roots.

2) **Religion**: Religion disrupts communication as it creates a specific image of people who follow other religions. People find it difficult, uneasy to talk with people who follow different religions or faiths. Religious views influence how people think about others, their assumptions, beliefs, and considerations. On the other hand, it creates differences in opinions also.

For example, the Christians living as a minority in any nation may find it difficult to claim their religious faith even though they are in majority in the remaining parts of the

world. In this way, a lack of communication between the religious groups is one of the prominent aspects of the cultural barrier.

3) **Behaviour**: Cultural differences cause behaviour and personality differences like differences in body language, thinking, communication, manners, norms, and other factors that may lead to miscommunication between groups of communicators. For example, in some cultures, eye contact is important whereas, in other cultures, it is considered rude and disrespectful. Culture also sets specific norms which dictate behaviour and guidelines for acceptable behaviour. It explains what is right and wrong. Every action is influenced by culture. Beliefs, ambitions, careers, interests, values, etc. are also causes of cultural barriers.

4) **Ethnicity:** Ethnicity is the process of dividing cultures as "us" and "them." It is a monumental difference between groups of people on the basis of their different cultures. The people of someone's own culture are categorized as in-group and the other culture is out-group. There is always a greater preference for the in-group and also an illusion of the out-group as evil and inferior. This may lead to a barrier between communicators. There may be an adverse impression of this as far as the process of communication is concerned. If the culture is similar to ours, then it is good and if is dissimilar, it is bad. The culture of others is evaluated and assessed with the standard being one's own culture. It affects the understanding needed to get success in communication. To state further, the books in schools use reference of their own culture to describe other cultures by either showing common things or differences.

2.2.4 Psychological Barriers:

The psychological barriers refer to the psychological state i.e. opinions, attitudes, state of consciousness, emotions, etc. of a person that deeply affects the ability to communicate. Following psychological barriers to communication can be stated:

1) **Distrust:** To have effective communication, it is a must that both the communicators (sender and receiver) trust each other. Distrust is a psychological barrier between communicators because effective communication lies on the basis of their trust for each other. In case there is a lack of trust between the communicators, then they will tend to derive negative meaning out of the message and neglect often what has been communicated between them. If the receiver has no trust, then he will not listen to whatever is being said by the sender, and this will cause meaningless communication.

2) **Emotions:** Emotions play a pivotal role in actual communication. At large, emotions determine success or failure in communication. Therefore, there cannot be any objection when emotion is being considered as one of the barriers in communication. Communication is greatly influenced by the emotions of a person. If a person is not in a good temperament, then he would not listen properly to whatever is said and might say things offending the sender. It has always been insisted to control our emotions when it's a matter of conveying any message. But sometimes, one gets a loose hold over his/her emotion and it creates miscommunication. On the other hand, the emotions such as anger, nervousness, confusion and restlessness affect the communication process, and establish a gap between the sender and the receiver. Whatever may be the situation, the communicators need to be concerned about the emotional balance.

3) **Distraction:** Good communication demands concentration when you are in the process of communication. Distraction may cause hurdles in actual communication. Both the sender and the receiver are expected to keep their focus while communicating with each other. If the mind of the communicator is not stable, then there is a possibility of improper communication between them. Such a kind of dissociation in communication is a distraction and it is a psychological barrier. To overcome this barrier, it is necessary to remain concentrated while communicating with others.

4) **Prejudice:** Prejudice is negative thinking or misunderstanding. Most of the time, a preset idea or notion of mind creates a disturbance in the process of communication. When the receiver listens to the sender; there is a possibility of miscommunication between them. It may stand as a barrier between communicators. The only way to avoid it is communicate without prejudice.

Check your progress

1. Mention any two cultural barriers to effective communication.
_____
_____

2. Mention any two physical barriers to effective communication.
_____
_____

2.2.5 Overcoming Barriers to Communication:

Communication is a sign of human evolution. In course of mankind's development, oral communication or spoken communication bridged the gap among communities or persons with differing identities and initiated the development of the human race at various levels. For centuries together, spoken communication has been a medium of constant, sustainable development of human thoughts, ideas, and progressive associations, irrespective of their nations, regions, religions, castes, and creeds. Today, spoken communication has secured a remarkable significance in different spheres of human life. Your skill as a communicator gets evaluated and appreciated at various levels. Therefore, it is necessary to improvise one's ability to communicate in an impressive way.

We have already studied some of the major barriers to communication in different surroundings with different objectives. Here we shall learn how to overcome these barriers. The ways to overcome barriers to communication are discussed here in a general way. Let's glance at some essentials to overcome these barriers.

Clarity in Message:

The message conveyed by the sender must be simple, easy to understand, and systematically framed. It should retain its meaningfulness. Without clarity in message, there is the least possibility of effective communication. Therefore, sender and receiver, should be concerned about clarity. The clarity in the deliverance of the message is of utmost significance. Therefore, being a communicator, one should be genuinely concerned about the clarity of the message.

Brevity:

The message should be drafted in simple words, and it needs to be clear and precise creating, the desired impact over the receiver. Avoiding lengthier messages always helps in effective communication. Instead of longer speeches, short speeches, in the form of idioms and phrases, demonstrate their essence in effective communication. Therefore, some soliloquies in Shakespearean plays such as *Macbeth* and *Othello* are more powerful than lengthier dialogues. It means that brevity can be a powerful means of communication.

Listening and Understanding:

A good communicator is one who masters basic language skills such as listening, speaking, reading, and writing. Out of these four skills, listening skill is preliminary and most

important. Therefore, the most crucial skill in a person is that he must be a good, alert, and patient listener and should be able to understand and interpret the message well.

Emotional Intelligence:

A communicator is expected to remain restrained as far as his/her emotional intelligence is concerned. He/she should be emotionally aware and the ability to influence others through communication largely relies on emotional intelligence. The state of emotions and their involvement in actual communication depends on the emotional intelligence, a person possesses.

Self-Confidence:

The worthiness of the message is usually judged on the basis of the confidence of the sender of the message. In verbal communication, self-confidence plays a dominant role and is a crucial factor in the entire process of communication. The ability of the communicator is tested mostly on the basis of the level of confidence of the communicator. It is through self –confidence that the success of communication can be evaluated.

Right Medium:

Choice of the correct medium for communication is also a skill. Choosing the correct medium for communication depends mostly on the words you select to communicate with someone. It is necessary to select an appropriate medium according to the situation, priority of the message, the receiver's point of view, etc. Mostly, failure of communication is caused due to wrong choice or selection of the medium. For classroom or any other kind of communication, a proper/suitable medium should be finalised for successful communication. Apart from the essentials to overcome barriers to effective communication, a mention of feedback is mandatory. Let's talk about its mechanism.

Feedback:

Feedback is defined in "*The Glossary of Training Terms*" as: "The process by which information about the results of an action is communicated to the source of the action". Without feedback, the process of communication remains incomplete. There is no chance of improvisation of communicative practice without feedback. Following are the characteristics of feedback.

1) Purpose: While registering your feedback, your purpose should be clear. It should not be prejudiced but encouraging. Hence, it may boost the sender.

2) Exactness: If feedback lacks exactness then it is improper. One should be much concerned about exactness while delivering his/her feedback.

3) Narration: A feedback should contain a description instead of an evaluation. One should not be in a hurry of evaluating the message but just narrating it. It helps you to be accurate in your feedback.

4) Value: Effective feedback is not a bitter criticism but it is a written or spoken statement for a receiver to learn, re-learn and modify his/her approach.

5) Timeliness: Not only in the process of communication but in any process the time factor is much crucial. The idea of timeliness should always be in mind while registering your feedback.

To state further, feedback should be a continuous process as the audience and communicators are neither always the same persons, nor they are interacting in the same situation. The extension agent shall take steps to analyse the responses of the audience, which may be positive, negative or no response. If there has been no response or negative response to a message, the extension agent shall find out reasons for the same. If it pertains to research, the problem should be referred to as feedback information to research, to find out solutions for the same.

Effective communication is always a two-way process. A person must take as well as give feedback to bring forward the other person's perspective too. It is a constructive activity because it may help to improvise both sender and receiver. In any communicative system feedback matters as it helps to modify the methods accepted for communication. In business or professional communication, feedback is always a helping hand in the sense that the method of communication can be modified and a sound communication between the employer and the employee can be possible. So, in professional as well as non-professional sectors oral or written feedback should be considered as a method of purifying the actual method of communication. To state further, feedback should not be destructive and critical. It should encourage the communicator and also it should help in transforming the actual system. To be effective, feedback needs to be skilfully given and the receiver must hear, understand, accept and act upon it.

To conclude, the giving and receiving of feedback are skills that require very careful handling. They require courage, tact, honesty, understanding, and respect – both for you and for others. Like all other skills, they are developed only through practice. In providing feedback to

others you will need to be sensitive to the feedback you will receive in response. The giving of feedback cannot be separated from receiving it in return for dialogue with the sender.

The process of communication is integrated with feedback and it should be fused at the end of the communication. The learners need to be concerned about barriers to communication, ways to overcome these barriers, and also the significance of feedback in the process of communication. The present unit may assist the learners in this regard.

2.3 Learning Outcomes

The present unit strives to communicate the significance of effective communication in human life. It elaborates the various barriers that hinder effective communication. On the other hand, this unit states how these barriers can be overcome. As an effective communication in the present century gets an edge; communicator should know all about the barriers and should also know how these barriers can be withstood. The unit, further, illustrates various aspects of communication. It provides required or essential information in terms of nature, characteristics and importance of feedback. In short, the unit attempts to provide the elements involved in the process of communication. It is certainly helpful for the reader in terms of nature and method of communication.

2.4 Glossary

Barriers: A natural formation or structure that hinders action

Distrust: The lack or absence of trust

Ethnicity: Containing more than one or more than one kind of class

Intonation: The act of intoning and especially of chanting

Space: The distance

Coherent: Clear, rationale

Descriptive: Providing a detailed description

Persuasive: Very effective

Compare: Equate

Contrast: Difference

Creative: Innovative

Communication: Act of exchanging/ sharing ideas/ thoughts/ feelings

Conversation: A talk between two or more people sharing sentiments/ opinions/ ideas.

Greetings: A polite and friendly expression a person does when he meets/ welcomes someone.

Compliment: A statement of action that appreciates somebody

Regret: A feeling of sadness about something sad or wrong

Gratitude: The quality of being thankful

Remorse: Deep regret or guilt for a wrongfully committed action

Appreciation: Recognition, admiration

Apology: A regretful acknowledgment of an offence or failure

Excuse: Seek to lessen the blame attaching to something, try to justify

2.5 Sample Questions

2.5.1 Objective Questions:

1. The word communication is derived from _____word

    (a) Latin

    (b) Greek

    (c) French

    (d) None

2. Noise is one of the _____barriers to communication.

    (a) Physical

    (b) Psychological

    (c) Cultural

    (d) None

3. What is the role of medium in communication?

    (a) To convey the message

    (b) To stop the message

    (c) Both a and b

    (d) None

4. The act of dissociation in communication is a _____ and it is a psychological barrier.

    (a) Prejudice

    (b) Distraction

(c) Distrust

(d) Emotion

5. In verbal communication, _____plays a dominant role and it is a crucial factor in the entire process.

    (a) Emotional intelligence

    (b) Brevity

    (c) Feedback

    (d) Self-confidence

6. Which one is a cultural barrier to communication?

    (a) Religion

    (b) Distrust

    (c) Prejudice

    (d) None

7. Which one is a psychological barrier to communication.

    (a) Ethnicity

    (b) Race

    (c) Prejudice

    (d) None

8. Dialect deals with particular form of language. (True/False)

9. The process of communication is integrated with feedback. (True/False)

10. The responses of the sender create feedback. (True/False)

2.5.2 Short Answer Questions:

    1. Name some prominent barriers of communication.

    2. Explain cultural barriers in the process to communication.

    3. Comment on time as a physical barrier in the process of communication.

    4. How do you find emotions as a physical barrier?

    5. How does self-confidence help in overcoming barriers to communication?

2.5.3 Long Answer Questions:

    1. Describe in detail any three physical barriers to effective communication.

    2. Explain in detail any three cultural barriers to effective communication.

    3. Illustrate in your words any three psychological barriers to effective communication

2.6 Suggested Readings

1. Abrell, R. *Preventing Communication Breakdowns, National Association of Secondary School Principals.* Reston: Blackwell Publisher, 2004.

2. Canary, H. *Communication and Organizational Knowledge: Contemporary Issues for Theory and Practice.* Florence: Taylor & amp; Francis, 2011.

3. Cheney, G. *Organizational Communication in an Age of Globalization: Issues, Reflections, Practices.* Long Grove: Waveland Press, 2011.

4. Eisenberg, E. M. *Organizational Communication: Balancing Creativity and Constraint.* New York: Saint Martin, 2010.

5. Keyton, J. *Case Studies for Organizational Communication: Understanding Communication Processes.* New York: Oxford University Press, 2010.

6. Keyton, J. *Communication and Organizational Culture: A Key to Understanding Work Experience.* Thousand Oaks: Sage 2011.

7. Kneen, J. *Essential Skills: Essential Speaking and Listening Skills*. New York: Oxford University Press, 2011.

8. Pauley, J. A. *Communication: The Key to Effective Leadership*. Milwaukee: Quality Press, 2010.

Unit-3: Importance of Non-Verbal Communication Skills

Structure

3.0 Introduction

The word **'Communication'** is derived from the Latin term '*Communicare'* or '*Communico*' both of which means 'to share'. It implies that the system of communication is commonly accepted and recognized by the members of the community. It is our basic need that helps us to convey our thoughts, feelings, and ideas to others with the help of verbal or non-verbal signals. Communication is the transmission of certain information from one person to another. We communicate with others for various purposes in our life at home, workplace, and schools, and within society using a certain medium that is understood by both the sender and the receiver. Effective communication is an important tool to influence others which results in cooperation whereas faulty or weak communication leads to misunderstanding and fails to achieve the speaker's goal. Communication is a continuous process; hence, it has become an integral part of our life.

Thus, communication is a social affair. Communication is a two-way process, which begins in the mind of the person who is communicating. This desire in the mind of the

communicator is communicated to the other using the medium of speech. It is here that a good knowledge of the language helps the communicator express himself/herself. But there is no limit to the number of media that can be used for communication, for example, use of audio-visual aids, internet, telephone, chat, etc. Language has enabled people to interact with the environment and to regulate their social behaviour. Though there are several means of communication, language is the most widely used instrument. Communication can be categorised broadly into two kinds **Verbal and Non-Verbal.**

Verbal communication can be done with the use of words and language, to convey the message to the other party. In Verbal Communication, the message can be **Spoken or Written**. In the process of communication, the sender encodes the message, then selects the proper channel to send the message. After receiving the message, the receiver decodes the message, understands it, and gives feedback through the proper channel to the sender. Communication cannot be only spoken or written; there is one more type that is non-verbal communication. Communication that takes place without the use of spoken or written words is called non-verbal communication. Generally, it works alone and sometimes it accompanies verbal communication to make it effective. It includes our body language, personal appearance, and how we use our eyes and our voice. By nature, this type of communication is universal but sometimes it can be different from one culture to another.

Hence, non-verbal communication can be defined as a process to express emotions, feelings, and thoughts between the sender and the receiver without using spoken or written words when both are physically present at a place.

3.1 Objectives

After completing this unit, students will be able:
- To distinguish between verbal and non-verbal communication
- To describe different types of non-verbal communication
- To understand the uses and functions of non-verbal communication
- To appreciate the importance and power of the non-verbal communication
- To enhance their non-verbal communication skill
- To use these skills in their day-to-day lives
- To use them in certain situations to convey their message

3.2 Importance of Non-Verbal Communication Skills

The process of communication without the use of words is called non-verbal communication. Non-verbal communication is mainly associated with body motion, characteristics of appearance, voice modulation, and use of space and distancing which are collectively called body language. Non-verbal communication helps us to express our feelings and emotions through actions and expressions instead of words. Non-verbal communication and verbal communication go hand in hand in our daily routine life. Sometimes, it's our body language that expresses our emotions better than words. Facial expressions are the most common ways of non-verbal communication. The sub-topics analyse the systematic study of non-verbal communication.

It is opined that 35 percent of the message is carried verbally, while 65 percent is conveyed non-verbally. Albert Mehrabian, in his book *Silent Messages* published in 1971, has analysed the impact of messages as 7 percent verbal, 38 percent vocal and 55 per cent non-verbal. Non-verbal communication includes those important but unspoken signals that individuals exhibit such as Gestures, Posture, Personal appearance, Facial expressions, Eye contact, and Space and Distancing. (*See figure 1*)
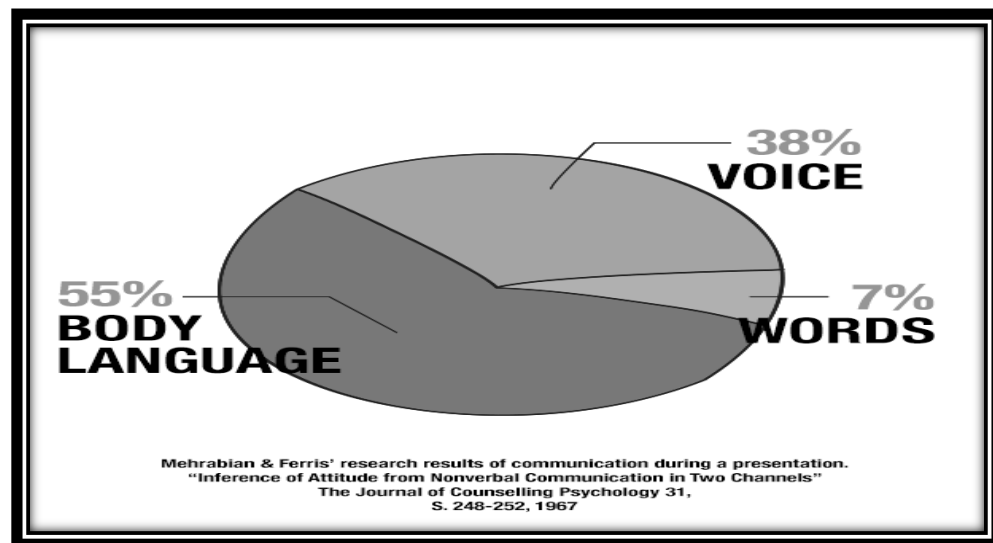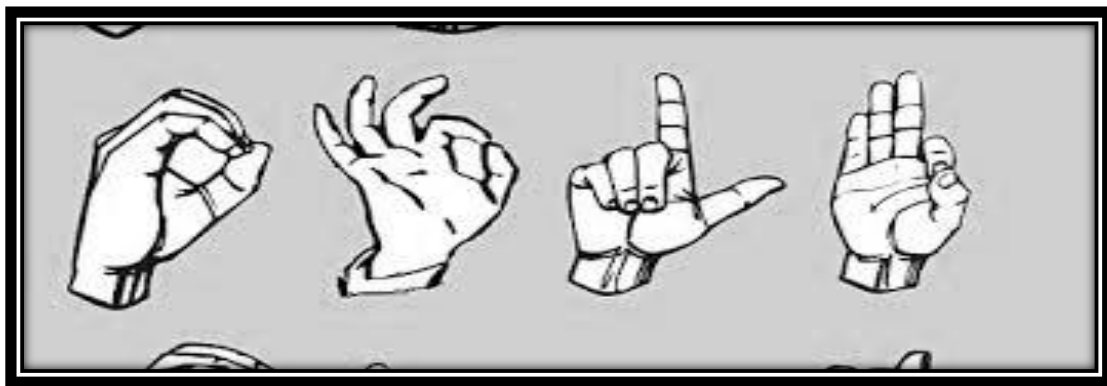

(Figure: 1-Source: Google Images)

Non-verbal communication spontaneously accompanies a person's speech. The elements of non-verbal communication are as follows:

3.2.1 Kinesics:

The word Kinesics comes from the root word 'kinesis', which means "movement," and refers to the study of hand, arm, body, and face movement which helps to convey a specific meaning and certain interpretations. It is associated with non-verbal behaviour related to the movements of a part of the body. Generally, all communicable body movements are classified as kinesics. Kinesics is one of the most important forms of non-verbal communication. Communication by employing body movements is endless. For example, when the forefinger and middle are indicated in the shape of the letter 'V' it becomes the sign for victory. In certain cases, two fingers are used to symbolize the number two. Sometimes 'O' may be indicated as OK, in other cases, it is taken as a zero. *(See figure: 2)*

(Figure: 2- Source: Google Images)

Kinesics is an important part of non‑verbal communication. Body language is a comprehensive term used for the method of communication through different parts of the body other than the tongue such as body movements, gestures, postures, facial expressions, and touch etc. Body language is unintended and more truthful than verbal messages. The elements of non-verbal communication are as follows:

1. **Personal Appearance:** If the people we are communicating with are unfamiliar to us, then personal appearance can inform them about our background and attitudes. Personal appearance refers to how an individual is dressed, the make-up s/he puts on and the hairstyle s/he maintains. Our style of dressing, the choice of clothes, and hairstyle contribute in a small but important way, to our success as communicators. Personal appearance influences the mindset and opinions of our audience towards us and also helps them to form impressions about our capability. Always remember that you are never fully dressed unless you wear a smile on your face.

2. **Gesture:** One must learn proper ways of gestures with one's hands and how to shift the weight of the body on the legs while speaking. A gesture is the movement that one makes with one's hands, heads, and face to show a particular meaning like 'yes', 'no', 'keep sitting', 'be silent', etc. Remember that all oral communications are accompanied by gestures such as shrugging of the shoulders, movement of the head, eyebrows, lips, eyes, etc. Practicing before the mirror and having assistance from colleagues and friends, who can be considered efficient and effective in communication, would be useful to learn and make appropriate gestures.

   One should always remember that unnecessary and unwanted body movements disturb the audience to whom you are speaking. For example, if you are being interviewed or you are making a very informal laptop presentation before a small group of colleagues, you work with them closely, in such a case do not make continuous small movements in your chair. Just sit back or lean forward slightly and move only as you would normally. You must avoid sitting with crossed legs which is a negative or bad omen. If you are going to give a presentation, avoid walking up and down because this will divert the audience. It is good to stand at one place and move only when you need to write something on the board or flip the chart.

3. **Posture:** The term **'Posture'** refers to the way one stands, sits, or walks. The movements of the hands, legs, and other parts of the body reveal an individual's personality, whether one is arrogant, diffident, confident or careless, etc. Work continuously towards developing good posture because it's not like which you can make it on the day of your meeting or interview. However, one needs to be relaxed always with the guiding principles of "be relaxed but alert". Shifts in the postures have to be cultivated.

4. **Eye Contact:** Eye contact plays a very important role in non-verbal communication. It is considered the most important aspect of body language. Eye contact helps the speaker to get feedback from the audience and to keep the listener's attention alert. Eye contact with the audience helps speaker to understand whether the speaker is honest or whether the listener is interested in the speaker. Hence, a good speaker always looks at all different parts of his audience, and not on the ground, the ceiling or the door, etc. If the speaker ignores the audience, the audience will lose interest in what is being communicated and it has been confirmed that better eye contact leads to more effective communication.

During an interaction, eye contact also changes as we shift from speaker to listener. Our eyes bring in the visual information we need to interpret people's movements, gestures, and eye contact. A speaker can use his or her eye contact to determine if an audience is engaged, confused, or bored and adapt his or her message accordingly. Our eyes also send information to others. Making eye contact with others also communicates that we are paying attention and are interested in what another person is saying.

5. **Facial Expression:** Our faces are the most expressive part of our body and can communicate different emotions. Facial expressions are mostly emotional and exhibit attitudes. A facial expression such as a smile (friendliness), a frown (discontent), raising the eyebrow (disbelief), or tightening the jaw muscles' (antagonism) can add meaning to verbal communication *(see figure: 1).* A wooden expression on the face may prejudice the listeners while brightness in the eyes may keep their interest sustained. For a smooth flow of communication, use gestures and facial expressions; they add effectiveness to what is being spoken or said.

Our faces are the most expressive part of our bodies. Think of how photos are often intended to capture a particular expression 'in a flash' to preserve for later viewing. Even though a photo is a snapshot in time, we can still interpret meaning from a human face caught in a moment of expression, and basic facial expressions are recognizable by humans all over the world. While delivering something light-hearted or humorous, a smile, bright eyes, and slightly raised eyebrows will non-verbally enhance our verbal message. While delivering something serious or sombre, a furrowed eyebrow, a tighter mouth, and even a slight head nod can enhance that message.
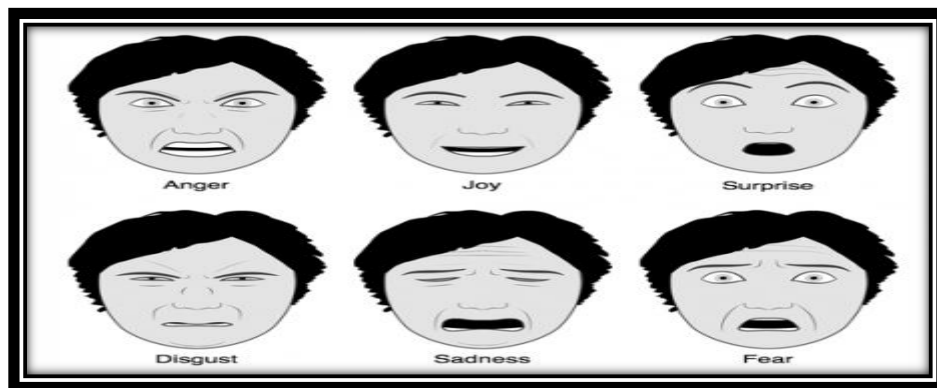
(Figure: 3-Source: Google Images)

3.2.2 Artifacts:

Artifacts are concerned with the environment and objects around us. Surroundings consist of different objects such as a person's appearance (body, shape, size, smell, skin, colour, hair style, make-up, perfume, clothing style), objects people carry around them (books, jewellery, pens, combs, watches), and objects people choose to decorate their surroundings (clocks, paintings, furniture style) *(See figure: 4)* These artifacts messages have a strong influence on initial perception and first impressions people have about others. It helps the audience to interpret and analyse us better. Although the human body transmits several messages, these messages do not carry any sense until they are translated by someone. The process of translation is important where artifacts are concerned.

(Figure: 4- Source: Google Images)

3.2.3   Proxemics:

There are several non-verbal signals which are understood by the sender and the receiver. One such source is space. It communicates in its way. The way space is used, conveys the importance of body language. That is the way people structure the space around them. It is something which is expressed through a range of physical phenomena of communication as

'Proxemics'. It can also be called as 'space language'. In this context, space means the distance between the sender of the message and the receiver of the message in oral communication. It studies how we communicate through various spaces around us such as the Intimate zone, Personal zone, Social zone, and Public Zone. Space can be classified into the following various categories according to distances.

1. Intimate Zone (0 to 1.5 feet):

In the intimate zone, the distance allowed is 0 to 2 feet where only confidential communication takes place. It is permitted only for close friends, family members, relatives, and intimate partners. We cannot ignore or neglect people when they are in this space. An example of this zone is two people hugging, holding hands, etc. In this type of zone, people can share a distinctive level of comfort with one another. The gap of this space can be comfortable in some contexts and annoying in others.

2. Personal Zone (1.5 to 4 feet):

The personal zone refers to the space of four feet from our physical body. It is reserved for friends, colleagues, and peers. Most of our communication takes place in this zone. Distance for this zone can range from 1.5 to 4 feet. Like an intimate zone, if a stranger appears in the personal zone, he or she may feel discomfort.

3. Social Zone (04 to 12 feet):

Social distance can be maintained in a business transaction, meeting new people, and interacting with groups of people. Social distance has a large range of 4 to 12 feet and it is clear that it depends upon the situation. It can be used with students, co-workers and familiar people. People are very particular about the amount of space, and distance maintained in the social zone and they prefer to avoid physical contact with one other in this zone.

4. Public Zone (12 feet or more):

The communication that occurs in the public zone is formal. This is the least personal zone out of the four zones and would typically be used when a person is engaging in a formal speech and is removed from an audience to allow the audience to see or when a high-profile or powerful person like a celebrity or executives maintain such a distance as a sign of power or for safety and security reasons**.**

Each of the previous types of proximity is heavily influenced by people's perception of what the "correct" type of distance should be in a certain situation. Culture is one of the factors which contribute to people's perceptions of how Proxemics should be used. People from different cultures have different views on what the proper personal space should be.

Space and distance can be different from one culture to another. For example, an American may find an Indian standing too close to him (distance-wise) while interacting with him. However, in heightened emotional states of mind (for. e.g. anger, shock, danger, etc.), the normal distancing is ignored. It is dependent upon occasion and individual response.

3.2.4 Chronemics:

It is the use of time in communication. It tells you about how punctual or disciplined a person is or how serious the person is regarding the matter. One of the most immediate features of chronemics is the attitude of different cultures to punctuality. Different cultures give different weightage to punctuality. Different cultures attach a different degree of importance to the whole idea of punctuality. For example, consider a multinational organisation where managers from different countries are required to attend a meeting at a specified time. There will be cross-cultural communication in such a gathering. Since each country has a different idea or concept of punctuality, all the participants would arrive at different times, some would arrive before time and some even after the specified time. None of them would pay attention towards either arriving early or late probably because of the different cultural attitudes towards the time factor or management of time.

The use of time is a very subtle factor in non-verbal communication. Time given for speaking and listening can create self-esteem. A person who wastes his own time and that of others can certainly be considered an inefficient person in an organization. Chronemics includes a sense of time used for presentation, conducting meetings, etc. In brief, it can be stated that chronemics is an important non-verbal method of communication as time also conveys certain messages.

3.2.5 Haptics:

Haptics is a scientific term and is related to the sense of touch. It is a science concerning human interaction using touch. Touch can be used to communicate affection, familiarity, sympathy, and other emotions. Study of touch as non-verbal communication includes handshake, a pat on the shoulder, holding hands, and pat on the back.

Touch or Haptics is a characteristic of non-verbal communication and is used when we come into physical contact with the other person. For example, we use a handshake to gain trust and introduce ourselves. There are several types of touch like functional (professional touch), social (polite touch), friendship (warm touch), love (intimate touch), and sexual (arousal touch). In the intimate zone, touch is very important. *(See figure 5)* At the friendship level, touch is more important and more ambiguous than at the social level.

(Figure: 5-Source: Google Images)

Haptics is an important aspect of the non-verbal communication .The study of touch in communication to express emotions and feelings is called Haptics. This behaviour is referred to as an 'Adapter' and may send messages that reveal the intentions or feelings of a communicator. The meaning conveyed from touch is highly dependent upon the context of the situations, the relationship between the communicators, and the manner of touch.

3.3 Learning Outcomes

There is a proverb "Actions speak louder than words." Non-verbal communication helps to communicate with people who are hard of hearing and, particularly, with handicapped and deaf people. Generally, deaf people convey messages through movements of hands, fingers, eyeballs, etc.

Students after completing this unit are able to understand that Non-verbal communication never produces any sound, so it helps to communicate at a place where you are supposed to keep silence. Students can communicate with a faraway person, if the person can see but cannot hear. Students can understand that communication helps to share those messages which you don't

want to be heard by others. By the end of this unit, students may be able to use the aids like audio-visuals and silent means of non-verbal communication. Students can comprehend that this type of communication uses gestures, facial expressions, eye contact, proximity, touch, etc., without using any spoken or written word. So, it is very much helpful for the uneducated people.

- The message of non-verbal communication reaches very fast towards the receiver. So, it saves valuable time for the communicator.
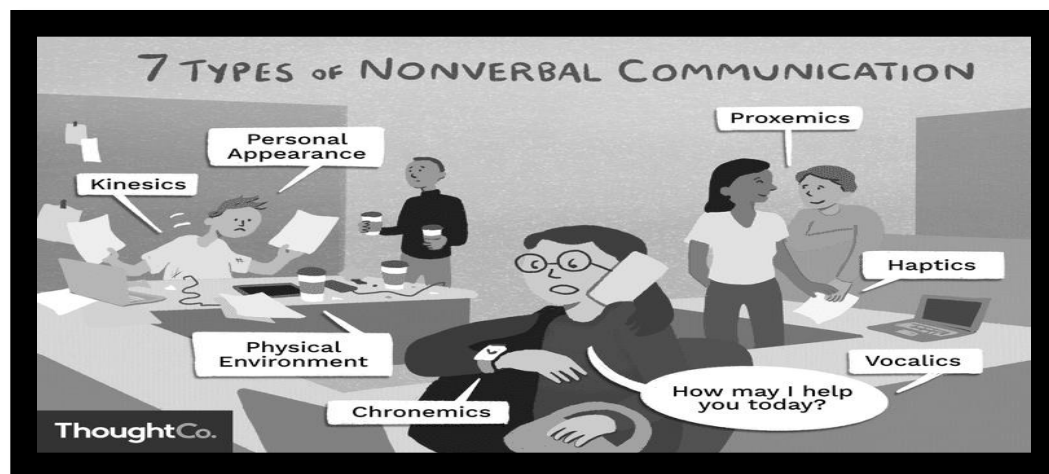
(Figure: 6- Source: Google Images)

Figure 06 explains the above discussed seven types of non-verbal communication.

3.4 Glossary

Kinesics: Body movement

Gesture: A movement that you make with your hands, your head or your face to show a particular meaning

Posture: The position in which someone holds their body when standing or sitting.

Ambiguous: Open to more than one interpretation; not having one obvious meaning

Competence: The ability to do something successfully or efficiently.

Perception: The ability to see, hear or become aware of something through the senses

Presentation: A speech or talk in which a new idea or a piece of work is shown and explained to an audience

Transmits: To pass on something from one person or place to another

Enhance: Increase or add something to improve the quality

Credibility: The quality of being trusted and believed in

Consequence: Having important effects or influence

Microphone: Device for converting sound waves into an electrical signal

Phenomena: A remarkable thing

Interaction: Communication

Intimate: A very close friend

Punctuality: The fact or the quality of being on time

Esteem: Respect and admiration

Multinational: A company operating in several nations

Facial Expressions: Expressions on the face such as a smile, a frown, raising the eyebrow, etc.

Artifacts: Physical objects, such as clothing, homes, and cars that indicate a person's personal and social beliefs and habits.

Proxemics: The branch of knowledge that deals with the amount of space and distance that people feel it necessary to set between themselves and others.

Chronemics: The use of time and punctuality in communication

Vocalic: The volume or tone of voice used by the speaker

Tone: A quality in the speaker's voice that tells the listener about his/her feeling and attitudes

Intonation: Rise and fall in voice

Pitch: Level of voice

Haptics: Relating to the sense of touch

3.6 Sample Questions

3.5.1 Objective Questions:

1. The term communication is derived from the word _____.

   (a) Communicare

   (b) Comunnicare

   (c) Comunicare

   (d) Communnicare

2. Communicare is a word which means to:

   (a) Share

(b) Develop

(c) Ridicule

(d) Throw

3. Which of the following is not a kind of kinesics?

   (a) Haptics

   (b) Gesture

   (c) Posture

   (d) Eye contact

4. Friendship-warmth touch _____.

   (a) Is the least intense form of touching

   (b) Is the most ambiguous type of touch

   (c) Leads to the most misunderstandings between people

   (d) Both b and c

5. Which of the following comes under Haptics_____.

   (a) Being decently dressed

   (b) Eye contact

   (c) Appearance

   (d) Hug

6. What is non-verbal communication?

   (a) Communicating with someone by using gestures

   (b) Getting messages across with facial expressions

   (c) Using your body language to convey something to someone

   (d) All of the above

Say whether the following statements are True or False.

1. Chronemics is the use of time in communication.

   (a)   True

   (b)   False

2. Haptics is a scientific term and is related to the sense of touch.

   (a) True

   (b) False

3. Proxemics is the study of vocal qualities.

   (a)   True

(b) False

4. Chronemics is the study of space and distance.

    (a) True

    (b) False

3.5.2   Short Answer Questions:

1. What is meant by a gesture and a posture?
2. What is the importance of voice modulation in becoming an effective speaker?
3. What is Proxemics?
4. Explain the phrases: eye contact and facial expressions.
5. Discuss Chronemics and Haptics.

3.5.3   Long Answer Questions:

1. What is Non-Verbal Communication? Explain the various types of Non-Verbal Communication.
2. Explain the importance of Kinesics in the communication process.
3. How does Non-Verbal communication play an important role in our life?

3.6 Suggested Readings

1. Aakash, *Verbal & Non-Verbal Communication*. Delhi: Aman Publications, 2010.

2. Baron, Naomi S. *Writing in the Age of E-mail: The Impact of Ideology versus Technology. Visible Language*. New York: Sage, 1998.

3. Bhatia, Vijay. ed. *The Routledge Handbook of Language and Professional Communication*. New York: Routledge Publishing House, 2016.

4. Bolton, David, and Noel Goodey. *English Grammar in Steps*. London: Oxford University Press, 2003.

5. Calero, Henry H. *The Power of Nonverbal Communication: How You Act is More Important Than What You Say*. Perth: Silver Lake Publishing, 2005.

6. Fromkin. V and Rodman. R. *An Introduction to Language*. New York: Rineheart and Winston, 1974.

Unit-4: Importance of LSRW Skills in English

Structure

4.0 Introduction

Language is a very important means of communication between humans. One can communicate his or her ideas, emotions, beliefs, or feelings to others as they share a common code that makes up the language. There are many other means of communication used by humans such as gestures, nods, flags, sketches, shorthand, maps, acting, miming, and dancing, and so on. But all these systems of communication are extremely limited. They are not so flexible, comprehensive, perfect, and extensive as language is. Language is so important form of communication between humans that it is difficult to think of a society without language. It is a carrier of civilization and culture from one generation to the other generation. Language is ubiquitous in the sense that it is present everywhere in all activities.

Language is a form of social behaviour so it can be learnt or acquired. This learning is possible only in society. A human child learns to speak the language of the community or group in which he/she is placed. A Chinese infant, if placed in an Indian family, will easily learn to speak an Indian language. He/she picks up the language of the social setup in which he/she grows.

Today, language is a medium of literature, science and technology, computers and cultural exchanges between social groups, and the most powerful, convenient, and permanent means of communication in the world. It is universal, present everywhere in all human activities, thoughts, dreams, prayers, meditations, and relations. It is only through language that they store knowledge and culture and transfer it to the next generation. Thus, all human civilization and knowledge are possible only through language.

The English language is spoken and read by the largest number of people in the world, for historical, political and economic reasons. It is the first language in the U.K., the U.S.A., Canada and Australia and the second language in India, Africa, Russia, France, Pakistan, etc. Thus it has got international importance.

In our country, English was introduced with the coming up of the East India Company. Initially, its role was in the trade and commerce of the country, but gradually it occupied a very important place in the political and educational life of the country. Lord Macaulay desired to produce, through English education, a class of persons, **"Indian in blood and colour, but English in taste."** English has great educational importance, and it has been the medium of instruction in schools and colleges. Thus English dominated the studies curriculum during the English period.

In these modern days, the whole world has become a global village and people communicate with each other in a common language, i.e. English. English has its unique importance in our country. It has played a very important role in building modern India. English is the language widely used in the field of scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking, etc.

Language is taught to develop certain skills. Learning of a language mainly consists of the four language skills: listening, speaking, reading, and writing. To become an all-rounded communicator, one needs to be proficient in each of the four language skills. Listening and reading are the receptive skills because learners do not need to produce language; they receive and understand it. Receptive skills mean understanding spoken and written English. These skills are sometimes also known as passive skills. The productive skills are speaking and writing because learners are applying these skills in a need to produce language. They are also known as active skills. It is easier to learn receptive than productive skills. Each of the language skills has its importance, so no skill can be ignored.

4.1 Objectives

This unit aims at enabling the students to:

- Listen correctly and understand English when spoken
- Pronounce English speech sounds correctly and develop the ability to speak competently
- Read English with comprehension
- Develop interest, fluency, and ease in writing

4.2 Importance of LSRW Skills in English

English is a global language. Learning a language is an art in which imagination and creativity are important and it is a skill rather than a knowledge subject. Skill is the ability to do something effectively. Skill has to be acquired by making efforts. The right approach to it is the natural one. While studying these skills, listening and speaking skills should be discussed first. After giving sufficient practice of listening and speaking, then reading and writing skills should be introduced.

Of the four skills important to develop a language, *Listening, Speaking, Reading and Writing*, *Listening* and *Reading* are passive skills while *Speaking* and *Writing,* are active skills. They are named so because Listening and Reading are subjective and are associated with individual understanding and comprehension, whereas Speaking and Writing are associated with the expression of oneself with others.

The mastery of any language depends mainly on the learning of the basic skills LSRW. Without acquiring these skills, one cannot become an expert in that language. Hence for effective communication and mastery of any language, all four skills are very important. A detailed study of each skill in the sub-topics will help you to understand the importance of these skills.

4.2.1 Listening Skill:

Listening is the first activity that a learner is exposed to when he/she is placed in a language environment. Poor listening may lead to misunderstandings and arguments among people. There is a difference between listening and hearing. Hearing is an involuntary activity where the sounds on the street or somebody crying outside or a street fight or a radio song are automatically heard. But listening is a voluntary activity where all the senses are to be concentrated to listen to and comprehend, as in the case of a classroom lecture or a talk or

discussion or news on radio/ TV, etc. Active and attentive listening is what any speaker wants from the listener for effective communication.

Sub-Skills of Listening: A good learner not only identifies and comprehends the words and sentences of the language but also interprets the stress, rhythm, and intonation of the language. Another sub-skill of listening is to identify the information or the gist conveyed by the message. Identification of the emotional and attitudinal tone of the speaker is also a sub-skill of a good listener which makes him/her a perfect communicator. Listening and speaking are two sides of the same coin and both are very closely interrelated. Listening can be casual listening and focused listening. Casual listening is passive and refers to listening without a particular purpose while focused listening is active and has a purpose. Listening Skills could be enhanced by focusing on making the students listen to the sounds of that particular language.

Factors Affecting Listening Comprehension:

There are several factors that affect listening comprehensions like the Linguistic factor, the Physical factor, and the Psychological factor.

Linguistic factor deals with the listener's language proficiency, for example, the vocabulary, pronunciation, understanding for homonyms and homophones, etc. Physical factor deals with the environmental interference like the noise, the crowd and technological disturbance, the interference in a radio broadcast or a telephone network. Psychological factors that affect listening are a person's preoccupation with other thoughts, prejudices of a person, a lack of interest in the topic, impatience, etc. Hence active listening takes place only when the listener is mentally free and is in a receptive mood.

Guidelines for Effective Listening:

For effective communication, remove all your physical and psychological distractions and listen to the speaker appropriately. Show the speaker that you want to listen, and ask questions to show that you are interested in the conversation. Develop your verbal and non-verbal listening abilities and listen with an open mind. Go easy on argument and criticism and appreciate the speaker's view which you agree with and the speaker would be put to ease and effective communication takes place.

Barriers to Listening:

There are different barriers to listening, some of which are as follows.

- Listener thinks he/she knows more than the speaker.

- Listener is stress-filled because of physical or psychological pressure.

- Listener is anxious to express his/her thoughts.

- Listener is prejudiced about the speaker.

- Speaker is confused

- Speaker uses technical jargon.

- Speaker is not effective in communicating the ideas.

- Speaker uses words open to many interpretations.

- There are external disturbances.

Characteristics of a Good Listener:

A good listener involves actively in listening and is critical about what he/she listens to. He/she uses various strategies to overcome the barriers.

A good listener should have the following qualities for proper listening and effective communication:

- Listener should know the language in which communication is taking place.

- Listener should follow the speaker carefully.

- Listener should clarify the meanings from the speaker immediately.

- Listener should know to interpret the sentence in a context.

- Listener should be actively involved in the listening activity.

Check your progress

1. Listen to radio news in English and understand it. Write the headlines below.

_____

_____

2. Listen to any of the interviews in English on TV and write its summary.

_____

_____

4.2.2 Speaking Skill:

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Speaking skill is the most important because it is the first sign to know a language. There are many languages in the world that are only spoken; they don't have a script. For example, some African languages and some North-Eastern Indian

languages don't have a script; they are merely spoken. Tulu is the language spoken by the residents of Udipi, in Mysore, Karnataka. This language is only in spoken form even today, when it comes to writing, the users use Kannada.

So, primarily, a language is spoken; writing is always secondary. The skills of listening and speaking are interdependent and together form oral communication. In the natural order of language acquisition, speaking skill follows listening skill as we could see in a child picking up its mother tongue. But in a second language situation of learning English, this natural order of acquisition is reversed. Here reading and writing skills are emphasised in the schools and colleges. Good listening enables one to become a good speaker and good speech ensures good reading and correct writing.

Sub-Skills of Speaking:

The ability to speak English means the ability to communicate in English orally, conveying the message correctly, using appropriate vocabulary, in our day-to-day life in different contexts. This skill could be improved by understanding the voice quality, volume, tone, voice modulation, articulation, pronunciation, etc. That is to say that one should have the following competencies which together are called the sub-skills of speaking.

- Produce English speech sound correctly.
- Use appropriate word-stress and intonation patterns.
- Select appropriate vocabulary for the expression.
- Select the right language to suit the situation.
- Perform various functions using the language.

These sub-skills need to be mastered to become an efficient speaker. Spoken communication is the need of the hour; hope you would pay more attention to this.

Features of Spoken English:

Speaking is an act of expressing one's thoughts, ideas, and feelings through the spoken language. Speaking a new language is an art. While speaking one must focus on clarity of thought, expression, brevity, and accuracy. It is an active, productive, and creative skill. The following are the important features of spoken English**.**

1. Letters and Sounds 　　　　2. Spelling and Pronunciation

3. Silent Letters 　　　　4. Contractions and Question Tags

5. Homophones   6. Foreign Words

7. Word Accent   8. Intonation (Tone)

9. Spoken and Written Variation

Activities for Speaking Skills:

Oral work is the basis of good learning of the language. Communicative activities allow learners to use all the language they know in situations that resemble the real setting. In these activities, they must work together to develop a plan, resolve a problem or complete a task. These activities help them to acquire fluency in spoken language and improve the comprehension ability of the students. The most common communicative activities are Role Play, Narrating a Story, Simulation, Describing Information, and Information Gap.

1. Role-play: Role-play is one of the important practices in the acquisition of speaking skill. In role-plays, learners are assigned roles and put into situations to enact in English. The dialogue may be between a doctor and a patient, an inspector and a clerk, a policeman, and a shopkeeper, etc. They have to use language that is appropriate to the situation and to the characters. Role-playing is usually enjoyed by learners but those who lack self-confidence or have lower proficiency levels may find them intimidating at first.

2. Narrating a Story: By this activity, a student could convey the story in a sequential manner. It is a good activity for the students to remember the story and narrate it in an effective way. It helps the students to improve their vocabulary and to frame the sentence structure and it lays the foundation of good speech. It removes the hesitation and shyness of the speaker.

3. Simulation: Simulations are very similar to role-plays but, what makes a simulation different from a role play is, more elaborate. In the simulation, a student can bring the items to the classroom to create a realistic environment. For instance, if a student is willing to explain how to prepare coffee, he/she would bring the necessary things to the classroom to make the classroom lively. It makes the students active participants in the process of teaching and learning.

4. Describing a Picture: This is a group activity in which every individual will be given a picture and asked to speak a few sentences about it, such as what the picture is about and what is in the picture. This emphasises on the imagination power and creative skill of the students. It improves comprehension ability of the students.

5. Information Gap: This activity is done by making pairs among the students. Each participant has information that the other does not have. By sharing information, the gap can be filled. In

addition, to achieve their purpose, the participants may have to clarify their meaning or ask for confirmation for their own understanding. It is one of the important activities to make all the participants speak confidently.

The above activities help the learner to acquire fluency in spoken language and improve the comprehension ability. Oral activities are the key to improve speaking skills.

4.2.3 Reading Skill:

Reading is a learning skill. This skill has a unique importance in the learning of a language. It is a process of looking at a written or printed symbol and translating it into an appropriate sound. It is an activity with a purpose. It helps us to understand various things in the world. Right from the reading of a newspaper in the morning, to the reading of magazines and journals, reading textbooks and notes, we read something or the other throughout the day. Apart from reading printed or typed form, we also read graphs, charts, pictures, and diagrams in our day-to-day routine. The use of skimming or scanning technique to read quickly is highly effective. While reading, the underlining of the keywords is a must. Reading skills help the students grasp the content and draw conclusions.

Reading is a process that involves the reader's interaction with the text. It helps you improve all aspects of the English language: vocabulary, spelling, grammar, and writing. It helps to develop language intuition in the correct form. Many a time, our eyeballs move across the text, reading the words and sentences but we understand nothing. This, especially, happens when we read a book not related to our area of study or interest. For example, a literature student is reading a book in Bio-Technology or Microbiology or a Commerce student is reading a book in Criticism or Critical Theory.

What is important is interest in the subject and sufficient background knowledge about the subject. Hence there is a constant interaction between the reader and the text. The following steps are involved in the reading process.

- Recognizing the letters and identifying keywords of a language.
- Vocabulary acquisition and textual comprehension.
- Understanding the relationship among the constituents of a sentence.
- Getting the general idea of a text and interpreting the text.

Check your progress

1. Read a newspaper article in English and recollect whatever you could understand from it.

   _____
   _____

2. Mention any two ways to improve our speaking skills.

   _____
   _____

Types of Reading:

There are different types of reading like loud reading and silent reading. Loud reading means reading a book by producing sounds audible to others. In silent reading, the learner of language reads everything quietly by moving only lips. Different types of text demand different types of reading. In our day to day life, we read short stories, novels, dramas, poems, diaries, newspapers, magazines, brochures, catalogues, essays, articles, reviews, reports, advertisements, graphs, charts, pictures, maps, letters, notes, telegrams, emails, encyclopedias, dictionaries, thesauruses, etc.

Each of the texts mentioned above is unique; some are with words, some are with pictures, some are with both words and pictures, and some are with graphics, and so on. The purpose of reading is to get pleasure and information. When we read a story, a poem, or a novel, we read it for pleasure. The same happens when we read personal letters, essays and articles in the area of our interest. But when we read a newspaper, a telephone directory, or a dictionary, it is for information that we do so.

Check your progress

1. Find out five words of your choice from a dictionary and use them in your sentence.

_____
_____

2. Find out five adjective words from the dictionary and write their meaning.

_____
_____

Sub-Skills of Reading:

Reading could be more effective if we take into consideration, the sub-skills of reading. Skimming, Scanning, Extensive Reading, and Intensive Reading are the four different types of reading.

1. Skimming: Skimming is an activity in which the reader's eye runs over a text quickly to get its general idea. In a book exhibition, we don't read all the books in an exhibition or the entire book taken in hand. We pick up a book, look at the author, its contents, read the back page and flip the pages of the book. We do the same when we go to a library for borrowing a book. Such an activity of quickly going through the book to get a general idea about the book is known as skimming.

2. Scanning: Scanning refers to reading for specific information. While searching for the word 'STUDY' in a dictionary, we go to the letter 'S' and then to the page with 'STU' and then to the letters 'STUDY' We just run our eyes on the pages of the dictionary till we locate the right word. This activity of quickly going to the right information is called scanning.

3. Extensive Reading: Extensive Reading refers to the reading of longer texts such as novels and short stories, which take a long time to read. They are read in haste by skipping a few pages here and there and this is so because the reader is interested in getting a general idea of the entire text. The reader just goes through the text and is not serious about the meaning of unknown words. Extensive reading involves learners reading texts for enjoyment and development of general reading skills.

4. Intensive Reading: Intensive reading is a careful reading and re-reading of a text, especially the research article, lessons prescribed in the curriculum, thesis, dissertations, and projects. To read intensively is to completely deconstruct a text, with the goal to absorb as much meaning from it as possible. This is done by taking a text, and systematically looking up every word, phrase, or collocation that you do not understand. Intensive reading involves extracting specific information and ensures complete comprehension. This is an activity that requires great mental effort and attention.

4.2.4 Writing Skill:

Oral and written channels of communication have distinctive characteristics. Though speech is primary and writing is secondary, it does not mean that one is superior to the other. They both contribute to human communication. Writing is more difficult to produce than speech.

It is creative and requires imagination to think of ideas and to match them appropriately with verbal expression. The actual process of writing involves the choice of the right words, their arrangement in the right order in sentences, maintaining coherence and cohesion, and expression without confusion. Writing is, therefore, more original, creative, and formal than speech. It can be preserved as a record; writing is permanent and takes much careful thinking and longer time to write. By principle, written communication should be simple, lucid, clear, and complete so that the communication is successful.

Sub-Skills of Writing: Writing is one of the most common ways of communicating with others. It is a complex activity, which involves many sub-skills such as writing legibly, spelling correctly, using good expressions, constructing grammatically correct sentences and putting them together, developing ideas into paragraphs, arranging arguments logically, and using formats like letters, reports, essays, and so on. A good writer has mastery over all these sub-skills. Good writing is an art and a skill. It can be developed only through sufficient practice. Along with correctness, the quality of writing should be given importance.

Types of Writing: Though there are various forms of writing, discussed herein are the types needed to develop writing as a skill amongst language learners.

Paragraph Writing: A paragraph is a sentence or a group of sentences that support one main idea. In reality, the unity and coherence of ideas among sentences are what constitutes a paragraph. A paragraph should be unified and clear. When part of a longer piece, each paragraph should develop clearly, naturally, and smoothly from the one before it, and logically lead to the one after it. This requires careful and thoughtful planning. A paragraph can be any one of these: descriptive, narrative, expository or argumentative.

Letter Writing: It is a very useful piece of training with a lot of practical applications. It can be learnt quite early since the basic reason for learning to write it is for communication. It is a conscious skill to be acquired through learning and practice. There are certain conventions that are to be followed to give our writing the shape and spirit of a letter. Formal and Informal letters differ in context with the format, the tone of writing, and the expressions used. Letter writing is an important means of communication in both the professional as well as our personal lives.

Report Writing: A report is a short, sharp, and concise document which is written for a particular purpose and audience. In other words, we can say that the report is a record of facts and it analyses a situation or a problem, often making recommendations for further action. It

includes a description of a sequence or situation, a careful investigation of facts, and your interpretation of the significance of the events.

Precise Writing: Summarizing is a very handy skill for learners, especially college learners. This helps them in note-taking and note-making, which is crucial for their academics. Early stages of summarizing can be done orally, when the learners are asked to summarise a story, for example. Written summaries can start with familiar passages, and later move to unseen passages. This is how one can be trained in conciseness and preciseness of words, points, and meanings.

E-mail Writing: E-mail writing is an essential aspect of communication. E-mail is used for different purposes, including contacting friends, communicating with professors and supervisors, requesting for information, and applying for jobs, internships, and scholarships. Depending on your purposes, the messages you send will differ in their formality, intended audience, and desired outcomes. When you compose an e-mail message, there are some simple rules that you can follow to ensure that your e-mails make positive impressions, and get you the response you want.

Spellings and Punctuation: Spellings and punctuation marks are very important for writing skill. Spelling in English can be quite tricky because of the inconsistencies in rules. The best way here to overcome this obstacle is to encourage the learners to use the dictionary as much as possible. Punctuation plays a very important role in the writing process.

Features of Good Writing:

Legible Use of Language: While writing, language should be used legibly; it requires selection of words-that are apt for the purpose of writing.

Logical Sequence or Ordering: To be a good writer, one must develop the skill of ordering thoughts in a written manner.

Use of Punctuation: Punctuation marks, such as full stops and commas, are conventions used in writing to make your meaning clear to the reader. They do the work that "pauses, intonation, and emphasis" have in spoken language.

Jargon Free Use of Language: An unnecessary ornamentation i.e. using figures of speech, phrasal verbs, abstract-ideas, use of ambiguous, words and so on, should be avoided to make the writing directly communicable.

Process of Writing: Planning, drafting, revising, and editing are the four stages of writing that should be followed for better results.

4.3 Learning Outcomes

Upon the completion of this unit, students are expected to identify the basic skills of the English language. They can get to know the essential four skills of communication. Students can appreciate the significance of LSRW skills in communication. They can acquire some strategies to improve their LSRW skills. Moreover, this unit may be helpful to improve, or enhance their overall communication skills like listening, speaking, reading or writing.

4.4 Glossary

Attitudinal: Relating to attitudes

Comprehension: The ability to understand something

Coherence: The quality of being logical and consistent

Cohesion: The action or fact of forming a united whole

Enhance: Increase, or further improve the quality

Gist: A general meaning of a speech or a text

Homonyms: Two or more words having the same spelling or pronunciation but different meanings

Homophones: Two or more words having the same pronunciation but different meanings, origins, or spellings

Intrapersonal: Communication with the self or existing within the mind

Interpersonal: Communication between people

Intimidating: Having a frightening or threatening effect

Intonation: The rise and fall of the voice in speaking

Linguistic: Relating to language or linguistics

Ubiquitous: Present everywhere

4.5 Sample Questions

4.5.1   Objective Questions:

1. Scanning and Skimming are strategies of _____.
   (a) Speaking
   (b) Listening

(c) Reading

(d) Writing

2. Which of the following is not a sub-skill of speaking skills?

   (a) Produce English speech sounds correctly.

   (b) Recognizing the letters and identifying keywords of a language.

   (c) Use appropriate word-stress and intonation patterns.

   (d) Select appropriate vocabulary for the expression.

3. Which of the following is not a barrier to listening skills?

   (a) Use of technical jargon

   (b) External disturbances

   (c) Following the speaker carefully

   (d) Prejudice about the speaker

4. Which of the following is a feature of a good listener?

   (a) Listener should know the language in which communication is taking place.

   (b) Listener should follow the speaker carefully.

   (c) Listener should clarify the meanings from the speaker immediately.

   (d) All of the above

5. Which of the following is a sub-skill of the writing skill?

   (a) Writing legibly and developing ideas into a paragraph.

   (b) Spelling correctly and using good expressions.

   (c) Constructing grammatically correct sentences and putting them together.

   (d) All of the above.

6. Which of the following are the 'Receptive Skills'?

   (a) Listening and Reading

   (b) Listening and Speaking

   (c) Reading and Writing

   (d) Listening and Writing

7. Who said, "Indian in Blood and colour, but English in taste"?

   (a) Lord Macaulay

   (b) Lord William Bentinck

   (c) Bertrand Russell

   (d) Immanuel Kant

Fill in the blanks.

1. _____ is an activity in which the reader's eyes run over a text quickly to get a general idea of it. (Skimming/Scanning)

2. _____ reading involves reading texts for enjoyment. (Extensive/Intensive)

3. An activity to find out the meaning of a word from the dictionary is called _____. (Skimming/Scanning)

4.5.2 Short Answer Questions:

1. What are the factors which affect the listening skill?

2. Mention some activities for the speaking skill.

3. What are the sub-skills of the Reading skill?

4. What are the different types of writing?

5. What are the features of good writing?

4.5.3 Long Answer Questions:

1. What are the four basic language skills? How skills are important to acquire a language?

2. *Listening* and *Speaking* are corresponding skills to each other. Discuss.

3. Differentiate between Receptive and Productive skills.

4.6 Suggested Readings

1. Dwivedi, R. K., and Kumar, *A. Macmillan Foundation English*. New Delhi: Macmillan India Limited, 2007.

2. Rajimwale, Sharad. *Elements of General Linguistics*. New Delhi: Rama Brothers India Pvt. Ltd., 2009.

3. Seely, John. *Oxford Guide to Effective Writing and Speaking*. USA: Oxford University Press, 2005.

4. Wren, P. C., and H. *Martin. English Grammar & Composition*, Revised by N. D. V. Prasad Rao, New Delhi: S. Chand & Company Pvt. Ltd., 2016.

Unit-5: Basic Grammar and its Usage

Structure

5.0 Introduction

This unit aims to offer a comprehensive understanding of the basic concepts of grammar. Some of the basic concepts have been discussed and elaborated with illustrations. This is aimed to improve the grammatical comprehension among the students of undergraduate courses. They can use the learning experience in their lives to enable them to be perfect speakers. This can boost their confidence to speak and discuss grammatical concepts on any given platform.

5.1 Objective

This unit has the following objectives for the students:

- To define and identify the various parts of speech and apply the rules of the subject-verb agreement
- To comprehend the direct and indirect narration

- To follow the rules of articles and understand the degrees of comparison
- To use different types of tenses correctly and to improve concepts related to English grammar

5.2 Basic Grammar and Its Usage

5.2.1 Parts of Speech:

The parts of speech, also known as "word classes", categorize words into classes and explain the use of a word in a sentence. It is very important for English language learners to understand and identify the different parts of speech to be able to construct correct sentences. There are eight parts of speech.

1. NOUN: A noun is the name of a person, place, thing, or idea.

   Example: **<u>Ram</u>** plays **<u>football</u>**.

   There are different types of nouns such as a proper noun, a common noun, abstract noun, collective noun and material noun etc.

2. PRONOUN: A pronoun is a word which replaces a noun.

   Example: **I, me, he, herself, she, it, they, you, we, their, your, his,** etc.

   There are different types of pronouns such as a reflexive pronoun, an indefinite pronoun, a possessive pronoun, etc.

3. VERB: A verb is the action word in a sentence and it reflects the state of action or state of being.

    Example: Ram **<u>plays</u>** football.

   There are different types of verbs such as an action verb, a linking verb, a helping verb, transitive verb, intransitive verb etc.

4. ADJECTIVE: An adjective is a word that modifies or describes nouns or pronouns in a sentence.

   Example: Handsome Ram plays football.

   There are different types of adjectives such as demonstrative, descriptive, relative, interrogative, etc.

5. ADVERB: An adverb is a word that modifies the verbs, adjectives, and other adverbs.

   Example:

   Ram plays football **passionately**.

There are different kinds of adverbs such as adverbs of manner, time, place, degree, quantity, etc.

6. PREPOSITION: A preposition is a word that shows the relationship between a noun and a pronoun or other words of a sentence.

   Example: Ram plays football **in** the ground.

   There are different types of prepositions like, time prepositions, place prepositions, direction prepositions.

7. CONJUNCTION: A conjunction is a word which joins two words or clauses together.

   Example: and, that, so, etc.

   There are different types of conjunctions such as a coordinating conjunction, correlative conjunction, etc.

8. INTERJECTION: An interjection is a word that expresses the sentiment, excitement, and any other sudden emotion of the speaker.

Example: **Wow!** The kick was amazing.

5.2.2 Articles:

An article is a word that denotes a noun as a definite noun or an indefinite noun. a/an- is called the indefinite article. The – is called the definite article. 'A' is used before a singular noun which begins with a consonant sound. 'an' is used before a singular noun which begins with a vowel sound. 'The' is used before both singular and plural nouns.

Indefinite article: a/an [singular countable nouns]

1) To denote one in number.

   Example: I have a pet dog. [only one]

2) For a group of people

   Example: I am a doctor. [professionals]

3) A – is used before a consonant sound and 'an' is used before a vowel sound.

☐ a cat, a man, a university.

☐ an apple, an elephant, an umbrella, an honest man.

4) For nationality region:

   Example: an Indian

Definite article: the [singular, plural, countable, non-countable nouns]

1. To denote a particular name which is already mentioned earlier

Example: I brought a mango. The mango is sweet and tasty.

2. To talk about a specific or a particular person

Example: The boy in the yellow dress stood first in the class.

3. Before the names of the religious books or some very rare books

Example: The *Quran*, The *Bible*, The *Gita*

4. Names of the countries with more than one word, oceans, seas, deserts, rivers, mountain ranges, groups of islands, etc.

Example: The United States of America, The Sahara Desert, The Andaman and Nicobar Islands, The Pacific Ocean, etc.

5. Before the name of a unique object, entity or person, the second of such kind cannot be found. Example: The sun, the moon, the president of India, etc.

6. Before the name of the planets: the Earth, the Jupiter, etc.

7. For superlative degrees: the tallest, the youngest, the shortest, etc.

8. To say about all things or a group of things

    Example: The elephant is a royal animal. [all elephants]

    The dog is favourite pet animal. [all dogs]

9. For musical instruments: the guitar, the tabla, etc.

No Article or Zero Article:

1. 'A/ an' in plural is denoted with '*some'*: it can be used with both countable or non-countable nouns. It means in a limited amount.

    Example: My sister needs some help to complete the project.

    [some means not all but limited amount]

    Example: I want some coffee right now.

    [coffee in limited quantity]

2. Un-countable nouns often do not take articles.

    i.   Food items: bread, candy, butter, chocolate, milk, oil, rice, tea, etc.

    ii.   Substances: air, wood, gold, coal, wool, rain, steel, etc.

    iii. Abstract nouns: beauty, confidence, anger, happiness, honesty, truth, etc.

    iv.   Name of some subjects: History, Maths, Biology, Economics, etc.

    v.   Languages: Arabic, Chinese, Spanish, etc.

3. The names of countries, streets, parks, cities, single-island, single-mountain, etc. do not take any article.

Example: Srilanka [not the Srilanka]

Mumbai [not the Mumbai]

India [not the India]

4. There is no article before the name of buildings where you are visiting it for its primary purpose.

    i.   I am going to college. [the purpose is to get education]

       I am going to the college [the purpose is to visit the physical location of the college, not to get education]

   ii.   I am going to hospital. [visiting as a patient]

       I am going to the hospital. [just visiting the building of the hospital]

5.2.3 Tenses:

    There are three types of tenses, they are: Present tense, Past tense, Future tense. Tenses represent time and action relation in a sentence. The present tense is described below in detail.

Present Tense:

    Present tense expresses different actions taking place in present time. It has different forms like simple present, present continuous, present perfect, and present perfect continuous tense.

Present Simple Tense:

Present Simple tense has a sentence structure in the form of subject + verb + object. It is usually used to present the universal truth or habitual actions.

For example: Raju goes to school. (√) Raju go to school. (×)

The first example has 'Raju' as a subject so the verb 'go' changes accordingly as 'goes'. The second example shows the incorrect usage of the verb 'go'.

Present Continuous Tense:

    This tense displays the action's continuity at the present. It also shows that the action is not completed. Present continuous tense has a sentence structure in the form of, subject + am/is /are + verb (in 'Ing' form) + object.

For example: Sita is singing her favourite song. (√) Sita singing her favourite song. (×)

Present Perfect Tense:

    It shows that the activity is completed in a recent time. Present perfect tense has a sentence structure in the form of subject + have/has + verb (in the third form) + object.

For example: He has completed his homework. (√) He has complete his homework. (×)

Present Perfect Continuous Tense:

This tense expresses the action that occurred in the recent past and continued to the present. Present perfect continuous tense has a sentence structure in the form of subject + have/has + been + verb ('Ing' form) + object.

For example: Raj and I have been writing an exam. (√) Raj and I has been writing an exam. (×)

Past Tense:

Past tense depicts past events. It has four types like simple past, past continuous, past perfect, and past perfect continuous tense. Simple past tense is described in detail as below-

Past Simple Tense:

Simple past tense has a sentence structure in the form of subject + verb (IInd form) + object. This tense is used when we completed an action.

For example: Krishna gave his helping hand to Sudama. (√) Krishna give his helping hand to Sudama. (×)

Past Continuous Tense:

Simple past tense has a sentence structure in the form of subject + was/were + verb ('ing' form) + object. It is used to describe something that was happening in the past when another action interrupted.

For example: Ramesh was writing an essay. (√) Ramesh writing an essay. (×)

Past Perfect Tense:

Simple past tense has a sentence structure in the form of subject + had + verb (in the third form) + object. It refers to the time earlier before now. It means one event happened before another in the past. **For example:** Rahim had returned from his office. (√) Rahim has returned from his office. (×)

Past Perfect Continuous Tense:

Simple past perfect tense has a sentence structure in the form of subject + had been + verb ('ing' form) + object. This is used to show that an action that had taken place in the past and finished as well, both actions stand completed.

For example: He passed the MPSC exam at last. He had been giving an exam since last year. (√) He passed the MPSC exam at last. He has been giving an exam since last year. (×)

They had left when it rained.

Had left (completed) when it rained (completed)

Future Tense:

Future tense presents the upcoming events. It has four forms based on the actions that will take place in future like simple future, future continuous, future perfect, and future perfect continuous tense

Future Simple Tense:

Simple future tense has a sentence structure in the form of: It is used to something will take place in future. subject + will + verb (first form) + object.

For example: India will win the match. (√**)** India will won the match. (×**)**

Future Continuous Tense:

Future continuous tense has a sentence structure in the form of subject + will be + verb ('-Ing' form) + object. It states something will occur in future and will continue for some time. **For example:** Ramesh will be playing a football match tomorrow. (√**)**Ramesh will be play football match tomorrow. (×**)**

Future Perfect Tense:

Future perfect tense has a sentence structure in the form of subject + will have + verb (IIIrd form) + object. It is used to talk about something that will be completed in the future before a certain time. **For example:** The lava will have erupted out next year. (√**)**
The lava will erupt out next year. (×**)**

Future Perfect Continuous Tense:

Future perfect continuous tense has a sentence structure in the form of subject + shall/will have been + verb ('ing' form) + object. This shows that an action will continue in future until a specific point. **For example:** Rita will have been writing a book since last year. √ Rita will writing a book since last year. ×

Present Tense	Past Tense	Future Tense
Present Simple: It generally consists of a Subject + Base form of Verb +Object	Past Simple: This comprises of Subject+ Past form of Verb (2nd) +Object.	Future simple: (Subject+ will/shall+ Base form of Verb + Object.
Present Continuous: It consists of Subject+ is/am/are + ing form of Verb + Object.	Past Continuous: (Subject+ was/were+ ing form of Verb + Object.	Future continuous: (Subject+ will be+ ing form of Verb + Object

Present Perfect: It consists of Subject+ have/has + Past Participle of Verb (3rd) + Object	Past Perfect: It is made up of Subject + had + Past Participle of Verb (3rd) + Object	Future Perfect: (Subject+ will/shall have+ Pat Participle of Verb (3rd) +Object
Present Perfect Continuous: It consists of Subject+ have/has been+ ing form of Verb + Object.	Past Perfect Continuous: (Subject+ had been + ing form of Verb +Object.	Future Perfect Continuous: (Subject+ will/shall+ have been +ing form of Verb +Object

5.2.4 Subject-Verb Agreement:

1. Subjects and verbs complement each other in number and person. A singular subject must be complemented with or take a singular verb. On the other hand, a plural subject must be complemented with or take a plural verb.

Examples: He/She **writes** a letter. [singular third person] I **write** a letter. [singular first person] They **write** a letter. [plural third person] We **write** a letter. [plural first person]

2**.** Two singular subjects which are joined by *or, either . . . or, neither . . . nor* need a singular verb. Examples: My brother or my father **is** going to London today. Neither Suresh nor Ramesh **is** selected. Either Rajesh or Kamlesh **is** arriving today.

3. The verb should agree with the noun or pronoun which is close to it in sentences with *or, neither . . . nor, either . . . or.* Example:- Neither she nor her friends **are** going to picnic.

4**.** Two singular subjects connected with '*and*' should be considered a plural subject; hence a plural verb should be used. Example:- A train and a bus **are** used for transport.

5. Anything written in brackets with the subject is not a part of the subject. Hence the verb should agree with the subject.

6. When a subject is a phrase which starts with '*one of*', the following verb should be singular.

Example:- One of the keys of the locker **is** missing.

7. Nouns like shoes, trousers, scissors, spectacles, etc. are considered one; hence, it takes a plural verb.

8. Uncountable nouns like information, furniture, machinery, poetry, etc. always carry a singular verb.

Check your progress

1. What is the subject in a sentence? Give example.

_____

_____

2. Identify any five verbs from the dictionary and use them in your sentences.

_____

_____

5.2.5 Degrees of Comparison: There are three different forms of comparison for adjectives: the positive, the comparative and the superlative. There are different ways to form degrees of comparative and superlative, by adding '*-er', 'more', 'most', 'less'* and *'least'* to adjectives. To describe, quantify, modify or identify nouns/pronouns, adjectives are used or reused. Adjectives have their own degrees called degrees of adjectives or degrees of comparison that compare one thing/person to another. Adjectives have three degrees of comparison –

- Positive degree of adjectives (There is no comparison)

- Comparative degree of adjectives (comparison between the two persons or things)

- Superlative degree of adjectives (comparison between one person or thing with all)

Examples:

Positive	**Comparative**	**Superlative**
This book is long.	This book is longer than that book.	This book is the longest.
Arjit is a good singer.	Arjit is a better singer than Rao.	Arjit is the best singer.
My mother is good cook.	My mother is better cook than my father.	My mother is the bet cook.

The lowest point in the scale is known as positive form, the middle point is known as comparative form and the highest point in the scale is called superlative form.

Comparative form: When two objects or persons are being compared, the comparative form of the adjective is used. The comparative adjective can be formed in two ways:

By adding *er* to the adjective word or

By adding *more* by the adjective word

E.g   *My dress is more beautiful than yours.* Or *Our school is nearer than yours*.

Superlative form: The superlative is used to say what thing or person has the most of a particular quality within a group or of its kind. The superlative can be formed in two ways:

By adding *est* to the adjective word or

By adding *most* before the adjective word

E.g   *She is the eldest in the class.*

        He is the most handsome person I have ever met.

REGULAR:

Positive

Short, Great, Boring, Interested long, etc.

Comparative

Shorter, Greater, More Boring, More Interested, longer.

Superlative

Shortest, Greatest, Most Boring, Most Interested, the longest

IRREGULAR:

Positive

Good, Near, Many, Late, Bad, Well, Little

Comparative:

Better, Nearer, More, Later, Worse, Less

Superlative:

Best, Nearest, Most, Last, Worst, Least

5.2.6 Active and Passive:

Voice is an important part of grammar. Its study is necessary while practicing grammatical errors. Verb's relation/action with the object in the sentence denotes its voice i.e. active or passive.

Active voice implies a simple structure of a sentence. It is in the form of subject + verb + object. The position of subject and object are interchanged when active voice changes into passive voice. We can easily identify whether the sentence is in active or passive voice by simply identifying who performed the action. Generally, if words like "*Who*" and "*What*" is at the beginning of a sentence, it is said to be in active voice. In case of passive voice, we should look for the word "*by*" and Past Participle of a verb. Remember pronouns are also changed accordingly. Example: Rashid is eating pineapple. (Active voice)

Pineapple is being eaten by Rashid. (Passive voice),

let us understand through the table given below more about active and passive voice.

Tense	Active voice	Passive voice
Simple Present Tense	Subject + infinitive + object **E.g.** The shopkeeper sells expired items.	S + to be + past participle + by object **E.g.** Expired items are sold by the shopkeeper.

Present Continuous Tense	Subject + to be (is, am, are) being + present participle + object **E.g.** My teacher is giving many assignments.	S + to be (is, am, are) + being + past participle + by object **E.g.** Many assignments are being given by my teacher.
Present Perfect Tense	Subject + has/have + past participle + object **E.g.** I have taken him out.	S + have/has been + past participle + by object **E.g.** He has been taken out by me
Simple Past Tense	Subject + past participle + object **E.g.** He constructed a school	S + was/were + past participle + by object **E.g.** A school was constructed by him.
Past Continuous Tense	S + was/were + being + past participle + object **E.g.** She was washing clothes.	S + was/were + being + past participle +by object **E.g.** Clothes were being washed by her.
Past Perfect Tense	Subject + had + past participle + object **E.g.** She had completed the task.	S + had been + past participle + by object **E.g.** The task had been completed by her.
Simple Future Tense	Subject + will + infinitive + object **E.g.** I will give you a gift.	S + will + be + past participle + by object **E.g.** A gift t will be given to you by me.
Future Perfect Tense	Subject + would + infinitive + object **E.g.** The teacher shall have evaluated ten copies by 10 O'clock.	S + would + be + past participle + by object **E.g.** Ten copies will have been evaluated by 10 O'clock by the teacher.

5.2.7 Direct and Indirect Speech:

The action of communicating or expressing ideas and thoughts in spoken language is called speech. Speech is of two forms. **(a)** Direct speech **(b)** Indirect speech

Direct Speech:

When the words of the speaker are reported without changing anything, the speech is called direct speech.

For example: Rakul said, "I am writing a letter now."

Indirect Speech:

When the words of the speaker are reported in our words by making necessary changes, the speech is called indirect speech. For example: Rahul said that he was writing a letter then.

Rules for converting direct speech into indirect speech:

1. If the reporting verb is in the past tense, then all the present tenses of the sentence should be changed into the past tense.

    For example: Rahul said, "I am writing a letter now."

    Here 'said' is a reported verb in the simple past tense; hence, the entire sentence should be converted into the past tense.

    For example: Rahul said that he was writing a letter then.

2. If the reported verb is in the simple present or the future tense, it doesn't change and the corresponding sentence will also remain in the present or the future tense.

    For example:

    Rahul says, "I am writing a letter."

    Rahul says that he is writing a letter.

3. All the punctuation marks like comma and inverted commas should be removed.

4. In the indirect speech, the conjunction 'that' should be used after the reporting verb. The pronoun should be changed according to the person, first, second or third

5. In the direct speech, if the part of the sentence within the quotation marks is in the simple present tense, then it should be changed into the simple past tense.

    For example: Ram said, "I work hard for exams."

    Ram said that he worked hard for exams.

6. In the direct speech, if the part of the sentence within the quotation marks is in the present continuous tense, then change it into the past continuous tense.

    For example: He said, "I am reading a comic."

    He said that he was reading a comic.

7. In the direct speech, if the part of the sentence within the quotation marks is in present perfect, then change it to the past perfect tense.

For example: She said, "I have finished my homework."

She said that she had finished her homework.

8. In the direct speech, if the part of the sentence within the quotation marks is in the present perfect continuous tense, then change it to the past perfect continuous tense.

For example: He said, "I have been reading a book."

He said that he had been reading a book.

9. In the direct speech, if the part of the sentence within the quotation marks is in the simple past tense, then change it to the past perfect tense.

For example: He said, "I worked hard for the exams."

He said that he had worked hard for the exams.

10. In the direct speech, if the part of the sentence within the quotation marks is in the past continuous, then change to the past perfect continuous tense.

For example: She said, "I was reading a book."

She said that she had been reading a book.

11. If the direct speech is in the tone of an order, the reported verb '*ordered*' should be used; if it is a request, the reported verb '*requested*' should be used and for an advice or suggestion, '*advised*' or '*suggested*' should be used.

For example: Rahul said to Soham, "Shut the doors".

Rahul requested Soham to shut the doors.

If the sentence in the direct speech is an exclamatory sentence, it should be changed into an assertive sentence, using the reported verb '*exclaimed*' and conjunction, '*that*'.

For example: He said, "What a beautiful movie!"

He exclaimed that it was a beautiful movie.

12. If the sentence in the direct speech is a universal truth, the reported verb doesn't change.

For example: He said, "The sun rises in the east ".

He said that the sun rises in the east.

Rules for converting indirect speech into direct speech:

(1) Use the correct form of the reporting verb *'say'* or *'said'*.

(2) Omit conjunctions: '*that', 'to', 'if'*, '*whether',* if needed.

(3) Use punctuation marks like quotation marks, question marks, commas, exclamation, full stop, etc. at the right place.

(4) Capitalize the first letter of the sentence within the quotation marks.

(5) Change the tense of the sentence within the quotation marks according to the reporting verb.

Example: She asked whether/if he was going.

She said to him, "Are you going?"

5.3 Learning Outcomes

By the end of this unit, the students can identify the various parts of speech and learn their usage. They may be able to comprehend the direct and indirect narration and easily change the sentences from direct to indirect speech or vice-versa. They are expected to use the various degrees of comparison also. Moreover, they can understand and apply the various types of tenses correctly. Hence, the students can learn some basic grammatical concepts and practice their usage.

5.4 Glossary

Concord: Agreement between subject and a verb

Indefinite pronoun: Anybody, everybody, nobody, somebody, anything, everything, etc.

Trekking: Go on a mountainous track

Interchangeable: Apparently identical

Compassionate: Passionate, loving

5.5 Sample Questions

5.5.1 Objective Questions:

(A) Identify the type of tense in the following sentences:

1. He was running to the stadium. _____

2. They have finished their work. _____

3. We will visit the guest tomorrow. _____

4. I am eating food. _____

5. The sun rises in the East. _____

6. She will leave in sometime. _____

(B) Put articles wherever necessary:

1. _____ University will open today.

2. I have been waiting for _____ hour.

3. _____United States of America is a great country.

4. He is _____ MA in English.

5.5.2 Short Answer Questions:

1. Why is it important to know basic grammar rules?

2. Mention some important rules regarding the usage of 'Articles'.

3. Explain Subject-Verb Agreement with three rules.

4. Do you think speaking and writing can improve our language? Explain.

5. Write comparative and superlative degrees of words-- Good, Tall, Big, Low, High.

5.5.3 Long Answer Questions:

1**.** Illustrate the structure of Tenses with examples.

2. Explain Direct and Indirect Speech with examples.

3. Give three forms of degrees of comparison of any ten words of your choice.

5.6 Suggested Readings

1. Attarde, I.P. *Handbook of Idioms &Phrases*. London: Pentagon Press, 2006.

2. Downing, Angela, and Philip Locke. *English Grammar*. London: Routledge, 2006

3. Eastwood, John. *Oxford Guide to English Grammar*. New York Oxford University Press, 1994.

4. Fawcett, Susan. Evergreen: *A Guide to Writing with Readings*. Perth: Cengage Learning, 2013.

5. Hedge, T. *Writing*. London: Oxford University Press,1988

6. Lal, Mehak. Principles *Guide to English Grammar*. Delhi: Rajat Publications, 2011.

7. Tulsiani, Harkishan. *Practical English Grammar*. Agra: APH Publishing, 2007.

Unit-6: Sentence Structure

Structure

6.0   Introduction

Language is made up of words and the use of words in the right arrangement forms a sentence. A sentence is made up of a subject, a verb, an object and it also contains clauses and phrases. A clause is a group of words that contains a subject and a verb. A phrase is not like a clause; it does not contain a subject and a verb. The grammatical terms and new words used in this unit are "clause" and "phrase". When we analyze the structure of a sentence, we should know the different grammatical levels which make a complete meaningful sentence-for instance The Teacher teaches English. A phrase does not contain a subject-verb pairing necessarily, while a clause does. Phrases can be long or short even like a noun phrase, verb phrase, prepositional phrase etc.

Phrase-

Teaching English can be difficult:

Clause-

The teacher teaches:

6.1 Objectives

This unit will help students:

- To understand the structure of the sentence
- To identify the different types of the sentences
- To define what is a clause and a phrase
- To know how to write a complete meaningful sentence

6.2 Sentence Structure

A sentence is made up of a subject, a verb, and an object. A sentence has different components such as a phrase and a clause. The sentence is classified into different types based on different numbers and kinds of phrases and clauses such as a simple sentence, a complex sentence, a compound sentence, and compound-complex. The following are the examples of a sentence-

  i.   She eats mango.

   Here, she is a subject; eats is a verb and mango is an object.

  ii.   He plays cricket.

  iii.   Anita sings a song.

6.2.1 Phrase:

A group of words that does not contain a subject and a verb is called a phrase**.** Example can be - In the wind, on a mat, over the road, etc.

There are many phrases in English grammar like noun phrase, verb phrase and adverbial phrase and prepositional phrase etc.

(1) Noun Phrase:

A noun phrase is a group of words that contains a noun. It acts like a subject or an object in a sentence.

Examples:

  i.   The spotted cat is cute.

   (Noun phrase as a subject)

  ii.   The farmhouse was decorated for the holidays.

(Noun phrase as a subject)

iii.   At the garden, I saw the biggest elephant.

     (Noun phrase as an object to the verb 'saw')

iv.   I want a nice dress for Diwali.

     (Noun phrase as an object to the verb 'want')

v.   Neha lives in a farmhouse.

     (Noun phrase as a prepositional object, preposition is 'in')

vi.   The housemaid was out of order.

     (Noun phrase with 'house' acting as an adjective for the noun 'maid')

     He kindly offered a meal to the farmers working in the factory.

     (Noun phrase as a participle)

vii.   The ability to give to others is considered a good character.

     (Noun phrase is 'to'-infinitive)

(2) Verb Phrase:

A verb phrase is made up of the main verb or main verb with a modal or auxiliary verbs such as: is, are, be, was, were, been, being, have, had, has, do, did, does, can, could, will, would, shall, should, may, must, might, etc. Verb phrase contains a main verb and an auxiliary verb.

E.g. Today is going to be a nice day.

Here "is" an auxiliary verb and "going" is the main verb.

Types of verb phrases:

1. Finite verb phrase
2. Infinite verb phrase

1. Finite verb phrase:

If a sentence contains only one verb phrase, it is called a finite verb phrase. The main verb in a sentence is a finite verb.

Example: Neha goes to college every day.

2. Infinite verb phrase:

Infinite-verb phrase comes with a participle, gerund or infinitive in a sentence; it is also called a nonfinite verb phrase.

Example: Neha is going to college in the morning.

Examples:

Manner	Auxiliary + main verb	Example
Continuous	Be + -ing form	I was going to college.
Perfect	Have + -ed form	The girls have done their work.
Passive	Be + -ed form	She has completed her homework.
Interrogative	Do + sub + base form	Do they work daily?
Negative	Do + not + base form	She didn't go very long.
Emphatic	Do (Stressed) + base form	It does annoy me when they make so much noise.

(3) Adverbial Phrase:

An adverbial phrase is a group of words that refines the meaning of a verb, adjective or adverb. Adverbial phrases modify other words by raising questions why, how, where, or when an action occurred. These questions describe the conditions of an action.

E.g. *He drove the bus as carefully as possible*.

In the above sentence, 'drove' is the main verb, and 'as carefully as possible' is an adverb phrase which indicates how the driver performed the action.

An adverbial phrase is also used to describe the frequency of an action. It can be seen in the following sentence:

E.g. *Anand called his father almost every day.*

In the above sentence, 'almost every day' is an adverbial or adverb phrase that functions as an adverb of time.

An Adverb Phrase answers the questions how, where, why or when something has happened

(i) Adverb Phrase answers the questions how, where, why, when-

An adverb phrase contains at least one adverb with another word before or after the adverb. Infinitive phrases and prepositional phrases also function as adverbial phrase.

(ii) Adverb phrase answers-the question how-as in the following way.

surprisingly well

in total silence

(iii) Adverb phrase answers the question 'where?'

near the building

over the rainbow

(iv) Adverb phrase answers the question 'Why?'

to understand better

for her happily ever after

(4) Prepositional Phrase:

A prepositional phrase begins with a preposition and ends with a noun, a pronoun, and a gerund. or a clause. The object of the preposition has one or more modifiers to describe it. Some pattern is given below

-Preposition + Noun, Pronoun, Gerund.

1. at hotel

Here 'at' is a preposition and 'hotel' is a noun.

2. in light

A prepositional phrase functions as an adjective and it answers the question 'which one?'

e.g. The book on the table was given by my friend.

Here is a question which book? – On the table.

Prepositional phrases functions as adverbs where they answer the questions like how, when, where.

E.g. Neha is free from yesterday's long Handball practice.

The given below are the rules for prepositional phrases:

- A prepositional phrase contains two main parts: the object and the preposition.
- Prepositions are followed by objects.
- In prepositional phrases, activities are made between the prepositions and the objects.

 A preposition phrase can function as an adjective and an adverb:

- When prepositional phrases are used as adverbs, they modify, adjectives, verb, and adverbs.
- When prepositional phrases function as adjectives, they modify nouns and pronouns.

A preposition and an object are important for making a prepositional phrase. The object of the preposition phrase can be a noun or a pronoun followed by a preposition.

The following are examples of prepositional phrases.

1. After school, the children played cricket in the ground.

2. Around the world

3. Between a rock and a hard place

Down, up, around, into, with, near, within, though, in, etc. are prepositions.

Instead of, any more, on account of, to the fact that, because of, etc. are the prepositional phrases.

Check your progress

1. What is a phrase?

_____

_____

2. Mention any two types of phrases with example.

_____

_____

6.2.2 Parts of Sentence:

A sentence is a group of words that expresses a complete thought or an idea.

1. She feels good.

2. I like cricket.

Following are not complete sentences:

- I gave he the

- will make food

A sentence expresses a statement, a question, an order, and a wish.

- A statement- You are beautiful.

- A question- Are you beautiful?

- An order- Be beautiful!

- A wish- I wish I were beautiful.

One should know some tips to write a correct and meaningful sentence in English.

1. A sentence should begin with a capital letter in written English.

Incorrect- you are beautiful.

Correct- You are beautiful.

2. A sentence should end with a full stop (.), a question mark (?), an ellipsis (…) or an exclamation point (!).

Incorrect- You are beautiful,

Incorrect- You are beautiful

Correct- You are beautiful.

One should know the parts of a sentence and how to combine them for the expression of a meaningful idea. When anyone begins to learn English, it is important to make a simple and meaningful sentence in English.

Parts of a Sentence:

A sentence has a subject and a verb. For example,

      i.   Ram walks.

     ii.   She met me.

There are some other parts of a sentence, like predicate, the object of the preposition, transitive verb-intransitive verb, linking verbs, complements, etc.

(1) Subject:

        The subject is the person or thing which is being stated.

        e.g. "Neha is a clever girl". Here, 'Neha' is the subject.

(2) Predicate:

        A predicate includes a verb and it tells something about the subject.

        e.g. "Neha is a clever girl." Here, 'a clever girl' is the predicate.

A sentence can include the following other parts:

(3) The Object of the preposition

        The objects of the preposition are noun and pronoun that completes the meaning of a sentence.

1. The dog is looking at the chicken.

2. She is talking about

        In the above sentences, sentence 1 is a meaningful sentence because "the chicken" is the object of the preposition "at", that completes the meaning of a sentence. In sentence 2, there is no object of the preposition (about), so no one can get any idea.

Sentence 2 is incomplete. One doesn't know what she is talking about.

3. She is talking about your idea.

This sentence is complete with meaning because here "idea" is an object of preposition "about"

(4) Transitive verb:

The direct object received by the verb is called a transitive verb. The meaning of the transitive verb is not possible without a direct object.

Example: She is drinking a glass of milk.

(5) Intransitive verb:

The direct object not received by the verb is called an intransitive verb. The meaning of an intransitive verb is complete.

Example: She is laughing.

(6) Linking verb:

A verb that has a subject with a noun or an adjective which identifies a linking verb.

Example: She speaks very confidently.

(7) Compliments:

A compliment is a group of words that contains an adjective or a noun and is used after linking verbs.

Example: She speaks very confidently.

6.2.3 Clause:

A clause is generally made up of a subject and a verb. It is smallest grammatical unit that expresses a complete thought. In simple terms, it is a subject plus verb combination wherein the subject is the entity of **"doing"** the action in a sentence and the verb is the action itself completed by the subject. Remember that a clause creates a thought that can stand alone on its own. If a thought is completed in a clause, it is known as Independent clause. Let us understand this with some examples:

I sing- this is a complete thought (Independent clause)

Wasim laughs- this is a complete thought and is an Independent clause

A clause may or can include a predicate as well, but it must have a subject and verb to be considered as a clause.

Independent Clause:

An independent can stand alone in a sentence. It contains a subject and a verb in its smallest form. A clause may also include modifiers and a verb predicate. It is a complete thought and the smallest unit of grammar that is syntactically accurate.

Subject+ Verb+ Predicate

I eat mangoes (predicate)

Wasim laughs loudly (predicate)

We can create interest by rearranging the words or modifiers in an Independent clause. For instance, we can say:

I eat mangoes in the garden.

In the garden, *I eat.*

Here, "I eat" is the subject and verb. An object ("mangoes") and a prepositional phrase ("in the kitchen") have been added to the clause to make it more specific. The entire sentence is an independent clause because it is a complete thought statement.

Dependent Clause:

A dependent clause also contains a subject and a verb. However, it does not convey a complete thought or idea by itself. It needs to be attached to an independent clause to be grammatically correct.

Example:

Every time before I wake up in the morning, I drink a glass of water.

In the above mentioned *I drink a glass of water* is an independent clause while *Every time before I wake up in the morning* is a dependent clause. This is not a complete thought and therefore not a sentence in English. Every time before I wake up in the morning…what happens? This idea must be joined with an independent clause to be grammatically correct.

Types of clauses:

Noun clause:

A noun clause is a type of dependent clause that acts as a noun in the sentence. A noun clause will always contain a subject and a verb. However, it cannot stand alone as a complete thought.

E.g. I remember *what you said yesterday.*

Here, the underlined portion is the independent clause that can stand alone. The italicized words, "what you said yesterday," serve as a dependent noun clause. The noun clause is acting as the object of the sentence. In the noun clause "you said" is a subject plus a verb. This creates the clause (a subject plus a verb). However, "what you said yesterday" cannot stand alone and therefore must be paired with an independent clause.

Adjective clause:

An adjective clause is a type of dependent clause that acts as an adjective in the sentence. An adjective clause will always contain a subject and a verb. However, it cannot stand alone as a complete thought. An adjective clause will always begin with one of the following words:

Relative Pronouns List**:** that, where, who, whom, which

Relative Adverbs List**:** when, where, why

Example of Adjective Clause**:**

- The boy *who you saw at the store* committed a robbery.

The adjective clause is acting as an adjective in this sentence. The adjective clause describes the boy. It contains a subject and a verb, "you saw." However, it cannot stand alone as a complete thought. "Who you saw at the robbery" is not a complete statement.

Adverbial clause:

An adverbial clause is a type of dependent clause that acts as an adverb in the sentence. An adverbial clause will always contain a subject and a verb. However, it cannot stand alone as a complete thought.

Example of Adverbial Clause**:**

- You will continue driving north *until you see a stop sign.*

The adverbial clause is acting as an adverb in this sentence. The adverbial clause modifies how you will drive. The adverbial clause contains a subject and verb, "you will continue." However, it cannot stand alone as a complete thought. "Until you see a stop sign" is not a complete statement.

Check your progress

1. Define a clause

_____

_____

2. What do you understand by an Independent clause?

_____

_____

6.2.4 Types of Sentences:

(i) Simple Sentence:

A simple sentence is an independent clause which contains a subject and a verb. A simple sentence is a sentence with a complete idea.

1. She sung.

2. She completed her book.

(ii) Compound Sentence:

A compound sentence contains two independent clauses combined with a comma (,) coordinating conjunction or a semicolon (;).

The following are some examples of compound sentences.

1. He planned for a clinic; then, he updated all the information.

2. They studied M.A. English and they realized that it is an easy course.

(iii) Complex Sentence:

A complex sentence contains an independent clause and a dependent or a subordinate clause. A dependent clause asks the questions like who, which etc. Independent clause makes a complete sentence.

1. She is jumping.

Independent clauses function on their own. They have their own ideas that make meaningful sentences. You can combine them to make a compound sentence.

Dependent clause = Sentence Fragments

E.g. Sham will not able to sing in the program because he has an oral infection.

A meaningful sentence needs a subject, a verb, and a complete thought or idea.

Subordinating Conjunctions

The subordinate conjunctions join a subordinate/dependent clause to the main clause and make-a complete sentence with complete thought.

Subordinate clauses often begin with subordinate conjunctions. They begin with words like after, before, though, although, how, unless, as soon as, if, until, as long as, in order to, when, as though, once, whether, because, since, while, etc.

Complex sentence = Independent clause + Dependent Clause

Example: If the train is on time, Sham will get home tonight.

Independent clause	Dependent clause
Sham will get home tonight	If the train is on time

Here if the train is on time, what happens? We need more information for a complete idea. The independent clause "Sham will get home tonight" functions as a complete idea which makes a complete meaningful sentence. If the sentence begins with a dependent clause, there is a need of a comma before the independent clause. If the sentence begins with an independent clause, there will be no need of a comma.

e.g. Sham will get home tonight, if the train is on time.

(iv) Compound-Complex Sentence:

The compound-complex sentence is made with a combination of a compound sentence and a complex sentence. For a compound-complex sentence, there is a need of at least two independent clauses and one dependent clause.

E.g. She completed her homework but she still needs to work hard on her project even though she finished her work last month.

In the above sentence, the underlined sentence is the independent clause and the remaining sentence is the dependent clause and the combinations of these two types of clauses make a meaningful sentence.

Check your progress

1. What is a simple sentence?

_____

_____

2. What do you understand by an independent clause?

_____

_____

6. 3   Learning Outcomes

By the end of this lesson, it is expected that the student are able to analyze the structure of any sentence. They are expected to use clauses in speaking and writing. They are able to use phrases in speaking and writing. They are in a position to identify the different types of sentences

and lastly they are able to recognize the different clauses like independent clause/coordinate clause or dependent clause/subordinate clause.

6.4 Glossary

Syntax: A set of rules that govern how words are combined to form phrases and sentences

Logical: Rationale or reasonable

Coherence: Logical arrangements of parts in writing

Advantages: Favourable

Disadvantages: Unfavourable

Inappropriate: Not suitable

Phrase: A group of words that does not contain a subject and a verb is called a phrase

Predicate: Whatever is said about the subject in a sentence

Clause: Part of a sentence that contains verb, a clause may also be a complete sentence

Independent clause: Principal clause, primary clause, main clause

Subordinate clause: Dependent clause

Coherence: Logical arrangements of parts in writing

Inappropriate: Not suitable

Superior: Relating to elite class or elite of something

Prohibit: Stop, forbade something

Abstain: Refrain

Lapse: Failure

Communication: Act of exchanging/ sharing ideas/ thoughts/ feelings

Conversation: A talk between two or more people sharing sentiments/ opinions/ ideas

Greetings: A polite and friendly expression a person does when he meets/ welcomes someone

Advent: arrival, with coming of something

6.5 Sample Questions

6.5.1 Objective Question:
(A) Identify the clause in the following sentence.

 1. I eat mangoes in the kitchen._____

2. In the river, I swim._____

3. Every night before I go to bed, I eat an apple._____

4. She remembers what you said yesterday._____

5. The boy, who you saw at the apartment, committed a robbery._____

(B) Identify the phrase in the following sentence:

1. We camped by the brook._____

2. The bewildered tourist was lost._____

3. It was a story as old as time._____

4. He was eager to eat lunch._____

5. Getting a job is a hard nut to crack_____

6.5.2   Short Answer Questions:

1.   Define a clause. Give examples.

2.   What is a phrase? Give examples.

3.   Write five Imperative sentences.

4.   What do you mean by Dependent and Independent clauses?

5.   Explain the structure of Simple and Compound sentences.

6.5.3   Long Answer Questions:

1. Explain different kinds of clauses with examples.

2. Analyze different kinds of phrases with examples.

3. What is a sentence and analyze the different types of sentences with examples

6.6 Suggested Readings

1. Aarts, Bas. *Oxford Modern English Grammar.* London: Routledge, 2011.

2. Carter, Ronald, and Michael McCarthy. *Cambridge Grammar of English.* London: Cambridge University Press, 2006.

3. Eastwood, John. *Oxford Guide to English Grammar.* London: Oxford University Press, 1994.

4. Hewings, Martin. *Advanced Grammar in Use: A Self-study Reference and Practice Book for Advanced Learners of English: with Answers.* Berlin: n. p, 1999.

5. Lester, Mark, and Larry Beason. *The McGraw-Hill Handbook of ENGLISH GRAMMAR and USAGE.* London: Blackwell, 2012.

6. Raymond, Murphy and S. Pongtongcharoen. *English Grammar in Use.* Cambridge: Cambridge University Press, 1985

Unit 7: Sentence Construction

Structure

7.0 Introduction

The world is a representation of different languages. Every language has its own type of text in the form of specified signs and symbols. If one does not understand any language, then that language is only coded signs and symbols for him/ her. Language learning is the process of decoding a particular coded text. Language has its own history that changes from gestures to sounds and then to text. History decodes the language's past. Every language has its own set of rules in the form of grammar. Therefore, language learning needs to study grammar. It mainly focuses on sentence construction. Sentences are formed by the systematic arrangement of meaningful words. It helps to convey a message from informer to receiver. One can raise a question of receiving an incorrect message from the receiver. It comes under a language error. An error could be due to the medium of message transfer. Generally, air acts as a medium for transferring a message. Sometimes, homophones cause a change in a message. It can be called speech errors. Like speech errors, there are text errors. They can be categorized under sentence errors.

A **morpheme** is the smallest unit of a language. Morphemes come together to form a **word**. Words are combined to form **phrases**. Phrases together give rise to **clauses**, and

sentences are formed from clauses. John Seely writes about the sentence structure in his book, *Oxford A-Z of Grammar and Punctuation*. The given example shows the construction of a sentence in terms of clause, phrase, words and morphemes through an example as given below. The slash (/) given in the following example expresses the division of a sentence into two clauses that is main and subordinate. The clause divided into phrases. Each phrase divided into words. Word divided into smallest unit of sentence or language that is morpheme.

Sentence: The players watched an Olympic programme on TV while their mother made their tea.

Clause: <u>The players watched an Olympic programme</u> on TV (main clause)/ <u>their</u>

<u>mother made their tea</u> (subordinate clause)

Phrase: The players/ watched/ an Olympic programme.

Word: The/ players

Morpheme: play/ ers.

7.1 Objectives

This unit will help the readers:

- To get an idea about errors in sentence construction
- To understand the uses of the apostrophe
- To use the punctuation marks at the right place in a sentence
- To make use of question tags and capitalization in a sentence

7.2 Sentence Construction

A sentence error implies a fault in sentence construction. It is elaborated in detail as given below.

7.2.1 Sentence Errors:

Sentence errors are studied to aim at sentence construction–without any mistake simple sentences have subject, verb, and object in a given order. The subject appears first in a sentence, the verb and the object follows it. Subject and verb have their unique relation. If the subject is changed then the verb also changes accordingly. It is known as subject-verb agreement. There are certain rules in sentence construction.

1. If the subject is singular, then the verb is also singular.

For example:

Ganesh writes a paper. (√**)**

Ganesh write a paper. (×)

In the above example 'Ganesh' is singular and the verb changes according to the subject as a singular. 's' is added after the verb.

2. If the subject is plural, then the verb is also a plural in its first form.

For example:

Girls sing a song. (√**)**

Girls sings a song. (×)

In the above example, 's' is not present after a verb because the subject is plural. If the 's' is present after a verb and the subject is plural, then it is a sentence error.

3. In the present tense, if the third person is singular, then the verb is followed by 's' or 'es'.

For example:

He goes to school early in the morning. (√**)**

He go to school early in the morning. (×)

Here 'he' is a subject as a third-person singular and the verb 'go' has 'es' with it.

4. A slight change in apostrophe can change the meaning of a sentence. There is a difference between the words its and it's. 'Its' word expresses possessiveness of something. 'It's' is a short form of 'it is'.

For example:

It's a big surprise for a student. (√**)**

Its a big surprise for a student. (×)

5. A simple sentence pattern is a subject + verb.

For example:

Children (subject) play (verb). (√**)**

Children (subject) plays (verb). (×)

6. If complement adds to a subject and a verb then it became a new sentence structure as subject + verb + complement. In this following example, the use of indefinite article 'an' is appropriate before the word artist because artist word begins with the '/ɑ:/' vowel sound.

For example:

Tejshri (Subject) is (verb) an artist (complement). (√**)**

Tejshri (Subject) is (verb) a artist (complement). (×)

7. Indefinite article **'a'** is used before a word that begins with the consonant sound.

For example:

It is a universal phenomenon. (√**)**

It is an universal phenomenon. (×)

It is important to know the difference between vowel and consonant sound. There are five vowels that are a, e, i, o, and u. In the above example, 'universal' word begins with 'u' which is vowel but having a consonant sound /j/.

8. Definite article 'the' expresses the universal truth sentences. Article 'the' has its place before the unique idea, or a particular thing.

For example:

The moon rotates around the earth. (√**)**

A moon rotates around the earth. (×)

In this above example 'moon' and 'earth' shows their uniqueness and the sentence is a universal truth. Definite article 'the' has its place before 'moon' and 'earth'.

9. There are many ways to construct any sentence. The simple sentence structure has subject and verb. When adverb adds to this sentence structure it becomes subject + verb + adverbial. Adverb tells something more about the verb.

For example:

Maulana Azad National Urdu University (subject) is (verb) <u>in Hyderabad </u>(adverbial of place). (√**)**

Maulana Azad National Urdu University has at Hyderabad. (×)

In the above example, when 'is' verb replaced by 'has' it become grammatically incorrect sentence.

10. The basic sentence pattern has subject, verb and object in a given order. If anyone gives complement to other person or a thing then the sentence pattern changes to subject + verb + object + complement.

For example:

The media (subject) made (verb) him (object) famous (complement). (√**)**

The media (subject) do (verb) him (object) famous (complement). (×)

Made word is appropriate in the above example while 'do' is not. Complement may be good or bad. Here, in the above example famous word acts as a good complement.

11. Subject is followed by object and then verb in the sentence formation. Subject + verb + object is a correct order in a sentence structure.

For example:

Cricketer (subject) had (verb) a bat (object). (√)

Bat (subject) had (verb) a cricketer (object). (×)

In the above example, if the subject changed its place with the object then the sentence will be meaningless.

12. Another sentence structure is subject + verb + object + Adverbial. The following example, shows that the use of correct verb form is very important while preparing any sentence. The use of verb 'throwed' is incorrect in the following sentence. The past tense of throw word is 'threw'.

For example:

I (subject) threw (verb) the ball (object) on the ground (adverbial of the place). (√)

I (subject) throwed (verb) the ball (object) on the ground (adverbial of the place). (×)

13. In the above examples we had already studied different sentence structure. If the two objects are present in the sentence then they are 'indirect' and 'direct object'. It creates a new sentence pattern as subject + verb + object (indirect) + object (direct).

For example:

Teju (subject) gave (verb) her sister (indirect object) a surprise gift (direct object). (√)

Teju (subject) gave (verb) his sister (indirect object) a surprise gift (direct object). (×)

Teju is a girl. So, the pronoun of Teju is 'her'. In the above example, 'his' pronoun for the girl Teju creates a grammatically incorrect sentence.

14. Definite article 'the' is used before the names of holy books.

For example:

He reads the Gita every day. (√)

He reads a Gita every day. (×)

15. 'The' article is used before the names of the directions. The following example is a universal truth.

For example:

The sun rises in the east. (√)

The sun rises in an east. (×)

16. If two or more subjects or nouns are linked by using 'and' then the verb should be used in its plural form.

For example:

Raju and Teju are good friends. (√**)**

Raju and Teju is good friends. (×)

17. If either…or, neither…nor is used to connect plural subjects then we must use plural verb in the sentence.

For example:

Either the girls or the boys are going to win the match. (√**)**

Either the girls or the boys is going to win the match. (×)

Neither the teachers nor the parents are happy on student's performance. (√**)**

Neither the teachers nor the parents are happy on student's performance. (×)

18. Definite article 'the' has its place before the superlative degree of adjectives in the sentence. Biggest word is the superlative degree of an adjective big. So, article 'the' is placed before the 'biggest' word.

For example:

It is the biggest mistake of his life. (√)

It is a biggest mistake of his life. (×)

19. If 's' is present at the end of a spelling of a singular noun subject then the verb is also a singular. In the following example, Mathematics acts as a singular noun subject. So, the verb is also a singular.

For example:

Mathematics is a difficult subject. (√)

Mathematics are a difficult subject. (×)

20. When 'ly' is added to an adverb as a suffix, it will change the meaning of a sentence.

For example:

Students are hard working. (√)

Students are hardly working. (×)

In the above example, the word 'hardly' adds negative meaning to the sentence. Hardly word is the opposite word for hard.

21. When the first person and a noun are present in the sentence then the verb will be a plural.

For example:

Raj and I are childhood friends. (√)

Raj and I is childhood friends. (×)

Following example shows the correct use of 'I' and 'me' in the sentence.

For example:

Hira and I played a videogame on the computer. (√)

Hira and me played a videogame on the computer. (×)

22. If 'none' word is used before uncountable noun then we should use singular verb in the sentence.

For example:

None of the money has been withdrawn from the bank. (√)

None of the money has been withdrawn from the bank. (×)

7.2.2 Question Tags:

Interrogative sentences have different types based on how the question is formulated.

1. Wh-questions

2. Yes/no questions

3. Question tags

4. Either/or questions

Simple sentences are in the form of subject + verb + object. Different question forms are used while converting simple sentences into interrogative sentences.

1. **Wh-questions:** The questions that start with what, which, why, when, where, and who are generally known as wh-questions. These type of questions help to get an information about particular thing, place or a person.

For example:

Simple sentence - He is a teacher.

Wh-question - Who is he?

Who is a teacher?

2. Yes/no question: If the answer of any question is simply yes or no then it comes under Yes/no type of question.

For example:

Is he a teacher?

3. Question Tags: It generally helps a person to get a particular answer that he/she wants from other person. The question patterns may be positive or negative as per the wish of a person. In the first example, the person wants a positive response from the responder as "yes, he is a teacher". In the second and third example, the person wants a negative response as "no, she didn't play or no, you shouldn't lie". It is a tactic thought process between a sender and receiver to get a desirable response from a responder or a receiver.

For example:

(I)He is a teacher, isn't he?

(II)She didn't play a cricket, did she?

(III)You shouldn't lie, should you?

The book *A University Grammar of English* explains the relation between speech and response as given below-

> [I] Positive assumption + neutral expectation
>
> [II] Negative assumption + neutral expectation
>
> [III] Positive assumption + positive expectation
>
> [IV] Negative assumption + negative expectation (2013: 206**)**

4. Either/ or question: These type of a questions are asked when a person wants to get a particular information. It also helps to understand a particular fact.

For example:

Is he a teacher or a sportsperson?

Is she a lawyer or a doctor?

Check your progress

1. Write any two examples of interrogative sentences.

_____

_____

2. Give two examples of past perfect tense.

_____

_____

7.2.3 Capitalization:

Capitalization is an important part of grammar. John Seely explains capital letters in his book *Oxford A-Z of Grammar and Punctuation*. Capital letters are sometimes called upper-case. Capitalization is explained in detail as given below.

1) Every sentence starts with a capital letter.

   Example: The sun rises in the east.

2) First letters of names of people, places, and festival days are in capital letters.

   Example: A. P. J. Abdul Kalam (name of the former president of India and Scientist), New Delhi (place), Diwali (festival), Eid (festival).

3) It is used for writing a title of newspaper, books, and magazines where the first letters of the main words are capitalised.

   Example: *Othello* (book by William Shakespeare), *The Indian Express* (Indian newspaper), *India Today* (Indian magazine).

4) It is used to initialize the short forms.

   Example: HDFC, UAE, USA

7.2.4 Punctuation:

Punctuation is the use of spacing, conventional signs, and certain typographical devices as aids to the understanding and correct reading of the written text, whether read silently or aloud. Punctuation helps to punctuate a sentence to make it meaningful. Punctuation marks are of different types such as: Apostrophe (') Colon (:) Comma (,) Dash (—) Hyphen (-) Quotation (" ") Semi-colon (;) Full stop (.) Exclamation (!) Parenthesis ( ) Question mark (?)

Apostrophe (')

Apostrophe expresses the elimination/omission of words. For example, 'did not' can be written as **didn't**. 'Cannot' changes to **can't**. 'They are' can be written as **they're**. In these examples, 'did not', 'cannot', and 'they are' show writing skill behavior while 'didn't', 'can't', and 'they're' show speaking behavior.

Apostrophe also expresses someone's possession of something. **For example- Chief minister's** bungalow, **collector's** office, and **boys'** hostel.

There are certain rules of the apostrophe. In the above example 'Chief minister' is singular. So, 's' has a place after the apostrophe.

In the third example 'boys' word is plural. So the apostrophe is placed after the word 'boys' without writing 's' after it. It is because the plural word 'boys' already has 's' in it.

If the plural word does not have 's' in it, then the word 's' has to be written after the apostrophe. Consider the following **example: 'It's not a holiday tomorrow'.** In this example, the word 'it's' is used instead of 'it is'. The word 'its' expresses possession. For example: The vase has lost **its** shine.

Colons (:) It is used in sentences in several ways as follows--Colons in a research paper are placed after main or head points to describe it in detail.

Example: Sentence errors: There are different types of sentence errors based on the use of punctuation. A colon is also used in front of the characters of the play to express their thoughts.

Example: Girish Karnad's play *Tughlaq* has an opening, Scene One as given below.

> *OLD MAN: God, what's this country coming to!*
> *YOUNG MAN: What are you worried about, grandfather? The country's in*
> *perfectly safe hands—safer than any you've seen before.*
> *OLD MAN: I don't know. I've been alive a long time, seen many Sultans,*
> *but I never thought I would live to see a thing like this.*
> *YOUNG MAN: Your days are over old man. What's the use of Sultans who didn't*
> *allow a subject within a mile's distance? This king now, he isn't afraid to be human.*
> (2008:1)

This conversation between young man and old man depicts the use of colon in the play *Tughlaq*. Colons are put before a list of items or things that come under a particular group.

Example: Vegetables: potato, drumsticks, cauliflower, and spinach.

Comma (,) A comma is used in the following conditions
1**.** It is used to break a sentence for making it meaningful.

   Example: He is clever, good at sport.

2**.** A comma at a particular place in a sentence expresses a pause in a speech.

   Example: Hmm, I knew about that thing.

3. It helps to relate clauses by separating them.

   Example: Fruits contain a special part, which is known as a seed.

4. It is used to make a list of items and things by adding a comma after each item.

Example: vegetables, fruits, cereals, grains.

Dash (-) A dash is used instead of excessive use of commas in sentences. It shows an expression of different thoughts.

Dashes are classified into two types based on their sizes.

       1)   Em dash (—)

       2)   En dash (-)

Em dash (—) It is known as em dash because its length is about an alphabet M. It is used to separate relative sentences that give more information about others.

Example: He carries his bat with him—it has a bat's sign on it—he likes a batman.

En dash (-) It is spelled as en dash because its length is about an alphabet N. It is used to express the duration of time or period.

Example: 1900-2000

A dash has no space before and after it. When 'en' dash is used in a same way as 'em' dash then the 'en' dash has space before and after it. En dash is used in less formal writing.

Hyphen (-) Hyphens are smaller than a dash. There are different uses of hyphens such as: they are used to connect two written numbers, and words. A hyphen does not have space before and after it.

Example: newly-born, fifty-nine.

It is also used to form a verb-noun.

Example: He has a chain, which looks heavy but gold-plated.

John Seely writes about hyphen in his hyphen's type-setting section.

Hyphens are also used in printed texts to split words that will not fit onto the end of a line. There are rules about how words should be split, which can be found in some dictionaries. Many computer word-processing and desktop publishing programs offer a choice between automatic and manual hyphenation.

Computer programs have the hyphenation setting in them.

Quotation marks ('') Quotation marks are denoted by inverted commas. The uses of the quotation marks are as follows:

1. Quotation marks are used for indicating direct speech.

   Example: Teacher said, 'Ram is clever'.

2. Titles of movies, books, plays, and T. V. programs have to be written in quotation marks while writing. **Example: '*Pride and Prejudice'** (movie name and novel), **'*Hamlet'** (play), **'Newsday'** (BBC World News programme)

3. Quotation marks are used to indicate that the text is from another book, newspaper, or any other material. If the text has more than three lines, then the writer has to write it by separating it from the main text by indenting. For example, John Seely explains punctuation in his own words. "Punctuation is part of the way in which we set out the written text so that it can be read quickly, easily, and accurately. When we read, our eyes do not move steadily along the line of text reading every letter and every word. Instead, they 'dart' along, taking in small chunks of text as they go. Good punctuation makes this process much easier."

1) Small quotations can be incorporated in the main text within inverted commas. For example, John Seely guides about the use of single or double inverted commas as, "choose either single or double as your default style and use them consistently. Single inverted commas tend to be preferred in Britain and double in the US."

2) Writers can use his/her own special words, or phrases in a sentence by using quotation marks. **Example:** "The dark clouds were trained for rain."

This example is a creation of a writer and not copied from any text material. So, it is placed under the quotation mark.

Semicolon (;) Semicolons are symbolically represented as (;). The semi colon's uses are as follows-

1. A semicolon indicates a longer pause in the process of reading. It is used during long sentence formation. **Example:** He was thinking about that thing; it had some intuition about the future.

2. A series of phrases can be separated by a semicolon.

3. Avoid using semicolons to make longer sentences. Two simple sentences are better than one long sentence.

Full stop (.) Full stops are used in different ways.

1)   The completion of the sentence is marked by a full stop.

Example: I had completed a sentence.

2)   Email addresses also have full stops.

Example: www.who.com

3)   Abbreviations are followed by full stops.

Example: M. Sc., M.A., B.Sc.,-B.Tech.

Exclamation mark (!) Exclamation marks express a feeling of amusement.

Example: Wow! The Tajmahal is so beautiful.

David Crystal defines exclamations in his book *Rediscover GRAMMAR with David Crystal* as, "Exclamations are sentences whose main role is to express the extent to which speakers are impressed or aroused by something."

It is expressed in direct speech.

Example: She said, "Yes! I ranked top in the university."

Parentheses ( ) The information present in the parentheses is generally additional and not important to understand the sentence. Readers avoid reading extra information.

Parentheses are put outside the short forms to express their full forms.

Example: O.F.O (one for one).

Parentheses are helpful for giving a list in the middle of a sentence.

Example:

A. T. cotton has spread all over India like Maharashtra (i.e. Aurangabad, Jalgaon, Nashik, and Amravati), Jharkhand, Bihar, Orissa, and Uttar Pradesh.

Question mark (?)

It is generally used in the case of interrogative sentence. Some of the examples are mentioned below:

Where do you live?

Why were you absent yesterday?

Who did this to you?

Who wrote the novel *Serpent and the Rope*

7.3 Learning Outcomes

By the end of this unit, the learners are able to identify the errors in sentence construction. They can be familiarised with the correct use of voice. They may know the correct use of tenses. They may use interrogatives and question tags correctly. They apply punctuation properly. This unit may also help them to use capitalization correctly when needed.

7.4 Glossary

Crux: The main point

Rapport: A close and harmonious relationship

Morpheme: The smallest unit of language

Communication: Act of exchanging/ sharing ideas/ thoughts/ feelings

Optative sentence: a sentence expressing a wish or desire

Imperative sentence: Sentences that express order, command, suggestion advice etc.

7.5 Sample Questions

7.5.1 Objective Questions:

1. The smallest unit of language is called

    (a) Morpheme

    (b) Word

    (c) Clause

    (d) None

2. *Oxford A-Z of Grammar and Punctuation* is written by

    (a) Jon Seely

    (b) John Seely

    (c) Jan Seely

    (d) None of the above

3. "Alas, he is dead!" is an _____ sentence

    (a) Interrogative

    (b) Negative

    (c) Imperative

    (d) Exclamatory

4. "Where do you live?" is a_____sentence

    (a) Affirmative

    (b) Optative

    (c) Imperative

    (d) Interrogative

5. "My wish is to wish you well" is a_____sentence

(a) Optative

(b) Negative

(c) Interrogative

(d) Declarative

7.5.2 Fill in the blanks:

    1. I am ------- from India to America. (Use a correct form of verb 'travel')

    2. She ---------- waiting from two hours. (Make present perfect continuous tense)

    3. India -------- be a superpower in 2022. (Use will/were)

    4. People --------working from home due to Coronavirus. (Change into past perfect continuous tense)

    5. Moon ----- invisible during a no moon day. (Make present tense)

7.5.3 Short Answer Questions:

1. Explain the question tag with an example.

2. Elaborate capitalization rules by giving examples.

3. Write the uses of apostrophe.

4. Write a short note on Active and Passive voice

5. Why is writing correct English useful?

7.5.4 Long Answer Question:

1. What are the different types of punctuation? Explain in detail.

2. Explain the sentence errors in detail.

3. Write about sentence construction in detail.

7.6   Suggested Readings

1. Aarts, Bas. *Oxford Modern English Grammar.* London: Routledge*,* 2011.

2. Crystal, David. *Rediscover Grammar with David Crystal.* Berlin: Longman, 1988.

3. Eastwood, John. *Oxford Guide to English Grammar.* London: Oxford University Press, 1994

4. Seely, John. *Oxford A-Z of Grammar and Punctuation*. London: Oxford University

       Press, 2013.

5. Yule, George. *The Study of Language*. Cambridge: Oxford University Press, 2019.

Unit-8: Vocabulary Formation

Structure

8.0   Introduction

Language is said to be the medium of expression of thoughts, emotions, and ideas of human beings. Language consists of sentences. A sentence is the structure of a group of meaningful words and these words form the vocabulary. This unit aims at explaining the meaning of 'Vocabulary' and its formation with different aspects.

Vocabulary is commonly defined as "all the words known and used by a particular person". A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Vocabulary is a major factor that plays an important role in understanding any language and building the personality of a person. A person may be judged by others based on his or her vocabulary. It is said, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed". The complete study of the formation of vocabulary enables students to understand different classes or parts of words which help them

to comprehend the textbook, enable them in writing and speaking skills. This unit deals with the meaning of vocabulary, types of vocabulary, and formation of vocabulary with different aspects like synonyms, antonyms, homonyms, homophones, plurals, affixes, prefixes, suffixes, phrasal verbs, idioms, commonly confused words, and commonly misspelled words.

8.1 Objectives

This unit has some objectives which are as follows:

- To enable students to understand the formation of vocabulary
- To enable students to make proper use of words
- To enable students to develop their vocabulary for expression and communication
- To enable students to improve their reading and listening comprehension skills

8.2 Vocabulary Formation

The set of familiar words used in a particular language is called 'Vocabulary'. 'Vocabulary' is a dictionary of different words also known as 'glossary' or 'lexicon'. The accumulation of vocabulary has built-up structures of language which help people to communicate and express their thoughts, ideas, and emotions. A person having a good vocabulary of a particular language is considered to have a good command over a particular language and can express well his or her thoughts and emotions. Vocabulary develops a person's listening, speaking, reading and writing skills. It plays an important role in the life of a person to develop his or her communication skill and personality.

8.2.1 Synonyms:

The term 'synonyms' refers to the word or phrase that is the same in terms of meaning, quality and idea. The usage of English synonyms is useful not only in the exams but also in day to-day life.

Some examples of synonyms are given below:

Word	Synonym	Words	Synonym
Astounding	amazing, stunning, surprising,	Injured	Wounded

	astonishing		harmed
			damaged
Aflame	ablaze, burning, on fire, afire	Intelligent	Brilliant sharp clever smart
Brave	eroic, courageous, valiant	Kindle	Ignite inflame burn
Brutal	barbarous, bestial, brutish	Deteriorate	Defile Pollute
Clown	joker, jester	Energetic	Enthusiastic Zealous

8.2.2 Antonyms:

An antonym is a word opposite in meaning, quality, and idea of another word. Some examples of antonyms are given below.

Forming antonyms by adding Un- prefix

developed   –   undeveloped   employed   –   unemployed

Forming antonyms by adding In- prefix

ability   –   inability   accurate   –   inaccurate

Forming antonyms by Il- prefix

legal   –   illegal   legitimate   –   illegitimate

Forming antonyms by Im- prefix

mature –   immature   moral   –   immoral

Forming antonyms by Ir- prefix

 rational   –   irrational   regular   –   irregular

Forming antonyms by adding Dis- prefix

 agree   –   disagree   appear   –   disappear

Forming antonyms by changing Ex- into In-/ Im- prefix

 exclude   –   include   export   –   import

Irregular antonyms without adding any prefix

arrival	–	departure	big	–	small
bitter	–	sweet	blunt	–	sharp
maximum	–	minimum	narrow	–	broad
permanent	–	temporary	remember	–	forget

8.2.3 Homonyms:

Homonyms are the words which have same pronunciation and spelling but different meaning whereas homophones have the same pronunciation but different spelling, meaning, and origin.

Some homonyms are given below:

Words	Meaning 1	Words	Meaning 2
Address	a described location or a place	Address	to give a speech or speak
Bear	to tolerate with something	Bear	a large mammal
Capital	money used as an investment	Capital	big crime punishable by death
Fine	of a good quality	Fine	penalty of money

8.2.4 Homophones:

A homophone is a pair of words that has the same sound or pronunciation but it differs in meaning, origin, and spelling. The study of homophones helps to build vocabulary and spell correctly. It is essential to master the English language.

Some common examples of homophones are explained below:

Homophones	Meaning	Meaning
Break/ brake	Break (verb): to separate; interrupt	Brake (noun, verb): a device to control the speed of the vehicle
Sell/cell	Sell (verb): an act of selling or	Cell (noun): prison, jail; the

	exchanging something with money	smallest unit of an organism
Heal/ heel	Heal (verb): to restore health, to make free form injury or wound	Heel (noun): back of foot below the ankle
Idol/ Idle	Idol (noun): image to worship	Idle (adjective, verb): lazy

Check your progress

1. What are homophones? Give two examples.

_____

_____

2. What are homonyms? Give two examples.

_____

_____

8.2.5 Plurals:

A 'Noun' has two numbers i.e.

Singular Noun (number) A noun that indicates a singular number (person, thing, animal), is known as a 'Singular Noun'.

For example: man, box, mouse, girl, etc.

Plural Noun (number) A noun that indicates more than one number (person, thing, animal), is known as 'Plural Noun'.

For example: men, boxes, mice, girls, etc.

Plural Nouns: Rules and Examples

There are many different rules to form plural nouns. Most singular nouns are converted into plural form by adding –s at the end of the word. Irregular nouns do not follow plural noun rules. They should be memorized or looked up in the dictionary.

Plural Noun Rules:

1. Regular nouns are made plural by adding –s at the end

   boy – boys   girl – girls

2. When a singular noun ends in –s, -ss, -sh, -th, -ch, -x, -z or –o, then –es suffix is added to make plural form.

119

bus – buses   class – classes   marsh – marshes

lunch – lunches   box – boxes   tomato – tomatoes

3. Sometimes, singular nouns ending in –s or –z double the ending letter before adding –es suffix to make plural form.

   gas – gasses   fez – fezzes

4. When a noun ends in –f or –fe, the ending letter(s) is removed and the plural form is made by adding–ves suffix to the noun.

   wolf – wolves   knife – knives

5. When a noun ends in –y and the letter before the –y is a consonant, the ending letter -y is removed and the plural form is made by adding –ies suffix to the noun.

   baby – babies   city – cities

6. When a noun ends in –y and the letter before the –y is a vowel, the plural form is made by simply adding –s suffix to the noun.

   toy – toys   ray – rays

7. When a noun ends in –is, the plural form is made by adding –es suffix to the noun.

   ellipsis – ellipses   analysis – analyses

8. When a noun ends in –us, the plural form is made by removing –us and adding –i suffix to the noun.

   focus – foci   cactus – cacti

9. When a noun ends in –on, the plural form is made by removing –on and adding –a suffix to the noun.

   criterion – criteria phenomenon – phenomena

10. Some nouns do not change and remain the same in plural form.

    deer – deer   sheep – sheep   species – species   series – series

11. Some nouns are made plural by changing internal vowels.

    By changing oo into ee   Ex.   tooth – teeth   goose – geese

    By changing a into e   Ex.   man – men   woman - women

    By changing ou into i Ex.   mouse – mice   louse – lice

Rules for Irregular Nouns in Plural:

Irregular nouns do not follow any specific rule. They are made in plural form in a different way. It's better to memorize these nouns or search in the dictionary to find their plural form. Ex: child – children, ox – oxen, index – indices, curriculum – curricula

8.2.6 Prefixes and Suffixes:

Prefix:

A **prefix** is an affix that is added to the beginning of the word to modify the word in a different form or change its meaning or role.

Ex. happy – unhappy   able – unable   power – empower   firm – confirm

Suffix:

A **suffix** is an affix that is added at the end of the word to modify the word in different form or change its meaning or role. Ex. Entertain – entertainment   introduce – introduction act – action.

An **affix** is a letter or a group of letters that is added to the main part of the word, either before or later, to modify the word in a different form or change its meaning or role. It has two types – prefix and suffix.

Prefix / Suffix	Words – Verb /Adjective / Noun	Noun
By removing t/te & adding –cy suffix	Accurate	Accuracy
By adding –age suffix	Short	Shortage
By adding –al suffix	Approve	Approval
By adding –ance suffix	Perform	Performance
By adding –ence suffix	Differ	Difference
By adding –ment suffix	Entertain	Entertainment
By adding –ness suffix	Eager	Eagerness

By adding –ion suffix	Construct	Construction

Prefix / Suffix	Words – Verb /Adjective / Noun	Adjective
By adding –al suffix	Nature	Natural
By adding –y suffix	Grass	Grassy
By adding –ly suffix	Year	Yearly
By adding –ous suffix	Danger	Dangerous
By adding –able/ible suffix	Accept/Sense	Acceptable/Sensible

Prefix / Suffix	Words – Verb /Adjective / Noun	Verb
By adding Be- prefix	Fool	Befool
By adding En- prefix	Courage	Encourage
By adding Con- prefix	Firm	Confirm
By adding Em- prefix	Power	Empower
By adding Im- prefix	Prison	Imprison

8.2.7 Phrasal Verb:

A phrasal verb is a combination of words having a main verb together with a preposition or an adverb or both. Its meaning is sometimes different from the meaning of the individual words.

A list of commonly used phrasal verbs is given below:

Ask around: to ask many people the same question

Break down: Stop working or functioning; collapse

Cut down on: to reduce (expenses); to take less (food)

Call something off: to cancel or stop doing something

Drop out: stop participating or involving in; give up doing something

Fall apart: to break up or come apart; to lose

Get rid of: to get free from something or someone

Give up: to quit; to stop trying

Hang on: wait for a short time; hold tightly

Look into something: to discover the fact; to investigate

Look after somebody/something: to take care of; to take charge of

Pick out: to choose

Put something out: to extinguish; to lay something out ready for use

Run out of: about to finish or exhaust supply or something

Sort something out: to resolve a problem; organize things systematically

Turn something down: to refuse an offer or proposal; adjust to reduce something

8.2.8 Idioms:

An idiom is a group of words or phrases or expressions that has a meaning different from the literal meaning of individual words.

Idioms are used in every language in written and spoken form. The idioms which come in the form of phrases are called idiomatic phrases. Idioms can be used in formal and informal discussions. Idiomatic phrases can be used in poetic or figurative language. Usage of idioms can impress listeners or readers to attract their attention.

The most common idioms used in the English language are given below:

Add fuel to the fire: to make the existing situation worse or increase tension

Be in the seventh heaven: to be extremely happy

Castle in the air: to plan in such a way which is not possible; an impractical plan

Feather in one's cap: a great achievement which is noticeable and recognized

Give the green light: to permit or approve something; to allow something to proceed

Hit the nail on the head: to do or say something that is exactly right

It's all Greek to me: it is difficult to understand something

Make someone's day: to make someone's day happy or pleasant by doing something

Nuts and bolts: every detail or part of something

Pass with flying colours: to be successful in an exam or other test or any task brilliantly

Quake in one's boots: to tremble with fear; to be very frightened

8.2.9 Commonly Confused Words:

The words in English that have similar pronunciation, meaning, or spelling are called 'Commonly Confused Words'.

For example, no and know:

There is no money in the account.

I know the meaning of this sentence.

These words sound the same but they carry entirely different usages and meanings. 'No' is an adjective that describes money, and 'know' is the present form of the verb.

No and know are just two of the words that can be confusing because of their similarities.

There are many commonly confused words. These words will help you to recognize and choose the correct word in various pieces of writing.

Confused Words	Words with Meaning	Words with Meaning
Accept, Except	Accept (verb): to agree to something offered.	Except (conjunction): apart from something, leaving something
Affect, Effect	Affect (verb): to create an impact or change	Effect (noun): result or outcome of something
Its, It's	Its (/pronoun): a form of it that shows possession	It's (contraction): contracted form joining it and is words
Loose, Lose	Loose (adjective): not tight or detached	Lose (verb): to fail to gain something, to give up, to forget
Quite, Quiet, Quit	Quite (adverb): complete, truly, really	Quiet (adjective): calm, not loud Quit (verb): to give up, to end, to stop
Right, Write	Right (adjective): opposite of left	Write (verb): communicate on paper

8.2.10 Commonly Misspelled Words:

The English words that are often unintentionally misspelled in general writing are called 'Commonly Misspelled Words'. A person must know proper spelling of the words to make his writing flawless and accurate.

The commonly misspelled words are:

Words with Meaning	Words with Meaning
Bouquet – a bunch of flowers	Humorous - characterized by the power to evoke laughter
Committee – a team formed for a particular task	Lieutenant – an officer in the army
Connoisseur – an acute observer	Miscellaneous – Mixed
Colonel: an officer of high rank in the army	Moustache – whisker
Entrepreneur – a businessman	Schedule – timetable
Etiquette - Manners	Technique – tact, skill, method

8.3 Learning Outcomes

By the end of this unit, students are expected to recognize different types of vocabulary formation methods. Students can create various forms of nouns, adjectives, and verbs by adding affixes. They can learn the usage of singular/plural nouns, synonyms, antonyms, homonyms, and homophones. This unit can help students to apply phrasal verbs and idioms in speaking and writing. Moreover, it may enable students to identify commonly confused words and commonly misspelled words to avoid mistakes.

8.4 Glossary

Affix: It is a group of letter (s) that is added to the main part of the word, either before or later, to modify the word in a different form or change its meaning or role

Prefix: It is an affix that is added to the beginning of the word

Suffix: It is an affix that is added at the end of the word

Memorize: To remember

Synonyms: Words with similar meaning

Antonyms: Words with opposite meaning

Homonyms: Words that have the same pronunciation and spelling but differ in meaning and origin

Homophones: Words that have the same sound or pronunciation but differ in meaning, origin and spelling

Idiom: It is a group of words or phrases or expressions that has a meaning different than the literal meaning of individual words

Recognize: To identify something

Solely: Alone

Gregarious: To form a group with others of same species

Taciturnity: People who don't talk much or reserved people

Intellectual: A person who has a creative mind or wise

Virtuous: Moral or pious

Colligation: Conjunction or union

Venerate: Respect or value

Tackle: Deal or accept a challenge

Fluency: Smoothness or skilfulness in writing or speaking

Effectively: Done in a powerful manner

8.5 Sample Questions

8.5.1 Objective Questions:

(A) Choose the correct answer from the following options.

1. The antonym of **Enormous** is _____

   (a) Huge

   (b) Tiny

   (c) Gigantic

   (d) Massive

2. The antonym of **Humorous** is _____

   (a) Funny

   (b) Comical

(c) Hilarious

(d) Monotony

3. The antonym of **Courageous** is _____

   (a) Brave

   (b) Coward

   (c) Valiant

   (d) Heroic

4. The synonym of **Fostering** is _____

   (a) Neglecting

   (b) Avoiding

   (c) Nurturing

   (d) Ignoring

5. The synonym of **Fake** is _____

   (a) Original

   (b) Duplicate

   (c) Loyal

   (d) Trustworthy

(B) Write whether the following statements are True or False.

(a) Homonyms are the words which have the same pronunciation and spelling but have different meaning._____

(b) Homophones are the words with same pronunciation but different spelling and meaning._____

(C) Choose the correct meaning of proverb/idiom from the given options.

   1. To put one's hand to plough

     (a) To take up agricultural farming

     (b) To take a difficult task

     (c) To get entangled in unnecessary things

     (d) Take interest in technical work

   2. To hold one's tongue

     (a) To support

     (b) To interfere in one's work

     (c) To insult someone

(d) To keep quiet

3. Once in a blue moon

(a) Frequently

(b) Very rarely

(c) Something interesting

(d) Very common

8.5.2 Short Answer Questions:

1. What are synonyms and antonyms? What is their significance in language?

2. What are homonyms and homophones? Give examples.

3. Define a phrase and an idiom. Why are phrases and idioms used in languages?

4. How many numbers does the noun have? What are they? Write the importance of numbers in language?

5. Mention any five words of your choice and use them in your sentences.

8.5.3 Long Answer Questions:

1. What is meant by Vocabulary? Which are the different methods of vocabulary formation? What is the importance of vocabulary in language?

2. Explain commonly confused words and commonly misspelled words with five examples for each.

3. How does vocabulary help to improve language and communication skills? Elaborate with examples.

8.6 Suggested Readings

1. Aggarwal, R. S. *Objective General English*. New Delhi: S. Chand & Company Ltd., 2012.

2. Greenbaun, S. *The Oxford English Grammar*. Oxford: Oxford University Press, 1966.

3. Kolln, Martha, and Robert Funk. *Understanding English Grammar*. Boston: Allyn & Baco, 1998.

4. Maxwell, John C. *Everyone Communicates, Few Connect: What the Most Effective People do Differently*. Scotland: Yates & Yates, 2010

5. Pal, Rajendra, and Prem Lata Suri. *English Grammar & Composition*. New Delhi: Sultan Chand and Sons, 2018.

6. Rost, Michael. *Teaching and Researching Listening*. New York: Pearson Education Limited, 2011.

Unit-9: IPA Symbols, Pronunciation, Syllables, Silent Letters

Structure

9.0 Introduction
9.1 Objectives
9.2 IPA Symbols, Pronunciation, Syllables, Silent Letters
      9.2.1 Consonants
      9.2.2 Vowels
      9.2.3 Diphthongs
      9.2 4 Pronunciation
      9.2.5 Syllables
      9.2.6 Silent Letters
9.3 Learning Outcomes
9.4 Glossary
9.5 Sample Questions
9.6 Suggested Readings

9.0   Introduction

For learning any language, it is necessary to know the symbols of that language. It is also very essential to know which symbols represent which sound. As far as the English language is concerned, it has 26 alphabets and 44 sounds. For the correct pronunciation of English words, we need to know these 44 symbols which also represent sounds. The International Phonetic Association (IPA) has recommended these symbols. It also has claimed to have given symbols to represent all the sounds that exist in many languages of the world. These symbols are known as International Phonetic Alphabet (IPA). These symbols can be used to transcribe words from any language.

9.1 Objectives

This unit has the following objectives:

- To introduce the IPA symbols

- To explain consonant sounds and vowel sounds
- To distinguish between monophthongs and diphthongs
- To demonstrate correct pronunciation
- To expose the students to English syllables and silent letters

9.2 International Phonetic Alphabet Symbols

9.2.1 Consonants:

For the convenience of understanding, the 44 symbols in the English language are divided into Consonants (24), Monophthongs or Pure Vowels (12) and diphthongs or Vowel Glides (8).

The following is the list of IPA symbols:

IPA Symbols	Initial Position	Medial Position	Final Position
/p/	pet	spot	drop
/b/	bat	rubber	rub
/t/	toy	stick	sit
/d/	dig	study	read
/k/	kite	skip	lock
/g/	gold	luggage	leg
/tʃ/	chin	kitchen	reach
/dʒ/	jelly	jumped	porridge
/m/	mock	smile	cream
/n/	nose	sneeze	clean
/ŋ/	---	brings	sing
/l/	light	blow	steal
/f/	fish	soft	laugh
/v/	violin	lives	receive
/θ/	thick	mouth	wrath
/ð/	these	bathes	clothes
/s/	see	caste	case
/z/	zebra	bazar	ooze
/ʃ/	sheep	brushed	wash

/ʒ/	---	vision	garage
/h/	hut	behind	---
/r/	rabbit	trouser	---
/w/	write	swim	---
/j/	yatch	beautiful	---

If these consonants are classified as per the manner of articulation, they fall under the following categories:

Plosives (6) /p, b, t, d, k, g/

Affricates (2) / tʃ, dʒ/

Nasals (3) /m, n, ŋ/

Fricatives (9) /f, v, θ, δ, s, z, ʃ, ʒ, h/

Frictionless Continuant (1) /r/

Semi-vowels (2) /w, j/

If these consonants are classified according to their respective place of articulation, they fall under the following categories:

Bilabial (4) /p, b, m, w/

Labio-dental (2) /f, v/

Dental (2) /θ, δ/

Alveolar (6) /t, d, n, l, s, z/

Post-alveolar (1) /r/

Palato-alveolar (4) / tʃ, dʒ, ʃ, ʒ/

Palatal (1) /j/

Velar (3) /k, g, ŋ/

Glottal (1) /h/

Out of the 24 consonants, 15 are voiced. They are /b, d, g, dʒ, m, n, ŋ, l, v, δ, z, ʒ, r, w, j/. rest of the 09 consonants are voiceless. They are /p, t, k, tʃ, f, θ, s, ʃ, h/.

9.2.2 Vowels: (Pure Vowels)

In India, the English pronunciation received from the British is called the Received Pronunciation (RP). In RP, there are 20 vowels which are also known as vowel phonemes. Vowels are further categorized as monophthongs (pure vowels) and diphthongs (vowel glide).

Out of the twenty vowels, twelve are monophthongs or pure vowels and the rest of eight are diphthongs. Following are the IPA symbols used for the vowel as per *Oxford Advanced Learner's Dictionary* of Current English, third edition (revised and updated). These vowels are illustrated as per their occurrences in the word-initial, medial and final positions.

IPA Symbols (monophthongs)	Initial Position	Medial Position	Final Position
/iː/	eat	street	see
/ɪ/	ink	bit	duty
/e/	end	bend	---
/æ/	and	bat	---
/aː/	ask	calm	star
/ɔ/	on	cot	---
/ɔː/	all	sword	straw
/u/	---	push	---
/uː/	ooze	food	blue
/ʌ/	up	hut	---
/ɜː/	earth	shirt	sir
/ə/	alike	police	teacher

IPA Symbols (diphthongs)	Initial Position	Medial Position	Final Position
/ei/	aid	weight	stray
/əu/	own	mould	slow
/ai/	ice	mice	my
/au/	owl	mouth	cow
/ɔɪ/	ointment	coil	toy
/ɪə/	ear	beard	clear
/eə/	air	shared	care
/uə/	---	cured	pure

Monophthongs: Based on the place of articulation, monophthongs are categorized as front vowels, back vowels, and central vowels. There are four front vowels /iː, ɪ, e, æ/, five back

vowels /aː, ɔ, ɔː, u, uː/ and three central vowels / ʌ, aː , ə/. The respective description of the vowels is as under:

9.2.2.1 Front Vowels:

Front Vowels: /iː, ɪ, e, æ/
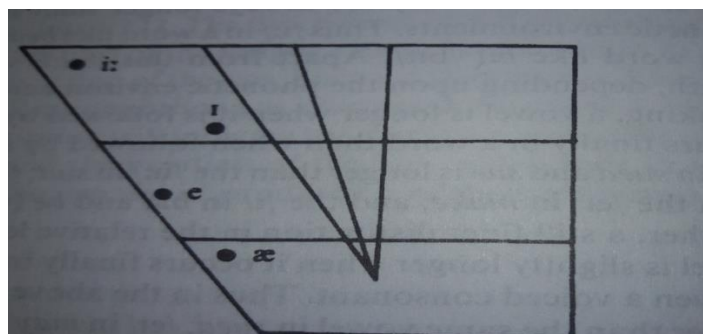
(Figure:1- Source: Google Images, Front Vowels)

/iː/   as in seat, /ɪ/   as in sit, /e/   as in set, /æ/   as in sat

/iː/   For the articulation of /iː/, the front of the tongue is raised to a height just below the close position. The lips remain spread and the tongue tense in position. It is a long vowel and can be labelled as a front close unrounded vowel. It occurs mostly in accented syllables and appears in all the three word-positions initial, medial and final.

/i/   In the articulation of /i/, the rear of the tongue is raised just above the half-close position. The lips remain closely spread and the tongue remains lax in position. It can be labelled as a centralized front half-close unrounded vowel. It is a short vowel and occurs in accented as well as unaccented syllables. It is found in initial, medial, and final word-positions.

/e/   While producing /e/, the front of the tongue is raised to a point about halfway between the half-open and half-close positions. The lips are loosely spread and a little wider apart than for /i/. similarly, the tongue is not as lax as for /i/. it can be labelled as a front between half-closed and half-open unrounded vowel. It is a short vowel, like /i/. It occurs both at accented and unaccented syllables. It appears in all the three word positions – initial, medial and final.

/æ/   In the production of **/æ/**, the front of the tongue is raised to a height a little below the half-open position. The lips remain in a neutral position and the mouth remains more open than it is for /e/. It is a short vowel and can be called a front just below the half-open unrounded

vowel. It occurs in accented as well as unaccented syllables and can be found initially, medially, and finally in word-positions.

9.2.2.2 Back Vowels:

Back Vowels /a:, ɔ, ɔ:, u, u:/

/u:/   as in fool, /u/   as in full, /ɔ:/   as in caught, /ɔ/ as in cot, /a:/ as in cart
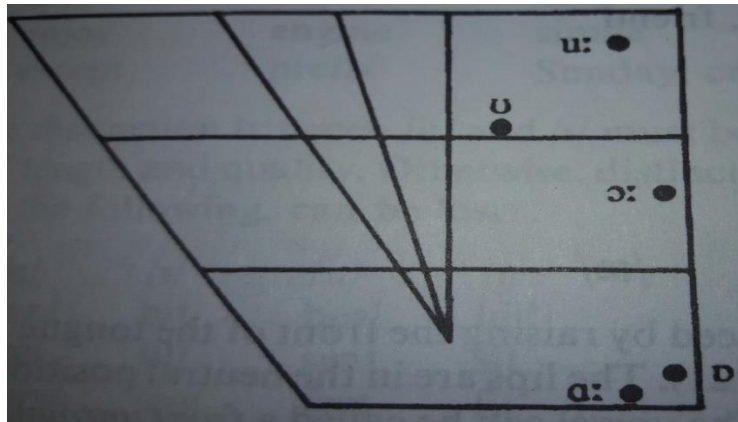
(Figure:2- Source: Google Images, Back Vowels)

/a:/   In the articulation of the back long vowel /a:/, a part of the tongue between the center and the back is in fully open position. The jaws remain separated and the lips are neutrally open. It can be labelled as a back open unrounded vowel. It occurs mostly in accented syllables. However, in English words of foreign origin, this vowel occurs at unaccented syllables. It is found in word initial, medial and final positions.

/ɔ/   During the production of /ɔ/, the back of the tongue is raised slightly above the open position. The jaws are wide open and the lips are slightly rounded. It can be described as a back just above open position rounded vowel. It occurs in accented syllables and is found only in the word initial and medial positions.

/ɔ:/   When the long vowel /ɔ:/ is articulated, the back of the tongue is raised between the half-open and half-close positions. The lips are considerably rounded than for /ɔ/. It can be labelled as a back between half-open and half-close rounded vowel. More often, this vowel is found in accented syllables. It appears in all the three word-positions – initial, medial and final.

/u/   While articulating the back short vowel /u/, a part of the tongue is nearer to center than to the back is raised just above the half-close position. The lips remain closely but loosely

rounded and the tongue remains lax. The three-term label for this vowel can be a centralized back just above the half-close rounded vowel.

/u:/ To produce the long vowel /u:/, the back of the tongue is raised to near the close position. The lips are closely rounded and the tongue is tense in position. It can be described as a back close rounded vowel. It occurs in both the accented as well as unaccented syllables. It occurs in the words initial, medial and final positions.

9.2.2.3 Central Vowels:

Central Vowels /ʌ, ³:, ə/

/ə/ (non-final) as in ago, /³:/ as in shirt, /ə/ (final) as in China, /ʌ/ as in bus

/ʌ/ For the articulation of strong vowel /ʌ/, the center of the tongue is raised to a point nearly halfway between open and half-open positions. The lips remain neutrally open with the jaws considerably separate. The vowel can be labeled as a central between open and half-open unrounded vowel. It occurs mostly in the accented syllabus but in a few cases, it is found in the unaccented syllables too. It occurs in words initial, medial and final positions.

/³:/ In the production of the vowel /³:/, the center of the tongue is raised to a height between half-close and half-open positions. The lips remain neutral. It can be described as a central between half-closed and half-open unrounded vowel. It is a long vowel. Mostly it occurs in the accented syllable with a few exceptions in the unaccented syllable too. It occurs in all three word-positions – initial, medial and final.

/ə/ The vowel /ə/ has two positions of occurrence – the non-final and the final positions. The non-final /ə/ is articulated the same way and at more or less the same place as the long central vowel /³:/ is produced. It differs only in terms of its length by virtue of its being a short vowel. The final /ə/ is articulated when the center of the tongue is raised to a height just below the half-open position. In non-final and final positions, the lips remain in the neutral position. It can therefore be described as a central short unrounded vowel. This vowel occurs in unaccented syllables only and is found in all the three word positions – initial, medial and final.

9.2.3 Diphthongs:

Diphthongs are the vowel glides. There is a movement from a less prominent vowel to a more prominent vowel. This movement of the vowel is known as glide. There are eight diphthongs in English. Of the eight diphthongs, three diphthongs glide towards /i/. They are /ei,

ai, ᵓi/. Two diphthongs glide towards /u/. They are /au, ᵊu/ and three diphthongs glide towards /ᵊ/. They are /iᵊ, eᵊ, uᵊ/. The diphthongs which move towards /i/ and /u/ are known as closing diphthongs since they glide towards closer positions. The diphthongs which glide towards /ᵊ/ are known as centering diphthongs as they glide towards the central position.

9.2.3.1 Closing Diphthongs: Out of 8 diphthongs, there are 5closing diphthongs and 3 centering. Out of 5 closing diphthongs, 3 glide towards /i/ and 2 towards /u/

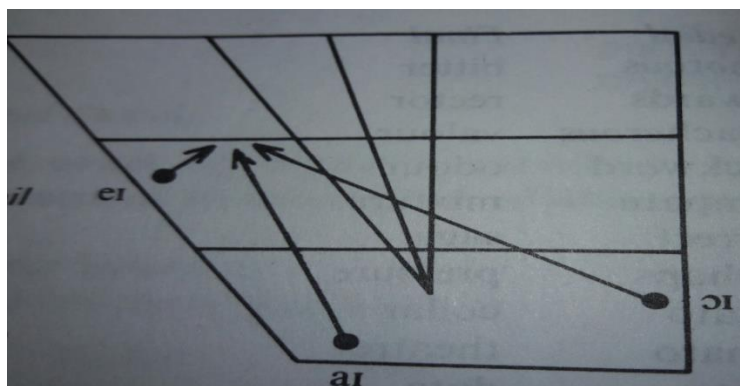Closing Diphthongs (glide is towards /i/): /ei, ai, ᵓi/

/ei/   as in tail,

/ai/   as in tile,

/ᵓi/   as in toil

/ei/ The glide for the diphthong /ei/ starts from a point just below the half-close front position and moves in the direction of /i/. the movement of the tongue is accompanied by a slight closing movement of the lower jaw. The lips remain spread throughout. This diphthong appears in accented and unaccented syllables. It occurs in all three word positions – initial, medial and final.

/ai/ The glide for /ai/ starts from a less prominent point slightly behind the front open position and moves in the direction of more prominent position of i/. The lips remain neutral at the beginning but gradually assume a loosely spread position. This diphthong appears in accented as well as unaccented syllables and occurs in all the three word positions – initial, medial and final.

(Figure: 3-Source: Google Images, Closing Diphthongs (glide is towards /i/)

/ᵓi/: The glide for /ᵓi/ starts at a point between the back half-open and open positions and moves in direction of /i/. In the beginning, the lips are rounded but become neutral at the end.

137

This diphthong is generally found in the accented syllables. There are a few examples of it being found in the unaccented syllables. It occurs in the initial, medial, and final positions in words.
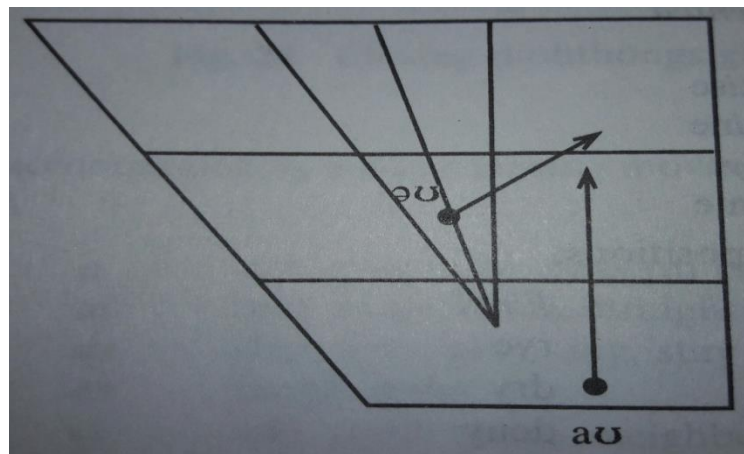
9.2.3.2 Closing Diphthongs:

Closing Diphthongs (glide is towards /u/):   /ᵊu, au/

/ᵊu/ as in tone

/au/ as in town

/ᵊu/ The glide for /ᵊu/ starts at a central position almost midway between half-closed and half-open positions and moves in the direction of /u/. The lips remain neutral in the beginning but assume a round shape when this diphthong is pronounced.

(Figure:4-Source: Google Images, Closing Diphthongs (glide is towards /u/)

/au/ The glide for /au/ begins at a point between the back and front open positions and moves towards /u/. The starting point for this diphthong may be almost halfway between the back and the front. Lips are neutral at the beginning but become rounded at the end of the glide. Generally, this diphthong occurs in accented syllables. It occurs in words initial, medial and final positions. This diphthong appears in accented as well as unaccented syllables.

9.2.3.3 Centering Diphthongs:

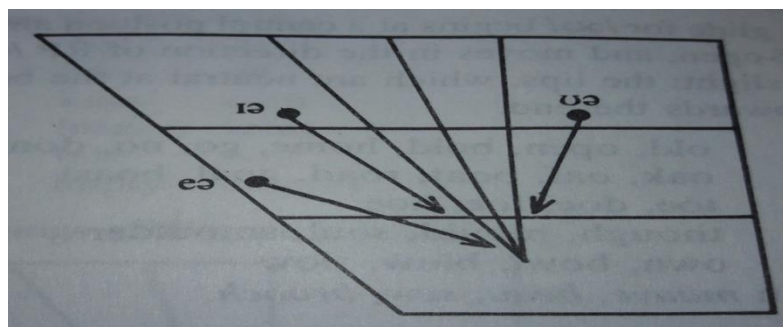Centering Diphthongs (glide is towards /ᵊ/): /iᵊ, eᵊ, uᵊ/

/iᵊ/ as in tear (n), /eᵊ/

as in tear (n)

/uᵊ/ as in tour

/iᵊ/ The glide for /iᵊ/ starts at nearly the half-close centralize front position with /i/ and moves in the direction of /ᵊ/. The lips remain neutral throughout the production of this diphthong.

This diphthong appears in accented and unaccented syllables and occurs in initial, medial, and final word-positions. The glide is in the direction of the opener variety of /ə/ when it is in the final position in a word and the glide is in the direction of the less open variety of /ə/ when it is in the non-final position in a word.

(Source: Google Images, fig: 5 Centering Diphthongs (glide is towards /ə/)

/eə/ The glide for /eə/ begins in the front, above the half-open position, and moves in the direction of /ə/. The glide is in the direction of opener variety if /eə/ occurs in word-final position and if it occurs in word non-final position, the glide is in the direction of less open variety. The lips are neutrally open throughout its production. This diphthong occurs in accented and unaccented syllables and appears in words initial, medial and final positions.

9.2.4   Pronunciation:

Pronunciation is the way in which the readers attempt to convert the spelling into the sound. As a learner of English, it is to be noted that there is no one-to-one relationship between spelling and sound. To understand this better, let's consider the following examples of words: cast, called, scale, band, woman, village, what.

It is noticed in the above words that the letter 'a' doesn't stand for the sound it creates in the words when the words are said aloud. There is no one-to-one correspondence between the spelling and the sound of the word. Let's take another example – though, thorough, cough, rough bough, bought

The letter 'o' doesn't necessarily represent the sound for which it stands. In the above words, the same letter 'o' represents different sounds.

Sometimes, two letters represent a single sound. For example, scent, descend, assume, etc.

Most importantly, some letters remain silent in the phenomenon of pronunciation. The silent letters change the pronunciation of a word. We will learn in detail about the silent letters in 3.6 of the same unit.

All double consonant letters except cc are pronounced as single consonant sound, for example, hammer /hæmə/, summer /sʌmə/, and rubber /rʌbə/. In the case of the double letter cc, it is pronounced as /k/ in some instances. For example, 'account', 'occupy', 'accord', 'accurate', 'occasion', 'accompany' etc.

In other cases, the double letter cc is pronounced as /ks/. For example, 'accident', 'success', 'accent', 'accept', 'access,' etc.

The plural forms of words ending in -s, -es, and -ies are pronounced as follows:

a. /iz/   after the consonant sounds /s, z, tʃ, dʒ, ʃ, ʒ/. For example, buses, bushes, garages, watches, bridges, roses etc.

b. /s/   after the consonant sounds /p, t, k, f, θ/. For example, stops, cats, parks, chiefs, hearths etc.

c. /z/   after all other consonants and all vowels. For example, bags, tubs, buds, sums, songs, toys, cars etc.

The past tense forms of the words ending in -ed, -d and -ied is pronounced as follows:

a. /id/   after the consonants /t, d/. For example, parted, raided, sorted, hounded, wanted, battled, etc.

b. /t/   after the consonants / p, t, tʃ, f, θ, s, ʃ/. For example, tapped, looked, ceased, watched, brushed, laughed, etc.

c. /d/   after all other consonants and vowel sounds. For example, rubbed, starved, dragged, called, plunged, dried, prayed, signed, bathed, banged, agreed, etc.

The letters 'ng' are pronounced /ŋ/ in the word-final position. For example, bring, running, song, hitting, wrong, filing, thing, keeping, etc.

In the word medial position, ng is pronounced as /ŋ/ in words formed from other words ending in /ŋ/. For example, singer, singing, things, cuttings, hanger, sings, ringing, brings, etc.

In all other cases, 'ng' is pronounced as /ŋg/. For example, finger, hunger, longer, stranger, anger, etc.

9.2.5 Syllables:

The minimal unit of a sound is called a phoneme. The combination of phonemes results in the formation of the next higher-level unit. The next unit higher than the phoneme is known as a syllable. The concept of the syllable as a unit is distinct from the phoneme and the

word. The syllable is very important unit for the production of speech sounds. It is very difficult to understand the speech without taking into account the notion of the syllable.

A word is formed with the help of one or more than one syllable. In many words, one can easily identify how many syllables are there. For example, it is easy to identify the syllables in the words like rat, redeem, humanist, degenerate, electricity, and characterization as they have one, two, three, four, five and six, syllables respectively. The pronunciation of the phonemic transcription of these words are /rᵃᵉt/, /ri-di:m/, /hju:-mᵊ-nist/, /di- dʒe-nᵊ-reit/, /i-lek-tri-si-ti/, /kᵃᵉ-rek-tᵊ-rai-zei-ʃᵊn/. The division of syllables is marked by a hyphen in each word. The number of syllables corresponds to the number of vowel sounds the word contains. It is referred to as a general rule. A word with one syllable is called monosyllable, similarly, a word with two syllables is called disyllable while a word with three syllables is called trisyllable. Example: Sat (monosyllable) Fulfill (disyllable) advantage (trisyllable).

The second method of identifying the syllable division is somewhat difficult. It depends on the pattern of postures (movements) of the speech organs. Each posture will assume one syllable. It depends on as many postures are there, and there are as many syllables available in that word.

However, sometimes it is difficult to draw the syllable boundary. This difficulty arises due to two reasons. Firstly, the difficulty is drawing syllable boundary arises due to the English spelling. There are many words in English with double letters and there are words with 'x' in their spellings. If the syllable boundary is to be marked where the double letters appear, it is to be marked with a hyphen between the double letters. For example, account, assume, command etc. The double letters stand for a single sound. Hence, the hyphen between the double letters doesn't significantly reflect the correct syllable division. In the case of the words with 'x' in their spelling, 'x' stands for two independent sounds. For example, in the words exit, exempt, and luxury, the letter 'x' represents the sound /ks/, /gz/, and /ks/ respectively.

Secondly, the difficulty in drawing syllable division arises because of the words with consonant clusters. For example, in the words astray /ᵊstrei/, estrange /istreindʒ/, escape /iskeip/ and extra /ekstrᵊ/, the difficulty arises about how to draw syllable boundary, whether the syllable division of these words be as /ᵊ-strei/, /i-streindʒ/, /i-skeip/, /ek-strᵊ/ or the syllable boundary be drawn as /ᵊs-trei/, /is-treindʒ/, /is-keip/, /eks-trᵊ/. There is no fixed rule regarding the marking of syllable boundary. These words can be divided both ways.

1. What is a syllable?

_____

_____

2. Write two examples of disyllabic words.

_____

_____

9.2.6 Silent Letters:

There is a one-to-one correspondence between the letters and their sounds. One of the main reasons for this is the presence of silent letters in the spelling of certain words. Let us see in detail the sequence of spelling in which certain letters remain silent and are not pronounced.

i.   The letter h is silent in the spelling sequence of gh.

    spelling   **pronunciation**

    ghost   /gᵊust/

ii.   The letter h is silent whenever it occurs in the words final position.

    spelling   **pronunciation**

    oh   /ᵊu/

iii. The letter h is silent in the proper nouns.

    spelling   **pronunciation**

    John   /dӡᵊ:n/

iv.   The letter b is always silent when it comes in the word-final position in the spelling sequence mb and bt.

    spelling   **pronunciation**

    lamb   /læm/

    doubt   /daut/

v.   The letter b is always silent when it comes in the word non-final position.

    spelling   **pronunciation**

    subtle   /sʌt(ᵊ)l/

vi.   The letter k is always silent when it comes to spelling sequence of kn in the word-initial position.

    spelling   **pronunciation**

142

knife   /naif/

vii. The letter l is silent when it comes in the spelling sequence of lk and lm at the word-final position.

spelling	pronunciation
walk	/wɔk/
calm	/kam/

viii. dj and j are silent in the following spelling.

spelling	pronunciation
adjective	/ædʒiktiv/

ix. The letter n is silent in the word-final sequence mn.

spelling	pronunciation
column	/kɔlɔm/

x. In the spelling sequence of gm or gn the letter g is silent.

spelling	pronunciation
paradigm	/pærɔdaim/
campaign	/kæmpein/
resign	/riszain/

9.3 Learning Outcomes

By the end of this unit, students can classify the English sounds into different categories. They can also describe the classification of consonant sounds. They are expected to understand the difference between monophthongs and diphthongs and to learn the correct pronunciation while speaking in English.

9.4 Glossary

Syllable: A unit of pronunciation having one vowel sound

Stress: A relative emphasis given to a syllable in a word.

Transcribe: To convert speech representation of a language

Monophthong: A vowel that has the same sound throughout its pronunciation

Diphthong: A complex vowel sound that begins with the sound of one vowel and ends with the sound of another vowel

9.5 Sample Questions

9.5.1 Objective Questions:

1. There are _____ consonant sounds in the English IPA.

2. There are _____ vowel sounds in the English IPA.

3. There are _____ diphthongs in the English IPA.

4. What is IPA_____

5. How many front vowels are there in English IPA_____

6. What is a vowel glide (diphthong)_____

7. Write the three-term label for /b/._____

8. Write the three-term label for /i:/._____

Say whether the following statements are True/False:

1. There are three nasal sounds in English IPA._____

2. Phoneme is the least unit of a language_____

9.5.2 Short Answer Questions:

1. Describe front vowels.

2. Write a note on closing diphthongs.

3. Write a note on the types of syllables in English IPA.

4. Write all consonants in English IPA.

5. Describe in detail the centering diphthongs.

9.5.3 Long Answer Questions:

1. Define syllable and write a detailed note on syllable division.

2. Describe in detail back vowels with a diagram.

3. Write a detailed note on silent letters in English.

9.6 Suggested Readings

1. Balasubramaniam, T. A. *A Textbook of English Phonetics for Indian Students.* New Delhi: Macmillan, 1981.

2. Jones, Davies. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 18th Ed. 2011

3. O'Connor, J. D. *Better English Pronunciation*. 3rd ed. Cambridge: Cambridge UP, 1980.

.

Unit-10: Types of Listening Skills and Reading Skills

Structure

10.0 Introduction

Language is a powerful tool to represent you. Its effective use opens up a window of opportunities in personal and professional life. English being a *lingua franca* and a global language offers unlimited opportunities in terms of career, and otherwise also. Mastering the language requires honing four skills of the language – listening, speaking, reading, and writing. Of these four, listening and speaking are called receptive skills as they require lesser effort than the other two. Both listening and reading are not only important but also beneficial.

Listening helps you improve your conversational skills with the correct pronunciation. A non-native speaker of English, who desires to learn the language, should listen to it as much as possible. It will help you become familiar with the sounds of English, the way a particular variety is spoken, and master the pronunciation. But listening to people speaking in a foreign language is a boring process. There are ways to make it interesting. First of all, start thinking that

you are not a part of the conversation. Do not stay idle and keep silent. Rather actively participate, even if the sounds of the foreign language do not make any sense. You can still make eye contact with the speakers, lean forward to show interest, nod head to anything that you understand from the conversation. These efforts will help you passively grasp the structure of language and expressions used – both are essential in learning a foreign language.

Listening, just like reading, will help you develop language intuition. You will learn a lot of correct utterances and sentences and then imitate them to express you in need. When you listen, you not only pay attention to what is being said but also to how it is said. The way of speaking involves the choice of words, tone, the volume of voice and gestures, etc. In other words, it involves both verbal and non-verbal messages. Therefore, language experts suggest listening to radio podcasts and watching TV shows, sports commentaries, and movies in the language that you wish to learn.

Reading is another receptive skill. Reading skills are important in a number of ways. It is an essential skill for a language learner, as its improvement has a direct bearing on three other language skills. Language experts give various reasons of the significance of reading in English:

- It does not require much physical activity; hence it is easy and convenient.
- It is often inexpensive or free.
- Repetition of words and patterns helps in memorizing vocabulary, syntactic structures, and style.
- It familiarizes the reader with rhyme and rhythm.
- It makes the learner distinguish between familiar and unfamiliar structures and expressions.
- It seldom requires supervision or external help. A learner can do it by himself and at his own convenience.
- It helps a learner not only learn but also remember the correct spelling of words.
- If a learner becomes well-versed with reading skills, it will help in learning other language skills too.
- Reading aloud helps in improving listening skills and pronunciation.
- It helps substantially in writing and speaking too.
- Reading enhances your compression skills and sharpens your imagination.
- For a non-native learner of English, a suitable way to understand the language and culture of the native-speakers is to read a lot of books, articles, and news reports in English.

When you start speaking or writing in English, the information and knowledge that you gained during reading come to your help. The more you listen and read, the better you speak and write. In this unit, we shall discuss different types of listening and reading skills, and how these skills can be improved.

10.1 Objectives

This unit aims to:
- Familiarize learners with the importance of listening skills
- Provide an overview of different types of listening skills
- Introduce some useful strategies for effective listening
- Make them aware of the importance of reading skills
- Give an overview of different types of reading skills
- Suggest some useful strategies for effective reading

10.2 Types of Listening Skills

Listening is an activity that varies depending upon the reason and the goal. If you are in an academic setting like your undergraduate classroom, you have to listen to a lecture. You pay attention to understanding important points from the lecture and note down those for future use. What kind of listening you were engaged in? In order to understand the answer to this question, we need to look at different types of listening skills. In addition to gist, inference, details, and specifics, commonly categorized listening types are appreciative, comprehensive, critical, and empathic. These different types of listening skills not only help the learner strengthen and improve his/her ability to listen but empower them to use specific listening types in appropriate contexts.

10.2.1 Details, Gist, Inference, Specifics:

There are various types of listening. In this section, we will learn about four typically taught types of listening. They are:
1. Listening for details
2. Listening for gist
3. Listening for inference

4. Listening for specifics

Listening for Details:

Imagine you are one of the four persons seated on a lavish sofa in a spacious waiting hall of a multinational company (MNC) with centralized air condition, pleasing fragrance anda pin-drop silence. The person next to you, says Aleem has returned from the interview room and started chatting about his interview experience with his friend Raju, who is seated beside him. They are not new to interviews. They both have appeared for multiple interviews after graduating in software engineering from Osmania University in Hyderabad. Now you are waiting for your turn for the interview. As a wise person, you would focus your attention on what Aleem says. While listening to him, you do not want to miss even a single important piece of information. Because anything he has experienced during the interview may help you prepare yourself beforehand. This type of listening is referred to as listening for details. It is a type of listening in which a listener cannot afford to ignore anything uttered by the speaker. A fine example of this type of listening is found in Arthur Conan Doyle's detective fiction. The lead character *Sherlock Holmes*, while investigating any case, never misses even a single word or piece of information during interrogation or conversation.

Listening for Gist:

Another type of listening is listening for gist. In a general sense, the word 'gist' means the general meaning of a speech or text. Imagine you are in a conference on environmental issues. You are completely new to the subject and speakers at the conference. But you have come to attend the conference. As the speakers speak on various issues surrounding our environment, you will try to catch keywords, gestures, and other non-verbal clues even when you do not understand complete phrases and sentences. You do it to drive home general meaning or purpose from the things said at the conference by keeping the content words in a sequence. This kind of listening to gather main ideas or guess the general meaning of a talk or conversation is called listening for gist.

Listening for Inference:

Have you ever heard "between the lines"? If yes, then you probably know inference. Imagine you have gone to a shopping mall with a friend in China. You bought a few new dresses, a pair of socks and a handkerchief. At the cash counter, you gave your international card for the transaction. The Chinese cashier swiped the card but the transaction was declined. He

said something to you but you did not understand his language. Yet you asked your friend for cash. The friend immediately took out cash and paid the bill. How did you know that you need to pay in cash? It is because you understood the body language of the cashier and your prior knowledge about the situation. We use contextual clues and our prior knowledge of things and situations to understand things in context. This is called inference. We listen to infer or guess the message from an unknown language. Inference may occur along with other types of listening.

Listening for Specifics:

When you are searching for something specific, you go for relevant keywords or objects. In a listening context, catching concrete information such as place, name, date, or any other keyword is termed as listening for specifics. Imagine you are a researcher. Your area of research is teaching language using technology. You have been attending a seminar on language teaching. Out of 10 research papers, you know the last one is on the use of technology in language teaching. You probably pay the least attention to all other lectures because that may be irrelevant for your research and suddenly focus on the last one. It is because you are looking for specific information in the seminar. Therefore, you narrow down what you want to listen to and gather more details about that specific subject.

10.2.2 Appreciative, Comprehensive, Critical, Empathic:

After a fair understanding of a few types of listening, let us also look at some more types of listening for a broader and comprehensive view. This section deals with Appreciative, Comprehensive, Critical, and Empathic types of listening.

Appreciative Listening:

In our day-to-day life that is full of serious activities and hard work, we take out time to listen for enjoyment. A good example is listening to music. We listen to music to enjoy and relax. Similarly, there are many such listening activities that appear serious at times but we tend to listen for appreciation and enjoyment. For example, activities such as a motivational speech on how to remain positive and hopeful, a standup comedy show on political affairs, and sometimes religious sermons at worship places. We listen to these activities seriously but with an intention to appreciate the same or enjoy them. This type of listening is known as appreciative listening.

Comprehensive Listening:

Another important type of listening is comprehensive listening. Imagine you are listening to the daily news on the radio or watching it on television, attending a lecture online, or in a classroom and taking important directions over the phone. Or imagine you are attending an academic conference and you have been given the responsibility to prepare a report for proceedings. You pay enough attention to comprehend what speakers would say and take notes. These are some of the situations wherein we tend to listen carefully to comprehend the message in an active way. This type of listening is called comprehensive listening. Among all types of listening, comprehensive listening is considered the difficult one as it requires concentration as well as the participation of the listener. Better comprehension skills come with more listening practice.

Critical Listening:

Critical listening is another important type of listening. Imagine you have to buy a pair of badminton racquets or a smartphone. What would you do before actually buying it? You would probably do some research about the product's features and compare it with other brands. Also, you would check for the best price available. You try to gather as much information from various sources – talking to friends, siblings, salesperson, etc. You listen closely and carefully to evaluate the information and decide what options are suitable. This is an example of critical listening. While critically listening, you are also critically thinking to evaluate the message and make a judgment based on the available inputs.

Empathic Listening:

When we listen to something, we not only think but also feel about whatever we have listened to. By listening empathically, we show mutual concern. It means the listener is trying to identify with the speaker and understand his/her situation and vice versa. It is like stepping into another's shoes to better understand what is being said. In this type of listening, the listener has to be fully involved in the moment of listening. Imagine you got a phone call from your best friend who lives abroad after a long time. You not only pay attention to what he /she says but also feel his words and connect with him/her.

10.2.3 Barriers to Effective Listening:

The ability of a person to listen effectively is dependent on the degree to which he or she perceives and understands the message. There are some common barriers that affect effective listening. They are:

- The assumption that the speaker would say something unimportant
- Judging speaker's accent, personal appearance or mannerisms, instead of paying attention to his/her words
- Lack of interest, concentration, or mood
- Joining after the speaker already started talking
- Technological and other disturbances to speaker or listener
- Avoid listening to leave out complex information considering it boring
- Opinion about the speaker formed beforehand
- Thinking something else while the speaker speaks
- Get distracted by certain words or phrases during the listening
- The rate of speech of the speaker is too fast or too slow
- The language of the speaker is higher than the level of the listener or vice versa
- Get distracted by your own body language or distract the speaker with it

Besides distractions, there are ways to improve listening skills. A most common strategy is to listen to something again and again. For example, take a short story from your syllabus and listen to its audio multiple times. The repetitive listening would help improve your listening skills and pronunciation. It is good to listen to the news or anything fruitful in English on a daily basis.

Check your progress

1. What do you mean by Appreciative Listening?

_____

_____

2. What is meant by Comprehensive Listening?

_____

_____

10.3 Types of Reading Skills:

Reading is a vital skill if you want to attain fluency in the language. Imagine you have to deliver a lecture in a college. What would you do? You will look for information on the subject you have been asked to speak on. You browse the internet. You search books, journals, and newspapers. In these exercises, you have to do one thing. That is read! So, reading is very important to keep you updated, refresh your vocabulary, refine your subject and polish your language. There are different kinds of reading a person can do. Each type of reading is different

and serves a distinct purpose. Let us learn four major types of reading: skimming, scanning, intensive and extensive.

10.3.1 Skimming:

Have you seen your grandfather or father reading the newspaper daily? We must have seen them reading. Their way of reading the newspaper is skimming. When you read something quickly to gather the most important information, you are actually skimming. It is similar to 'gist' that we read in listening types. Whenever the newspaper comes home early in the morning, we pick it up and quickly run through headlines, subheadings, and blurbs. In skimming, it is not necessary to read things in detail but gather only essential information from the reading. We let the eyes skip over phrases and sentences containing detail and concentrate on identifying the main points. We often use skimming while reading:

- Newspaper
- Magazine
- Brochure
- Handbill
- Flyer
- Pamphlet

10.3.2 Scanning:

Imagine you visited a bookstore and asked the bookseller, "Where can I find books on English speaking skills?" The bookseller pointed to a booklet on the table: "You will find information about all the books we have in the store". You picked it up and started running through its pages. You jumped to the section "*English Communication Skills*" books. Then you searched for the author with the initial letter 'B' and you found the book. This way of reading the catalogue or a telephone directory is called 'scanning'. In this type of reading, you quickly look at the pages to find a particular word, phrase etc. that is important for you. Typically, we scan

- Table of contents of a book
- Introduction, Preface or Forward of a book
- Back cover information of a book
- Summary or conclusion of a research paper, chapter etc.
- Program schedules
- A guide for travel

- A conference guide

10.3.3 Intensive Reading:

Intensive reading is similar to listening for details. In intensive reading, you read the text as closely as possible to extract as much specific information as possible. Intensive reading involves grasping details of a subject or situation by paying attention to each word or fact. Imagine you have bought a new house and it is time to go for its registration. A draft of your house registration papers is readied by the house seller. You take the draft copy, grab a cup of tea and go through it carefully by understanding each clause in it. This is an example of intensive reading. Similarly, we do intensive reading of not just legal or quasi-legal papers but also of articles and books that we like. Examples of intensive reading are:

- Reports
- Contracts
- News articles
- Blog posts
- Short pieces

10.3.4 Extensive Reading:

Have you read a novel? You must have read. Imagine you are back home after a hectic day. Following the delicious dinner, you need some pleasure for the eyes and refreshment for the mind. You entered the study room, spotted a bottle of water on the table. Then surveyed books on the shelf. You took out the novel '*Train to Pakistan*' by India's popular fiction writer Khushwant Singh, from the rack. Pulling an armchair, you made yourself comfortable.

After a glance at the cover page of the novel, you started reading it for many hours before getting asleep. You were so engrossed in reading that you could not keep the track of number of pages you have read. This kind of reading is extensive. It involves reading to get a general understanding of a subject. It is often reading for pleasure and enjoyment. Typically books of fiction are reading in this style. Besides novels, we read other books and articles of our interest in the extensive style.

- Novels
- Short stories
- History books
- Magazine articles

- Motivational books
- Autobiographies
- Biographies
- Memoirs

10.3.5 Barriers to Effective Reading:

Just like barriers to effective listening, there are some barriers to effective reading. They are grammatical competence, motivation, concentration, lighting, text size, etc. Reading can be of different levels— simple to complex texts. If your level is that of a beginner and you picked a book that requires an advanced level of linguistic and grammatical competence, then it hampers the reading process. You would give up reading the text because of a lack of your ability to understand the text.

Similarly, a lack of concentration and motivation to read could be a barrier. Reading requires time, energy, and patience. If you do not have the motivation to read a text with concentration, you would not spend your time and energy. Therefore, the reading will fail. Apart from these barriers, a lack of proper lighting in the place where you read could hamper your reading. A proper lighting either in the room or at the reading table is crucial. In the same way, size of the text, also matters. A text size appropriate for reading is essential. The text size smaller than the size required for smooth reading will have an adverse effect on the reading activity. Some important barriers to reading could be listed as follows:

- Size of the book
- Narrow eye span
- Lack of linguistic competence
- Lack of interest
- Lack of time
- Reluctance to read
- Articulating words and sentences while reading
- Information overload
- Emotional distraction
- Distraction due to body movement
- Thinking something else while reading

All these barriers can be overcome to make reading an interesting activity and improve overall reading skills.

Check your progress

1. Explain in your words "Skimming and Scanning"

_____

_____

2. What are some of the barriers to listening and reading?

_____

_____

10.3   Learning Outcomes

Upon completion of the Unit, students are able to appreciate the importance of listening and reading skills. They can identify different types of listening and reading. They can use each listening and reading type based on their need and context. They can make use of or apply strategies to avoid barriers to effective listening and reading. Lastly, this unit may be helpful in developing effective listening and reading skills among students.

10.4   Glossary

Barrier: Any condition that makes it difficult to make progress or to achieve an objective

Blurb: A promotional statement found highlighted in newspapers and magazine articles

Catalogue: A complete list of things usually arranged in an order

Comprehension: An action of understanding what you are reading or listening

Detail: An isolated fact that is considered separately from the whole

Distraction: An obstacle to attention

Extensive: A type of reading to gather a general idea of the text

Gist: The central idea or essence of a text

Heading: A line of text serving to indicate what the passage below it is about

Inference: The conclusion that one comes to, based on logic and information provided

Intensive: A type of reading to gather key ideas and important facts of the text

Keyword: A significant word used in indexing or cataloguing

Lingua franca: A common language used by speakers of different languages

Memoir: An account of the author's personal experiences

Multinational: A company having its business operations in more than one country

Perceive: To become aware of through the senses

Pronunciation: The way a word or a language is customarily spoken

Read out loud (read aloud): Read in such a way that what is read is audible to the reader

Scanning: Read for specific details or a specific reason

*Sherlock Holmes***:** The detective stories by Arthur Conan Doyle

Skill: The ability to do something well

Skimming: Reading for a brief idea or an overview

Syntax (syntactical): The grammatical arrangement of words in sentences

10.5 Sample Questions

10.5.1 Objective Questions:

1. Reading is a_____ Skill

    (a) Receptive

    (b) Productive

    (c) None

    (d) Both

2. _____ is a kind of listening to gather main ideas or guess general meaning of a talk or conversation.

    (a) Appreciative

    (b) Critical

    (c) Comprehensive

    (d) None

3. _____ reading involves grasping details of a subject or situation by paying attention to each word or fact.

    (a) Intensive reading

    (b) Extensive reading

    (c) Scanning

    (d) None

4. In _____type of reading, you try to get a general understanding of a subject. It is often a reading for pleasure and enjoyment.

    (a) Skimming

    (b) Extensive reading

    (c) Scanning

    (d) None

5. The four types of reading are:

    (a) Skimming, scanning, listening, writing

    (b) Skimming, scanning, intensive, extensive

    (c) Listening, reading, writing, speaking

    (d) None

6. When you listen to a song for enjoyment, it is called

    (a) Appreciative listening

    (b) Comprehensive listening

    (c) Emphatic listening

    (d) None

7. When you pay serious attention to something, it is called

    (a) Appreciative listening

    (b) Comprehensive listening

    (c) Emphatic listening

    (d) None

State whether the following statements are True or False:

8. When you listen for details, you cannot afford to ignore anything uttered by the speaker.

    (a) True

    (b) False

9. Reading a newspaper to concentrate on identifying main points is skimming.

    (a) True

    (b) False

10. Poor lighting and inappropriate text size is a barrier for reading.

    (a) True

    (b) False

10.5.2 Short Answer Questions:

1. Write a note on Appreciative Listening.

2. What are barriers to effective reading?

3. Explain briefly Comprehensive Listening.

4. Write a short note on Skimming and Scanning?

5. Discuss Intensive and Extensive reading.

10.5.3 Long Answer Questions:

1. Discuss Critical and Empathic types of listening with examples.

2. What are reading skills? Discuss in detail with supportive examples.

3. Write a detailed note on barriers to effective listening.

10.6 Suggested Readings

1. Bhardwaj, Amita. *Improving Reading Skills*. New Delhi: Sarup & Sons, 2004.

2. Craven, Miles. *Listening Extra. Elementary to Upper-Intermediate.: A Resource Book of Multi- Level Skills Activities.* Cambridge: Oxford University Press, 2004.

3. Dwivedi, R. K., and Kumar, A. *Macmillan Foundation English*. New Delhi: Macmillan India Limited, 2007.

4. Grellet, Francoise. *Developing Reading Skills*: *A Practical Guide to Reading Comprehension Exercises.* Cambridge: Oxford University Press, 1986.

5. Kharu, P. N., and Varinder Gandhi. *Communication Skills in English*. Delhi: Laxmi Publications Pvt. Ltd., 2009.

6. Koneru, Aruna. *English Language Skills*, New York: Tata McGraw-Hill Education, 2011.

7. Kumar, Sanjay and Pushpa Lata. *Communication Skills*. London: Oxford University Press, India, 2002.

8. Rajimwale, Sharad. *Elements of General Linguistics*. New Delhi: Rama Brothers   India Pvt. Ltd., 2009.

9. Seely, John. *Oxford Guide to Effective Writing and Speaking*. USA: Oxford University Press, 2005.

Unit-11: Strategies to Improve Listening Skills

Structure

11.0 Introduction
11.1 Objectives
11.2 Listening Skills
        11.2.1 Types of Listening
        11.2.2 Importance of Listening
        11.2.3 Barriers to Effective Listening
        11.2.4 Strategies to improve Listening Skills
11.3 Learning Outcome
11.4 Glossary
11.5 Sample Questions
11.6 Suggested Readings

11.0   Introduction

Listen with curiosity. Speak with honesty. Act with integrity. The greatest problem with communication is we don't listen to understand. We listen to reply. When we listen with curiosity, we don't listen with the intent to reply. We listen for what's behind the words.

— Roy T. Bennett, *The Light in the Heart*

We have two ears and one tongue so that we would listen more and talk less.

– Diogenes

Communication is an unavoidable part of our daily life. We spend most of our time in communication either in listening, speaking, reading or writing. Among these methods, we use the skill of listening the most instead of speaking and writing. Some studies show that human beings listen 60-70% of the total communication time and the remaining 30-40% time is spent on other communication methods. Therefore, it is said that God has given us two ears to listen more and one mouth to speak less. Listening is as common as speaking or breathing. Everyone listens to one another at various places such as home, workplaces, classrooms, news, etc., sometimes

intentionally, or sometimes unwantedly. Ur Penny, in his book, '*Teaching Listening Comprehension'* highlighted the following common activities wherein human beings get engaged in listening:

listening to the news/weather forecast /sports commentaries

announcements etc. on the radio

discussing work / current problems with family or colleagues

making arrangements / exchanging news etc. with acquaintances

making arrangements / exchanging news etc. over the telephone

chatting at a party/another social gathering

hearing announcements over the loudspeaker (at a railway station, for example, or airport)

receiving instructions on how to do something / get somewhere

attending a lesson/seminar

being interviewed/interviewing

watching a film /theatre show/television program

hearing a speech/lecture

listening to recorded / broadcast songs

attending a formal occasion (wedding/ prize-giving /another ceremony)

getting professional advice (from a doctor, for example)

being tested orally in a subject of study (Penny 2)

In the process of effective communication, both the listener, (source/messenger) as well as the speaker, (receiver) are equally important. Among the four pillars of communication skills Reading Skills, Writing Skills, Speaking Skills and Listening Skills), listening skill is one of the major skills to study and practice for effective and intelligible communication. It is more useful in the context of a foreign or second language learning process. These four skills are the arts to have a better and sound understanding of both conveying and receiving messages in our daily communication processes at various levels. As an artist exercises his/her art more and more, both the art and the artist become perfect or tries to reach perfection, if one practices these arts/skills of communications, both the communicator and his/her communication skills get sharpened and shine. Among these skills, listening is the least priority area in communication. Everyone thinks that s/he is a good listener, but overconfidence can lead to self-demise. One needs to know what art or strategy is needed, to have a good listening skills to avoid unnoticed and unconscious mistakes in the process of communication. Listening is a dying art that is seldom taught and

seldom realized as an art. Some scholars argue that listening is one of the first things that an infant learns to acquire language from parents to communicate. It functions as follows:

| **Messenger/Speaker** | → | **Message** | → | **Receiver/Listener** |

To convey the message, there should be a 'messenger', 'a medium' (of conveying), 'message' and the 'process of receiving/listening' and the 'receiver/listener'. The above-mentioned arrows depict the medium and process. In the above diagram, the message is conveyed by the Messenger/speaker and received by the receiver/listener.

11.1 Objectives

The objectives of this unit are:

- To show how listening is different from hearing
- To introduce the art of listening to the students to improve their listening skills
- To help students avoid conscious and unconscious communication errors
- To highlight the significance of effective communication skills in the personal, professional and academic life of the students
- To provide a few strategies to overcome listening errors in communication.

11.2 Listening Skills

The word 'listen' means to pay attention to what is being spoken. Although hearing and listening might sound the same, there is a notable difference between the two. Thus, listening is not simply 'hearing' but 'listening' with ears, mind, and active participation of body in the process of receiving, understanding, evaluating, and trying to remember and respond (if s/he wants). It means the listener is an active listener. *The Merriam-Webster Dictionary* defines the word '*listen*' as an act of hearing something "with thoughtful attention: give consideration". Listening is not just keeping quiet and listening to whatever is being conveyed/spoken as a message. But it is an ability of a sound mind to understand, comprehend, interpret and respond for effective communication.

Listening is not just taking place with the participation of the ears of a listener, but it also involves the active participation of the other organs like eyes, mind, face (smile, gestures, etc.), body language, etc. Listening with an active mind, keen interest, and reading and receiving eyes

and senses are the characteristics of an active listener. It is an active and conscious process of communication which includes the non-verbal language of the speakers too.

One needs to understand the difference between the process of hearing and listening. Hearing is a natural and a psychological activity whereas listening is a conscious and active process. "While hearing provides a basis for listening, it is only a precursor for it". "Though the terms 'hearing' and 'listening' are often used interchangeably in everyday talk, there are essential differences between them. While both hearing and listening are initiated through sound perception, the difference between them is essentially *a degree of intention.* (Rost 12). In the process of hearing one might not give *attention* to sound/voice but in the listening process one makes an *effort* to pay *attention* to the voice/sound. There is a degree of intention involved. Listening carries interest and curiosity while hearing does not require these. For example, when there is some gossip next to your office, you may hear it but you don't pay *attention* or *interest* but the moment you want to know what is being gossiped, then you pay attention. Thus, the process of hearing converts into listening. The hearing may be both active and passive but listening needs to be active. This doesn't mean that hearing is not required for human beings. Hearing is important; in fact, it keeps one alive – alert even in sleep. If one doesn't hear, then either he is deaf or dumb which may further lead to more dangerous consequences like accidents, etc. Hearing mostly doesn't have the intention but listening requires interest, intention, attention, consciousness, and active participation of not only ears but also eyes, mind, and body.

Check your progress

1. Why is listening important for communication?

_____

_____

2. What is the role of the sender in communicating a message?

_____

_____

11.2.1 Types of Listening:

There are two basic categories of listening: one is *Active Listening,* and the other is *Passive Listening*. Active listening is effective listening, as discussed above, which pays **attention, interest, intention, consciousness, and active participation of ears, eyes, mind,**

and body. In passive listening, attention, interest, curiosity, and consciousness are absent. The following are a few types of listening categories:

Types	Description
Active listening	As discussed earlier, this kind of listening with the active participation of ears, eyes, mind, facial expressions, and body language of the listener, who not just listens but also interprets, analyzes and reflects.
Passive Listening	Passive listening is a dogmatic manner of listening wherein a listener doesn't question/want to question or examine what is being said. Sometimes s/he is also expected not to question or understand critically.
Casual listening	Casual listening is different from passive listening. In this process, the listener pretends that s/he is listening, but in reality, the listener is not listening. S/he may be present physically but mentally that person is absent or not listening. Or sometimes there is partial listening.
Relational Listening	It is a listening process among/between the relations such as husband and wife, children and parents, lover and beloved, etc. This type of listening usually has an emotional touch.
Appreciative listening	An appreciative listening includes listening to our favourite songs, speeches, speakers, etc. for pleasure. It appeals to your pleasure senses. It aims to enjoy and appreciate the content.
Attentive listening	It aims to listen to or understand something with special attention.
Biased listening	This kind of listening is a result of one of the barriers to listening skills. In this, the listener is biased or has some prejudices about the message/speaker which shapes his/her perceptions and dominates the receiving ability. In this, the listener hardly listens rather draws his/her conclusions.
Analytical/Critical	This kind of listening is not dogmatic. It is an extended form of

listening	active listening. In this process, listening is crucial to the listener. The listener analyses the content/message critically. This kind of listening is good in terms of healthy discussion and debates.
Empathetic/Therapeutic listening	Nowadays, this kind of listening is encouraged in the psychological treatment of psychological patients. It is a 'listening cure' like 'talking cure' in psychology and psychoanalysis.
Hearing	Hearing can also be categorized as one of the types of listening wherein a listener may pay attention but most of the time s/he doesn't pay attention to sounds/voices that go/play around.

Check your progress

1. Mention the various types of listening.

_____

_____

2. What do you mean by listening and hearing?

_____

_____

11.2.2 Importance of Listening:

Effective listening is also called listening comprehension. It helps people not only in their personal, professional, and academic life but also shapes their overall personality development as human beings. "Effective listening skills enhance the ability to learn and adapt new information, knowledge, and skills. Listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech with the background knowledge, i.e. what the listeners already know about the subject" (Liubinienė 89). Listening is one of the best skills to be a good leader or entrepreneur and a good human. It helps in all sectors of human life including teaching. For example, as Katherine Schultz writes in her *Listening: A Framework for Teaching Across Differences* (2003), "listening to students and documenting their perspectives and practices inform understandings of schooling, especially in relation to what teachers need to know to teach in urban public schools" (6). Here are some important benefits of effective listening:

- A good listening cures.

- It helps to enhance the ability to understand/ interpret/criticize/ analyze.
- It develops an interest in the message.
- To be an active listener is to be a good listener.
- It helps in understanding a message/content/idea etc. thoroughly.
- It shows seriousness in the subject/study/message.
- It also shows respect to others, especially the speaker and his views.
- Good listening helps in learning new things.
- It also helps in attaining success
- If someone is a good and effective listener which means s/he has good relations with people in his/her contact.
- Importantly, effective listening avoids confusion and conflicts.
- It helps in personality development.
- It doesn't' spoil the time and energy of the speaker as well as the listener.

11.2.3 Barriers to Effective Listening:

Most of the time, students or listeners are not aware of the mistakes/errors in good and comprehensive listening. These take place unknowingly. Some barriers are from the side-of the listener which are internal barriers; others are caused by external sources such as medium, voice, device, or language of the speaker or message, etc. They are categorized as external barriers in the process of effective listening.

Internal barriers

- Passive listening
- Casual listening
- Sleeping while listening
- Biasedness about speaker
- Judging speakers or speech by the speaker's background, voice, appearance, accent, voice, etc.
- Lack of interest, attention/concentration, and consciousness
- Late arrival
- Avoiding complex words/sentences/thoughts

- Hearing deficiency (which can be cured)
- Inappropriate physical language and facial expressions.
- Discussing/talking with friends/colleagues while the speaker is speaking
- Showing disinterest and disrespect
- Jumping into discussion/asking questions without a proper atmosphere/time.

External barriers

- The problem in the communication device
- The inappropriate pitch of the speakers
- Organizational errors or disturbances
- Inadequate knowledge of the language of message/messenger
- Unintelligible communication – in terms of grammar and pronunciation or sometimes its language

Some barriers occur due to the unavailability of certain sounds or words in the native language of the learners of English as a second language. A few examples explained by Ur Penny, in his book, *Teaching Listening Comprehension* (1984), are given below:

"As a young teacher, it took me some time to realize that my students did not perceive certain English sounds with any accuracy because these did not exist (at all, or as separate phonemes) in their language. The sound /8/ as in 'think', for example, does not exist in French; a native French speaker may very often, therefore, not notice at first that it occurs in English; he may simply assimilate it with the nearest sound familiar to him and both hear and say /s/ or /f/. Even after the distinction has been pointed out to him, and he has practiced saying the sound himself, he may continue to confuse it with /s/ or /f/ the moment he starts using the language for something other than pronunciation practice. Even more, the difficulty is caused when the new sound does exist in the native language, but only as an allophonic variation of another phoneme. For example, both /i/ (as in 'pit') and /i:/ (as in 'peep') exist in modern colloquial Hebrew, but they are allophones, and the substitution of one for the other makes no difference to meaning, occurring only because of the location of the sound in the word or sentence. Thus the Hebrew speaker has difficulty in perceiving this difference as significant to meaning in English, and it takes a considerable amount of practice before he gets used to distinguishing between 'ship' and

'sheep' or 'fit' and 'feet'. The distinction between the dark and clear [1] in Russian causes similar problems to the native English speaker".

Check your progress

1. Mention any two internal barriers to effective listening.

_____

_____

2**.** Mention any two external barriers to effective listening.

_____

_____

11.2.4 Strategies to Improve Listening Skills:

As we know that listening is a skill,–it requires certain techniques or strategies to acquire/maintain/improve one's effective communication habits. One must note a few points to avoid barriers in listening or ineffective communication such as a listener should not abruptly jump into the discussion. One should wait for the speaker's pause or time for the Q&A session for any doubt/clarification /question. Sudden comments/questions usually interrupt the speaker is speaking. One should also turn off one's mobile phone or, at least, keep it in silent mode. Some people think that they can do two or more things together, therefore, they listen to others browsing the internet, playing music/games or doing some other work but it is the wrong assumption. These activities while listening may be a part of the hearing or listening process but these cannot be a part of active or effective listening. One should also maintain appropriate eye contact and keep an active mind while listening, to avoid self-distractions like looking here and there or thinking something else.

Viva Career Skills Library book, *Communication skills (second edition,* 2007) notes the importance of effective listening and communication. The book notes, "For a team to work smoothly, its members must be able to communicate effectively. They must speak clearly and concisely so everyone understands what they are saying. They must also be willing to listen and learn from each other – this is the point of meetings" (94). It also suggests avoiding interrupting, jumping to conclusions,–judging the messenger, and being self-centered in the meeting, to have effective communication. Other important strategies to improve effective listening are listed as:

1. Be an active listener 2. Come prepared 3. Involve in interaction 4. Take notes and gather information which will help you remember the message for a long time, and will also

develop your interest in that particular subject. 5. Be silent; don't make noise 6. Sit properly 7. Show respect and interest to the speaker 8. Ask questions/clarifications (if any, preferable at the end of the speaker's message or according to the situation. Make sure that your question or comment doesn't distract or disturb the speaker) 9. Keep an open mind

When you listen to something difficult/complex, try to understand and decode difficult words or sentences. Neglecting those will lead to distractions, disinterest, forgetting of the message easily or misinterpretation. Also, try to interpret/evaluate or think. This will help you in remembering the message or content. Memory and listening have a close relationship. If one doesn't remember something, it means that s/he did not listen to it properly or effectively. Responding to the listened message or keeping a note of the message or summarising it also helps in remembering the message.

- Give facial expressions as the context demands – smile, nod, etc.
- Be lively and active
- Give feedback if any (verbal or nonverbal)
- Take the help of audio/visual aids for recording

Check your progress

1. Mention some of the ways to improve listening skills.

_____

_____

 2. What care should be taken during the process of listening?

_____

_____

11.3 Learning Outcomes

Through this chapter, the students are expected to realize their conscious and unconscious mistakes and apply these strategies to know how to be effective listener in their day-to-day life as well as in academic communications. Most of the time, the students are not aware of their unconscious errors in listening. Therefore, this chapter is designed to highlight the common errors in listening and enhance students' listening comprehension. Lack of effective listening not only misleads listeners but also easily leads to misunderstanding of the message. Importantly, it

develops a dull habit of non-activeness, non-seriousness, disinterest, etc. It also develops an inability to understand. Therefore, while highlighting the importance of effective listening students are advised to apply the above-mentioned techniques and points into their day-to-day listening.

By the end of this unit, students are expected to appreciate the importance of effective listening. They are expected to apply different types of listening. They can identify common errors in listening. They can use different techniques to enhance listening comprehension. They can acquaint themselves with some effective strategies to improve listening skills

11.4 Glossary

Communication Skills: Communication skills are the abilities of the professionals/students to communicate effectively and intelligibly. These skills include both verbal and nonverbal communication methods. The effective way of speaking, reading, writing, listening or using body language, dress code, hairstyle, etc. are an essential part of effective communication skills.

Comprehension: Comprehension is the ability to understand something thoroughly either by listening or reading. In languages, the passages for comprehension are provided to test students' ability to understand the language/content – this kind of practice is called comprehension writing.

Consciousness: It is a concept in psychology which deals with the state of mind/ a state of being aware/awareness/responsiveness. It is an understanding or a realization of something/act/word/behaviour etc.

Non-Verbal Communication: In nonverbal communication, the speaker's, as well as the listener's activities, behaviour, and appearance such as gestures, eye contact, tone of language, facial expressions, dress, body language, posture, etc. do contribute to the overall making of meaning/sense, apart from what is being said or spoken in the forms of words (verbal means of communication).

Soft Skills: The soft skills include communication skills, work ethics, leadership quality, problem-solving skills, flexibility/adaptability, interpersonal skills, etc.

Verbal Communication: In verbal communication, the message is conveyed/ communicated through auditory means such as speech, sound, audio-recordings, audio-visual recordings, etc.

Regret: A feeling of sadness about something sad or wrong

Gratitude: The quality of being thankful

Remorse: Deep regret or guilt for a wrongfully committed action

Appreciation: Recognition, admiration

Apology: A regretful acknowledgment of an offence or failure

Excuse: Seek to lessen the blame attaching to something, try to justify

Clarify: To make something (a concept/subject/term/theory) clear and understandable

Competent: As having the necessary skills for a task or a role

Comprehend: Understand

Conducive: Which tends to promote, assist and make possible

Depth: The quality of a topic or a subject to be deep or intense

Develop: Growing from a primary and basic stage to a more advanced stage

Effective: That which produces the desired effect; successful (use of)

Empathetic: Understanding and being aware of

11.5 Sample Questions

11.5.1 Objective Questions:

1. Which of the following skills is not a part of the four basic pillars of Communication Skills?

   (a) Reading Skill

   (b) Writing Skill

   (c) Speaking Skill

   (d) Teaching Skill

2. Which is the most neglected or seldom taught skill among the following?

   (a) Writing Skill

   (b) Reading Skill

   (c) Listening Skill

   (d) Speaking Skill

3. Which of the following is a part of "hearing"?

   (a) Attention

   (b) Consciousness

(c) Natural process

(d) Curiosity

4. Which of the following is not part of "listening"?

   (a) Attention

   (b) Consciousness

   (c) Disinterest

   (d) Curiosity

5. The listening comprehension is also called…..

   (a) Listening barrier

   (b) Listening mistake

   (c) Listening error

   (d) Effective listening

6. Effective listening helps people not only in their…….., professional and academic life but also shapes their overall personality as human beings.

   (a) Personal

   (b) Internal

   (c) External

   (d) None of the above

7. Listening is a …..

   (a) Natural process

   (b) Skill

   (c) God's gift

   (d) None of the above

8. Identify an internal barrier to listening.

   (a) Lack of interest

   (b) Network problem

   (c) Low volume

   (d) Difficult vocabulary

9. Identify an external barrier to listening.

   (a) Lack of motivation

   (b) Short span of attention

   (c) Noise

(d) Anger

10. Which of the following is not a good habit/type of listening?

    (a) Active Listening

    (b) Passive Listening

    (c) Critical Listening

    (d) Appreciative Listening

11.5.2 Short Answer Questions:

1. What is effective listening?
2. What are the barriers to effective listening?
3. How could one be a good/effective listener?
4. What are the four pillars of communication?
5. Define verbal and non-verbal communication?

11.5.3 Long Answer Question:

1. What are the differences between listening and hearing?
2. How different strategies help in improving listening skills?
3. Illustrate the significance of effective listening in day-to-day communication?

11.6 Suggested Readings

1. Adler, Mortimer. J. *How to speak, How to Listen.* New York: Macmillan, 1983.

2. Brown, Steven. *Teaching Listening*. Cambridge: Oxford University Press, 2006.

3. Burley-Allen, Madelyn. *Listening to the Forgotten Skill: A Self-Teaching Guide (Second Edition)*. London: John Wiley & Sons, Inc., 1995.

4. Greene, John O., and Burleson, Brant R. Editors. *Handbook of Communication and Social Interaction Skills*, London: Lawrence Erlbaum Associates Publishers, 2003.

5. Liubinienė, Vilmantė. "Developing Listening Skills in CLIL". *Studies About Languages, 2009.*

6. Maxwell, John C. *Everyone Communicates, Few Connect: What the Most Effective People do Differently*. Scotland: Yates & Yates, 2010.

7. Rost, Michael. *Teaching and Researching Listening*. New York: Pearson Education Limited, 2011.

8. Schultz, Katherine. *Listening: A Framework for Teaching Across Differences*: London: Teachers College Press, 2003.

9. Ur, Penny. *Teaching Listening Comprehension.* Cambridge: Oxford University Press, 1984.

Unit-12: Strategies to Improve Reading Skills

Structure

12.0 Introduction

Reading maketh a full man; conference a ready man; and writing an exact man.

- Sir Francis Bacon (1561-1626)

Reading is one of the best ways to improve one's ability to speak, to think, to write, to behave, and to make proper decisions. Reading is for the mind as food is for the body. It shapes the overall development of human beings, their personality, and their communication skills. In the context of students' and professionals' life, reading contributes immensely to the development of their effective communication skills. Viva Career Skills Library book *Communication Skills (second edition)* 2007 points out that "people fail to get hired because they lack effective communication skills" (69). Effective communication skills include candidates' behaviours, body language, dress codes, facial gestures/eye contact, and also mastery over all four essential skills such as reading skills, writing skills, speaking skills, and listening skills. And these skills are necessary not only in second language learning but also in first language/mother-tongue acquisition. Everyone (who obtains an education, especially formal education) would

defiantly listen, speak, read, and write but not necessary that s/he would also have the skills to read, write, listen or speak. These skills are acquired only through the active, conscious and serious process of learning and paying attention. The attainment of these skills makes the learner a real learner in its actual sense. Although all these skills are interconnected and affect the overall development of the personality, reading and writing have more closeness as in the case of listening and speaking. Effective reading helps in developing sound understanding ability. It also improves speaking skills and writing skills. Effective reading increases interest and retains persistence in reading/subject. As Oscar Wilde once said that, "If one cannot enjoy reading a book over and over again, there is no use in reading it at all". One cannot enjoy reading because s/he doesn't have an interest in reading and that interest comes only through effective, active, conscious and attentive reading. If you are not reading effectively then you are destined to feel disinterested. Thus, effective reading boosts your interest and habit of reading.

12.1 Objectives

The objectives of this unit are:

- To introduce effective reading skills to the students
- To show how effective reading helps not only in reading, writing, or speaking but also in the overall development of an individual's personality
- To explain a few strategies how to improve students' reading skills
- To show how to overcome some known and unknown barriers in reading
- To draw students' attention to a few basic questions in the reading process such as 'What to read?', 'How to read?' and 'Why to read?'.

12.2 Reading Skills

The word 'reading' comes from the Old English *rǣdan* meaning to read or to know/to comprehend, etc. Most of the time, we read to understand, to learn, or to know what is being written in the texts. *Cambridge Dictionary* defines 'reading' as "the skill or activity of getting information from books" and *Merriam-Webster Dictionary* defines 'reading' as an "act" as well as "a particular interpretation of something", for example, law or performance/musical work, etc. It also gives the broader meaning of reading by pointing out reading as "an indication of a

certain state of affairs" etc. Thus, reading is not just reading a book but also reading of all forms of spoken, written, painted/projected, non-spoken, and hidden texts/phenomena and intentions. This chapter only focuses on the reading of written texts and their importance in the life of students, professionals, and scholars.

Reading for students is not just what they read as the prescribed books for their select curriculum but, more importantly, what they read outside the prescribed books. One must develop a good reading habit by reading a variety of texts. Text here means any text written, oral, visual, painted, etc. of any length starting from a paragraph to a lengthy book/a piece of research. As Francis Bacon said in his essay, *Of Studies*, "Studies serve for delight, for ornament, and for ability. Their chief use for delight is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business" (176). Reading plays a crucial role in making a complete personality. As Bacon further said, "*Reading maketh a full man; conference a ready man, and writing an exact man*" (177). As the learned man can "execute, and perhaps judge of particulars" easily, similarly the well-read man can manage many things easily and smoothly.

Everyone who studies language, and those who do not study language, also read such as reading signs, reading texts, watching as reading, listening as reading, etc. Therefore, we often read titles of books like *'Reading Film/Cinema'*, *'Reading Mind'*, *'Reading Behaviour'*, *'Reading Culture'*, etc. Uneducated people have their ways of reading; blind people have their ways and also animals and birds have their ways of reading. Thus, reading is a vast category. There are various types and approaches to reading. This chapter only discusses the reading by human beings, especially those who acquire formal education. However, within the category of those who study language through formal education, not all students who read would remember everything that they read. The reason is that they only read and they lack effective and active reading.

12.2.1 Significance of Reading:

Reading is different from effective reading. One reads many things in daily life such as reading notes, essays, passages, letters, fiction, non-fiction, poetry, drama, anecdotes, biographies or autobiographies, critical commentaries, research reports/articles, newspapers, holy books, entertainment books, etc. Reading is simply whatever one reads be it in libraries, study rooms, in schools/ colleges/ universities, in the market, on roads, posters, etc. with or without

interest. Effective reading is an active, conscious and the critical method of reading with interest, intention, and curiosity to know, to remember, to analyse and to understand.

Effective reading is a must exercise for those who want to excel in their respective field of profession and life especially in today's digital and ICT (Information and Communication Technology) connected world. It is true that there is ample reading material available online within a fraction of a second and at the tip of one's fingers but its better if one has access to some good libraries and books which will strengthen one's reading more powerfully than reading online. Because even today most of the knowledge in various fields is available only in books and in hardcopies. One cannot underestimate or neglect the fact that online sources have immensely contributed to the easy and affordable access to books or other sources for everyone. It has also enriched digital storage for those who have the habit of reading online by using specific devices and software such as Kindle. There are many online websites and apps for kids to develop their interest in reading or studies. But reading from books, preferably hardcopies, not soft copies/e-books, gives a different psychological experience. Therefore, many good readers, even today, find comfort with paperback/hardbound version of books only.

Effective reading is also called 'reading comprehension'. Francoise Grellet, in his book *Developing Reading Skills,* writes that reading comprehension means, "understanding a written text" and "extracting the required information from it as efficiently as possible".

Effective reading helps the reader immensely through various means. If one doesn't have effective reading skills, then that reading [s] *kills* the reading, reader's critical thinking, dreams/ambitions, and overall personality development. Following are some obvious benefits of effective reading:

- Effective reading improves knowledge, wisdom, and intelligence
- It enhances the ability to critically judge, to understand/to interpret/to criticize/to analyse/interpret.
- A good reader always has a company of some good books.
- A good reader is a good human.
- It helps in developing reading habits and interests.
- It helps in understanding a message/content/idea, etc. thoroughly.
- It helps in learning new things.
- Effective reading has a close relationship with memory. Those who have effective reading skills have a strong memory to remember what they read.

- It also helps in attaining success.

- It improves speaking, writing, and thinking.

- It avoids confusion and conflicts.

- It helps in personality development.

- Reading is self-guiding and education technique.

- It is one of the most important techniques to improve speaking and writing techniques.

- It helps in decoding meaning/message/texts.

- Reading makes a man wise.

- It forwards knowledge from one generation to another.

- It is a highly required skill in the life of students.

12.2.2 Types of Reading:

There are two types of reading, one is essential reading and the other is effective reading. Essential reading is reading when needed, which is a result of a certain interest/curiosity or need and one reads what needs to be read. Whereas, effective reading is reading with interest and curiosity, applying certain techniques to remember, analyse, and understand.

Every reader has his/her style of reading. Students who attended school have the habit of reading aloud but gradually they develop or should develop a habit of reading silently. Bikram Das points out that, "A good reader should be able to read at a speed of at least 300 words per minute, whereas if one reads aloud, one cannot reach speed more than 100 words a minute" (107). There are two basic types of readings: one is active reading, the other is passive reading. Other categories are defined in terms of speed, theme, nature, intention, and process of reading such as loud reading, silent reading, slow reading, fast reading, average reading, voracious reading, watching as reading, formal or informal reading, reading with purpose, observational reading, proofreading, reviewing, critical/analytical reading, creative reading, active/effective reading, passive reading, poor reading, purposive reading, etc. Francoise Grellet pointed out four major ways of readings:

1. Skimming: Quickly running one's eyes over a text to get the gist of it.

2. Scanning: Quickly going through a text to find a particular piece of information.

3. Extensive reading: Reading longer texts, usually for one's pleasure. This is a fluency activity, mainly involving global understanding.

4. Intensive reading: Reading shorter texts, to extract specific information. This is more an accurate activity involving reading for detail.

The loud reading is commonly found among school children. They are instructed to do loud reading to develop their interest and concentration in reading but then, as they grow, gradually, they are advised to do silent reading to read faster and to understand and avoid disturbance to the fellow readers or others. Slow reading usually leads to distractions and disinterest; whereas, fast reading might lead to skipping some important content; therefore, it is advised to have an average reading--reading with the standard speed. Informal reading includes reading for pleasure, etc.; formal reading includes reading office mails and correspondences. Purposive reading has different purposes to gain information/knowledge of a specific subject, etc.

12.2.3 Barriers to Effective Reading:

Most of the time, students or readers don't know how to build interest in reading, and they are not familiar with certain mistakes/errors which hamper their reading. The hindrances on the part of the reader are called internal barriers and those which are not from the reader, are called external barriers such as sound/noise, the language of texts, etc.

Internal barriers

- Distractions (mental)
- Lack of attention
- Lack of vocabulary
- Lack of techniques
- Passive reading
- Sleeping (Many students sleep when they read a book for a few minutes)
- Skipping pages
- Lack of interest or concentration
- Lack of knowledge about the significance of effective reading
- Negligence towards difficult words or complex sentences/ideas.
- Weak physical health affects effective reading
- Visual inadequacy – leads to disinterest in reading. Therefore, there is constant work going on to make available resources for students who are visually challenged or whose eyesight is low such as recordings and braille books.
- Hearing deficiency is yet another natural barrier in reading

- Insufficient knowledge of a particular language or reading also creates hurdle in effective reading
- Lack of effective reading not only creates disinterest in the readers but also discourage reading habit which is the most harmful barrier.
- Non identifying our own mistakes ineffective reading

External barriers
- Sound pollution or noise
- Foreign language
- Disturbances

Check your progress

1. Mention any two internal barriers to effective reading.

_____

_____

2. Mention any two external barriers to effective reading.

_____

_____

12.2.4 Strategies to Improve Reading Skills:

Many students intend to read but they cannot read for a long time. Some get distracted in just ten to fifteen minutes, some in thirty minutes or some in one or two hours, etc. It depends on one's capacity and ability to concentrate and control one's mind while reading. Distractions are quite natural, especially mental distractions, but how to overcome or avoid those and control one's mind is the most important thing. In the case of those who sit for hours in reading, it doesn't mean that their mind did not get distracted, but they have achieved command and control over their mind, body, and habits.

There are different strategies to overcome the reading errors or lacunae which take place or may take place due to various conscious and unconscious reasons. Here are few techniques to overcome the reading errors, such as:

1. Active reading: Active reading is like active listening as we discussed in the chapter on listening skills. While reading from the eyes, you also keep your mind active, argumentative, keep noting points, emotionally engage yourself with the

texts (such as laughing/smiling or being unhappy according to the contexts), etc. It is an active and conscious process of receiving or going through what has been written in the texts. Francoise Grellet says, "Reading is an active skill… it constantly involves guessing, predicting, checking and asking oneself questions. This should, therefore, be taken into consideration when devising reading comprehension exercises. It is possible, for instance, to develop the students' powers of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs." (8)

2. Scanning: Scanning means "quickly going through a text to find a particular piece of information". (Grellet 4). Scanning may find what is required or lead to a purposeful reading. It is important to identify what is required to be read out of many things.

3. Effective Reading: Reading could be with-or without a purpose. One reads because one happens to look at what is written on walls, banners, advertisements, posters, books, newspapers, products, etc. but in the case of effective reading, one reads with an active mind, with intention/attention/consciousness, etc. The effective reader also knows what s/he is reading/going to read or what s/he should/would read. It is extremely important to know what to read especially in this ICT world, for instance, when you Google something like 'Soft Skills' and you find around 67 million results in 0.70 seconds.

4. Reading Purposefully: On the basis of existing knowledge and scanning, one starts reading a select material. It has a purpose, particularly, when you have a target or when you are accomplishing so and so task in a stipulated time. This reading not only saves your time but also makes you a fast and selective reader and also creates interest, concentration, and ability to remember.

5. Skimming: Skimming means "quickly running one's eyes over a text to get the gist of it" (Grellet 4). It helps in identifying what to read/continue reading and what to read carefully, etc.

6. Identifying important information, words, and phrases:

Every text has around fifty percent or more than fifty percent of the total words which is informative; other words are like articles, prepositions, or supportive words, etc.

Understanding these words will create interest, generate enthusiasm, speed up the process of reading and help in better comprehension. Sometimes it will be difficult to know which words are informative but most of the time those are found easily.

For example, below is a passage from Raymond Williams wherein italicized words are informative/important in making the meaning of the paragraph.

Paragraph:

"*Culture* is *ordinary*: that is the first fact. Every human society has its shape, its purposes, its meanings. Every human society expresses these, in *institutions*, and *arts* and *learning*. The making of a society is the finding of common meanings and directions, and its growth is an active debate and amendment under the pressures of experience, contact, and discovery, writing themselves into the land. The growing society is there, yet it is also made and remade in every individual mind. *The making of a mind* is, first, the slow learning of shapes, purposes, and meanings, so that work, *observation*, and *communication* are possible. Then, second, but equal in importance, is the *testing of these experience*s, the making of new observations, comparisons, and meanings. A culture has *two aspects:* the known *meanings* and *directions*, which its members are trained to; the new observations and meanings, which are offered and tested. These are the ordinary processes of human societies and human minds, and we see through them the nature of a culture: that it is always both *traditional* and *creative*; that it is both the most ordinary common meanings and the finest individual meanings. We use the word culture in these two senses: to mean a whole way of life--the common meanings; to mean the arts and learning--the special processes of discovery and creative effort. Some writers reserve the word for one or other of these senses; I insist on both, and the *significance* of their conjunction. The questions I ask about our culture are questions about deep personal meanings. Culture is ordinary, in every society and in every mind."

7. Intensive Reading: Reading shorter texts, to extract specific information, is called intensive reading. This is more an accurate activity involving reading for detail. These different ways of reading are not mutually exclusive. For instance, one often skims through a passage to see what it is about before deciding whether it is worth

scanning a particular paragraph for the information one is looking for. In real life, our reading purposes constantly differ therefore, when devising exercises, we should vary the questions and the activities according to the type of text studied and the purpose of reading it. When working on a page of classified ads, for instance, it would be highly artificial to propose exercises requiring the detailed comprehension of every single advertisement. This would only discourage the students and prevent them from developing reading strategies adapted to the true purpose of their reading.

8. Highlighting or locating important/topical lines, terms/words, phrases.

9. Paraphrasing or summarising

10. Noting the author's main ideas and your ideas too (if any). Most of the time when you are reading something, some other ideas start appearing in your mind, be it against, about or beyond the text being read; you need to note those ideas. This will help you not just critically and actively engaging yourself with the text but also helps you in remembering the texts for a long time.

11. Analysing the read text.

12. Understanding the structure of the text/passage will also help in constructing the meaning of the text. Grellet says that, understanding the "organization of the passage" will also help in understanding the meaning of texts.

13. Improving vocabulary is yet another important strategy to be comfortable with any text.

14. Guessing and Engaging: Guessing keeps students engage in the texts. What happens next through guessing in the mind of the reader and the lines of the texts keeps the reader always on the ebb and flow of reading, "Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. This is best achieved through a global approach to the text." (Grellet 7). This process involves imagination, creativity, predicting, checking and asking a question, etc.

15. Improve Reading Speed: Most of the time students who read slowly find themselves not interested in further reading. Slow reading discourages readers and

creates a passage for passive reading. This may not be true in all cases but most of the time it is observed. It also leads students to stumble or stuck around difficult words.

12.3 Learning Outcomes

By the end of this unit, students are expected to identify the basic difference between reading and effective reading. They are expected to appreciate the importance of effective reading. They can identify barriers to reading and try to overcome those barriers. Students can also apply certain strategies to improve their reading skills. Upon the completion of this unit, students can improve their overall reading skills.

12.4 Glossary

Speaking Skills: It is the ability to communicate effectively through speech.

Writing Skills: It is a set of skills related to the writing ability, required to communicate and express one's ideas or thought in a lucid, clear, and intelligible manner.

Extensive: Something extending over a wide range

Gestures: A movement of the body to show an idea, attitude, or direction

Holistic: Wholesome or how every part of something is connected and contributes to making it a whole

Honing: To make better or polish

Impartiality: Not preferring something or someone else over others, be fair

Implementation: The process of making certain laws, tools, or techniques active

Lapses: Slight errors

Verbal Communication: In verbal communication the message is conveyed/communicated through spoken words.

12.5 Sample Questions

12.5.1 Objective Question:

Read the following text from Bikram Das's book to practice reading comprehension and answer some questions asked below.

"Welcome to 'God's own country'! One of India's most beautiful states, Kerala, is an *exotic cocktail* of the very best that nature can offer. Soak in the flavors of this *tropical paradise,* among the beauty of pencil-slim coconut palms, where the flowers are specially bright and their fragrance specially strong. When God created Kerala, He wanted it to be remembered as a land of *abundance*. So, there are tons of coconuts and cashew, heaps of spices and generous amount of fish. Add to that a generous sprinkling of rivers, mountains and some of the world's finest beaches. What you get is a land of natural wonders that attracts visitors from all over the world.

Kerala is just the place for you love variety, there is something here to please everyone. You are sure to fall in love with the *sense* of beauty of Kerala's magical backwaters. When you have experienced that, you can *sample* the excitement of Kerala's *bustling* cities, or retreat into the villages to see at first-hand how time can standstill. Better still, take a trip to the spice gardens in the hills, to *inhale* the fragrance of fresh *cardamoms*. If that makes your taste buds *tingle* and fills you with dreams of food, you need not worry. Kerala's *cuisine* is known for its spicy, hot flavours. The coconut and the spice give the food – especially the seafood – a *pungency* that is *enhanced* by tamarind. Your meal would be incomplete without appam, rasam, fish curry, and some delicious payasam. To wash it down, sip the naturally refreshing water of tender coconut. And, when, you have had your fill, move into the markets to shop for gold, handicrafts, spices, cashewnuts and coffee. Bargain-hunters will never have a problem since English is spoken and understood everywhere in Kerala". (Das 109).

(The italicized are some difficult words which Das has tried to highlight for students to understands those words without fail which will generate the actual manning of the entire texts rather than skipping which will have an adverse effect).

Some Questions for a reading comprehension exercise:

1. Which state in India is known as 'God's own country'
   (a) Kerla
   (b) Gujrat
   (c) Kashmir

(d) none

2. Kerala's cuisine is known for its ……. …….

(a) Fragrance

(b) Taste

(c) Both a and b

(d) None

3. Bargain-hunters will never have a problem since …. is spoken and understood everywhere in Kerala.

(a) English

(b) French

(c) Urdu

(d) None

4. You are sure to fall in love with the *sense* of the beauty of Kerala's …..

(a) Backwaters

(b) Valley

(c) Tombs

(d) None

5. Better still, take a trip to the spice gardens in the hills, to ...... the fragrance of fresh ………...

(a) Inhale

(b) Exhale

(c) Sigh

(d) None

6. Why Kerala is described as the land of abundance?

(a) Because of its abundance

(b) Because of its scarcity

(c) Because of its people

(d) None

7. Which one of the following is an external barrier to reading?

(a) Lack of attention

(b) Lack of vocabulary

(c) Lack of techniques

(d) None

8. Which one of the following is internal barrier to reading?

   (a) Sound pollution or noise

   (b) Foreign language

   (c) Disturbances

   (d) None

9. The word "reading" has come from the word.

   (a) Readen

   (b) Raeden

   (c) Reeden

   (d) None

10. Skimming is a part of reading

   (a) True

   (b) False

12.5.2 Short Answer Questions:

1. What is effective reading?
2. What are the internal barriers to reading?
3. What are the four basic ways of reading as pointed out by Francoise Grellet?
4. How can we improve our reading?
5. Do you think reading more makes you knowledgeable? Discuss.

12.5.3 Long Answer Questions:

1. What is the difference between reading and essential reading?
2. Highlight the significance of effective reading?
3. What are the strategies to improve effective reading?

12.6 Suggested Readings

1. Das, Bikram. K. *Functional Grammar and Spoken and Written Communication in English: A Student-Friendly Edition. Delhi:* Orient Longman Private Limited, 2006.

2. Grellet, Françoise. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises.* London: Cambridge University Press, 1981.

3. Murphy, R. *English Grammar in Use,* 4th edition, London: Cambridge University Press.2012.

4. Bhadwaj, Anita. *Improving Reading Skills.* New Delhi: Sorup and Sons, 2004.

Unit-13: Speaking Skills in Different Domains

Structure

13.0 Introduction
13.1 Objectives
13.2 Speaking Skills in Different Domains
      13.2.1 Personal Domain
      13.2.2 Social Domain
      13.2.3 Academic Domain
      13.2.4 Professional Domain
13.3 Learning Outcomes
13.4 Glossary
13.5 Sample Questions
13.6 Suggested Readings

13.0 Introduction

The unit on 'Speaking Skills in different Domains' will focus on the importance of speaking skills in life. It includes all the vital domains of life like the personal, social, academic, and professional. Good communication is the key to success. The importance and the necessity of learning the speaking skills notwithstanding, the chapter will also comment in detail upon learning the skills to help a speaker understand the psychology of the members of these different core groups and also help them adopt appropriate behavior and diction to communicate effectively. It discusses some of the strategies that we can adopt in order to achieve success in terms of relationships among different core groups. Emphasis will be on how effective communication builds trust and understanding between individuals and groups and ultimately helps in building a good community.

There are two types of communication:

1.   Verbal communication

2.   Non-verbal communication

Verbal communication:

This type of communication involves speaking or exchange of ideas or information through the medium of language. This process requires a speaker and a listener, or a sender and receiver to complete the process of exchange of information in the form of a message. The right choice of words and a proper tone of voice are the prerequisites for verbal communication. Discussions, speech, and conversation are the forms of oral expression. For successful verbal communication, a person should convey the message properly. There are several factors that prevent a speaker from communicating the message effectively, and language inaccuracy is one of them. Often, a speaker fails to express his feelings and emotions due to the lack of command over the language.

Non-verbal communication:

Nonverbal communication supplements verbal communication. While verbal communication uses language, nonverbal communication involves the use of body language. The use of gestures, facial expressions, eye contact, and postures are the features of nonverbal communication and it is as important as verbal communication. For example, the use of hand gestures or nodding of the head conveys agreement. A frown or twitching of the mouth can send a negative message. Non-verbal communication makes verbal communication more emphatic and successful.

In public speaking, one has to make use of proper body language besides communicating using verbal language for whatever he intends to convey.

Barriers to communication:

Successful communication aims at transforming information between the sender and receiver. However, one must be aware of the factors that hamper the process. There are several barriers to effective communication. Sometimes, the use of language with dialectical differences can pose a barrier to the message floating across. The differences in culture may also lead to wrong perceptions about the other person. Wrong perceptions or prejudices can affect the person's language also. Hence, differences in culture and language also act as barriers. Even lack of interest and proper attention more often results in failure of communication.

13.1 Objectives

This unit has the following objectives for students:

- To highlight the importance of proficiency in speaking a language in different domains.
- To help students differentiate among the various domains on the basis of language.
- To make them aware of the skills of presentation using a language.
- To enable them to understand the proper modes of verbal and nonverbal behavior through various situations.
- To help them understand their course content better through the academic domain.
- To enable them to understand their social responsibilities using language in a better way.
- To build a better understanding of culture and diversity through language.

13.2 Speaking Skills in Different Domains

Speaking is the basic and most necessary act in which all humans participate. The act of speaking is important because it reflects one's culture and performs the vital function of building societies and communities through communication. The evolution, growth, progress, and development of societies can be traced through various skills that humans have acquired. Listening, speaking, reading, writing, and comprehension are a few of them. Whether it is personal, social, or professional domain, we must admit that success depends on the speaking skills of an individual. The very purpose of speaking is not simply to transfer the information from one person to another but develop confidence, conviction, and understanding about do's and don'ts of presenting oneself verbally. The speaking skills can be obtained with a little practice and training. While good speaking skills lead to success, poor communication can not only lead to failure in achieving the target but also results in misunderstanding lack of trust, and ill will among individuals. Successful relationships can be built and nurtured through the language one uses. In today's professional world one interacts with people in various situations which he had not been exposed to earlier. For e.g. speaking on the phone, communicating on the social media, talking to a foreign client, etc. So, communication today is a broad spectrum of interactions that spreads over a variety of speaking zones in the social and professional domains.

(Fig: 1)

13.2.1 Personal Domain:

The personal domain involves relationships with family, friends, and other members of the society. This is the most important domain of a person's life where he has to deal with a variety of people. In the personal domain, a person plays different roles like—parent, spouse, brother, sister etc. personal relationships are based on love, care, trust and understanding. Hence language can play an important role in building trust, and love among individuals. Speaking harshly or rudely causes offence or hurts the other person and often leads to broken and unsuccessful relations. Happiness and contentment in the personal domain pave the way for success in other domains. A person should keep certain important things in mind while speaking and communicating with a wide variety of people who are members of the personal domain. They are as follows:

1. Etiquettes and Manners:

This is an important feature of speech and essential in all situations. One should be very careful in observing good manners in the personal domain. Because the hurt and offence caused may linger for long in the mind of the person spoken and hence one must ensure that the other person does not feel humiliated. Speaking in a mocking or derogatory way can lower one's respect in the eyes of the other person. Everyone likes to be treated the way you want others to treat you hence, language plays an important role in conveying feelings of respect towards others. Through effective communication, one can also set an example of emulation for the members of younger age groups. Observing good manners and etiquettes through one's speech can help a person carve a good image and maintain healthy personal relations.

Expressions such as "Please, wait till I finish this."

"Can you help me with this?"

"May I use your hairbrush?" Sounds more pleasing than expressions like, "do this now" or "can't you see what I am doing?"
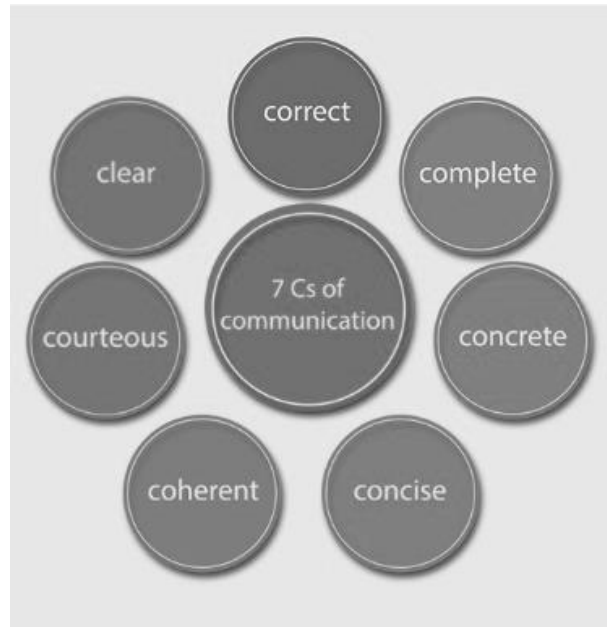
(Fig: 2)

2. Humility:

Speech conveys a mood as well as feelings. Half the battle can be won through the employment of a soft and humble attitude through speech. Personal relations can be maintained through gentle attributes hence humility can help win overall situations. Being a member of society and a larger community, differences and clashes arise among people and they can be alleviated to a great extent through the cultivation of a humble and polite expression. Respecting differences through humility can create a good impression on the individuals who represent their family as well as the community.

During a heated argument, a person can control the situation through a friendly and humble use of words. Example:

X: How dare you speak to me like that?

Y: Sorry I didn't intend to annoy you.

X: You are crazy and don't understand anything.

Y: Sorry again. Let's sit and discuss it.

X: I don't want to listen to anything!

Y: Oh well. Just relax and take it easy. I understand your anger but I apologize. We will discuss things. Just give me a chance to clarify. Let's meet over coffee in the evening. Is five o' clock fine with you?

X: well. Ok.

3. Right Tone of Voice:

Many a times, the tone of voice can spoil the fun. A very cold and insensitive tone should be avoided at any cost. Example:

A: let's go and watch a movie. The weather is good.

B: I already told you I have a lot of work to do. You think others are idle like you.

One should refuse in a polite manner

The person could have said, "I am a bit busy today as I have some urgent work to do. But I promise to accompany you to the theatre next weekend."

4. Ability to Listen:

In the personal domain, a person in the position of authority tends to dictate and expects other people to listen submissively. One must cultivate the habit to listen and understand others. This makes a person feel worthy and boosts his confidence. The personal relationships should be handled with care lest it becomes a battleground for constant strife, quarrel, and bickering. A proper use of speaking skills can convey a sense of understanding. A fair share in the process of speaking and listening can help in building strong and healthy relationships.

(Fig: 3)

13.2.2 Social Domain:

The social domain comprises a large fraternity of people which involves the community and members of various religious and social groups. Interaction with different members of the social domain reflects your personality. It also helps you in building your image in society. Hence, one can make a good impression on others through speech. Talking to a wide variety of people requires an understanding of do's and don'ts of speaking. Such situations demand extra caution in the choice and use of words because what is suitable and acceptable in one situation may not be so in another.

1. Learning new Expressions:

It is good to know certain expressions which are not a part of your jargon but one may have to learn them because they are a part of the other person's social or religious ambit. Respect for others' cultural social or religious practices can also be conveyed through language. Expressions of religious greetings to others can convey warmth and respect for others' differences. For e.g. a Hindu greeting a Muslim by saying salaam or vice versa can build a bond between the two.

2. Respecting Diversity:

A person should realize that he is a member of a larger group where being adamant about what he thinks is right will not work. He should also discard prejudices about others. Speaking ill about other people's practices and views is undesirable. A person should learn to accept differences. Expressions like, "I don't like this at all" or "I hate this kind of celebration", should be avoided. One should avoid cynicism and accept the various practices which others follow even if he does not like them personally. The collective or the other should be considered over the personal.

3. Communal Harmony and Peace:

This is of the utmost importance in the social domain. Language can incite and provoke others towards violence or hatred. Through language one can build a bridge and bring people together, e.g. saying something like, "they are not one from us", and "we should avoid them at any costs."

"I don't like your food."

"Your dress looks funny."

Mocking at others or speaking in jest may arouse anger or resentment in the other person. Statements like, "I would love to be a part of your festivities and fun."

"I will surely come for the special Tuesday rites. I love to listen to the hymns."

Such statements evoke a healthy and positive response in the other person and also develop a feeling of communal harmony.

Respecting traditions and cultures is a kind and noble gesture important in a society like ours.

4. Accepting Invitations and Inviting Others:

It is our responsibility to be active social members and build a strong and healthy society. Forming a strong social network is necessary. Besides accepting invitations, one should also remember to invite others. "Please visit my home for a get-together of friends."

"Let's all go for an outing".

"We shall organize a visit to the nearby orphanage. We shall meet at my place and decide about it."

Check your progress

1. What are the 7 C's of communication?

_____

_____

2. Give two benefits of reading.

_____

_____

13.2.3 Academic Domain:

The academic domain is an important part of one's development which demands a special set of speaking skills. This domain refers to activities and speaking in a classroom situation that intends to help students understand their lessons and assist teachers to impart the necessary training for success in academics. It is specific in the sense that it trains the learners to gain proficiency in understanding the terminology of their respective subjects. It strengthens their insight into the subject through participation in various modes of teaching and learning practices like group discussion, preparing posters, making speeches and presentations and also learning the language of answering and writing letters, email, etc. It is advisable to maintain a formal language and behaviour in this domain.

This domain is more learner centric as it is concerned with classroom activities. Speaking in this area is different from speaking in personal domain. The speaker needs to express himself in a concise and methodical way. For e.g. a student of English should know the idiomatic expressions and tropes to understand literary language or poetry. A student of Mathematics has to learn the terminology of the subject.

In a personal situation or ordinary parlance, one can for e.g. say, "I have passed the exam", while in academics, for success in exam" I have cracked the exam" is the more appropriate expression. A student of English should know the idioms and phrases of English language and their usage in various situations. For e.g., He kicked the bucket is a very informal expression which means he died. However, the same expression cannot be used in an academic situation for reporting somebody's death to a class or to a teacher. "He passed away" or "He is no more" is a better alternative.

As students grow older and get a fair amount of exposure to the language of academic domain, they can differentiate between the two domains, i.e., personal and academic, and learn the correct usage.

Thorough knowledge of language usage in the academic domain, a student can understand the course content and assignments. It can enable him to read various texts and also help him in planning his presentations, speaking and participating in group discussions, and learning to answer. It can provide him a window to successfully enter the professional world. Hence, the language that he learns and applies in the academic domain can help him enter and gain success in the professional domain.

(Fig: 4)

Interview Skills:

This requires proper training as this stage is the gateway to the professional domain. Success in an interview depends upon your ability to comprehend and listen carefully and then answer. Pauses and intonations are also important in an interview. How to present your knowledge of the subject effectively through appropriate statements is a skill. Apart from nonverbal communication, success in an interview depends on your oral skills to a great extent.

13.2.4 Professional Domain:

In the times of growing professionalism, the act of speaking assumes tremendous importance. One must learn and master the skills of oratory, presentation, and effective communication of ideas in order to make a mark in professional life. A person should be able to communicate ideas effectively in a language that abounds with clarity, precision, and authenticity. He should be able to do it with confidence and persuasion.

1. **Using Formal Language:**

This domain requires exercising all your skills with precaution. One should take care to use formal language and avoid slang in the professional domain. The language that is used in the professional domain reflects your personality, image and makes an impression upon others. Your language can help you win the faith of others, especially the superiors in rank. Hence language can be an important tool in stabilizing your career. Many people lose their jobs because they lack the proper etiquettes to utter the right words at the right time.

2. **Ability to Make a Speech:**

Whatever profession you choose, the ability to make a speech is a desired skill to master. One should learn to speak with confidence. Shades of nervousness and apprehension while speaking show you in a bad light. Being called to speak is an opportunity to showcase the clarity of your thought and the understanding and commitment you have for the organization.

3. **Avoid Discussing the Personal:**

One should beware of office gossip as it centers on the personal lives of others. Respect and concern for other's personal problems, sharing their joys and problems should be the priority. The professional domain needs to be considered the second home where you spend most of your quality time. So instead of pulling down others on the basis of their personal issues, one should rise above and lend a helping hand and have healthy relations with people.

4. **Managing Official Correspondence:**

Proper presentation of ideas with confidence and clarity is an integral part of the corporate world. The ability to send and read emails, send business letters and manage official correspondence is again a skill. In multinational companies, where you have to interact with foreign clients you not only need to develop language proficiency but also learn to speak the language with the accent of the native speakers. Hence, voice and accent training should be a part of your job essentials. Business English is a skill necessary for entrepreneurs and also for those working in MNCs.

The above discussion proves that language plays an important part in helping us to play various roles in all the major domains of life. Language, therefore, is a skill that can be polished with consistent and rigorous efforts. In today's professional world the English language is not merely restricted to speaking according to accepted rules of grammar. It goes beyond grammar and syntax to a more advanced level which includes accent, voice, and tone of speaking. However one can easily reach the first level of speaking English with confidence and a fair amount of grammatical accuracy. Let us consider some useful tips for improving speaking skills. Following are a few suggestions to improve speaking skills.

1. **Establishing a dialogue with others:**

   Speaking in the target language sharpens the ability to establish a dialogue with others. This situation demands a partner with whom one can converse and express ideas. So making a habit of speaking in English with the peer group will build confidence and develop the ability to express ideas. You can also join a speaking club or a training programme where you are exposed to written and spoken English. This kind of opportunity can enable you to connect with people who share similar interests and together you can strive on learning and mastering the ability to speak in formal as well as informal situations.

2. **Listening Practice:**

   Listening is an effective tool to learn any language. Listening to others while conversing with them not only completes the process of successful communication and makes it effective but also provides a learning opportunity to ponder on the way people communicate and use vocabulary. It can also train a person in asking and answering questions in an appropriate way. One cannot learn a language without mastering the ability to listen carefully and giving the other a fair amount of chance to participate in the conversation.

3. **Continuous exposure to language:**

Apart from speaking language one can expose oneself to English through listening to speeches, conversations, and dialogues. Watching television programmes in English such as movies, cartoons, etc. can develop the vocabulary and conversational ability. If this becomes a regular practice, a fair amount of proficiency can be achieved. This will also provide an opportunity of improving your pronunciation and accent. Social media also provides you the chance to connect with people giving you a broader exposure to the variants of the English language and also to styles and rhythms.

4. **Reading regularly:**

There are times when it is difficult to find a partner with whom you can share your ideas and feeling. So reading can be a wonderful alternative. Reading consistently and regularly will enable you to push language to your subconscious so that it becomes an inseparable part of it and thus leaves you more learned and enriched. This kind of practice will expand your vocabulary which can enable you to speak and write effectively. Reading the newspaper and other literature in English that interests you, be it sports, current affairs, films etc. can pave the way to learning English.

5. **Recording conversations:**

Recording your own speech can enable you to focus on your flaws and improve your speaking skills. It will also help you to adopt the proper rhythm and style of speaking. This practice can also help you to go a step further in preparing you for public speaking. If participating in a debate or elocution is one of your keen interests then recording your speech or conversation will enable you to overcome your mistakes and gradually help you become a good speaker.

6. **Talking with oneself:**

This can be a very useful method in mastering the rhythm of the English language. Establishing a dialogue with oneself can help you meditate on the mistakes of speech but will also enable you to transform your ideas into language. The ability to ponder and think will develop your imagination, achieve clarity of thought and also motivate you towards creative expression. Creative ability is the noble function of language.

13.3 Learning Outcomes

After completing this unit, students can upgrade their skills of reading, writing, speaking, and comprehension. They are expected to be better at the exchange of dialogue and ideas. They can improve accent, intonation, and pronunciation of English. Students are able to make or demonstrate presentations in English in the class. This unit can help to motivate students to polish their skills of public speaking and oration. They are able to make a career choice and achieve success in the same. They can attend required training in voice modality and can become trainers in accent and voice training in corporate and BPO. They can also avail right training or impart training in communication skills and personality development. They will be able to understand their social and professional roles better.

13.4 Glossary

Domain: Area of thought, action, or influence

Diction: Wording

Dialect: Varieties of the same language

Prejudice: An unfavorable opinion or feeling formed beforehand or without knowledge, thought or reason.

Derogatory: Lowering the image or reputation of a person or thing

Alleviate: To reduce

Idiomatic: Characteristic of a particular language or dialect

Trope: Any literary or rhetorical device. For example, figures of speech like Metaphor/ synecdoche/metonymy, etc.

13.5 Sample Questions

13.5.1 Objective Questions:

1. ………………...is a key to success in the professional domain.

(a) Personality

(b) Communication

(c) Language

(d) Relationship

2. Verbal communication uses language whereas nonverbal communication uses………….?

(a) Gestures

(b) Postures

(c) Facial expressions

(d) All of these

3. …………………..attitude in speech helps the speaker win the situation.

(a) Arrogant

(b) Harsh and intolerant

(c) Soft and humble

(d) Rude and disrespecting

4. Language plays an important role in conveying the message of………………..

(a) Being kind and respecting

(b) Being strong mentally

(c) Being helpful

(d) None of these

5. Which of the following skills is crucial in group discussions, presentations and in answering questions?

(a) Listening

(b) Reading

(c) Writing

(d) Speaking

True and False

1. Speaking is one of the skills of communication_____

2. Reading is one of the skills of communication_____

3. Writing is one of the skills of communication_____

4. Listening is one of the skills of communication_____

5. LSWR means Listening Speaking Writing and Reading_____

13.5.2 Short Answer Question:

1. Highlight the importance of speaking skills.

2. What are the important strategies of communication in the social domain?

3. What is the importance of communication in the academic domain?

4. Why is listening important for good communication?

5. Which are the important interview skills?

13.5.3 Long Answer Question:

1. How is communication in the personal domain different from that in the professional domain?

2. Give examples of courtesy through speech in the personal domain.

3. What are your views on communication in the professional domain?

13.6 Suggested Readings

1. Atkinson, M. "Public speaking and audience responses: some techniques for inviting applause. In M. Atkinson & J. Heritage (Eds.), *Structures of Social Actions: Studies in Conversation Analysis* (pp. 371-409). Cambridge: Cambridge University Press, 1984.

2. Azar, B. S. *Understanding and using English Grammar*. New York, NY: Pearson Education, 1999.

3. Ellis, R. *Task-based Language Learning and Teaching*. Oxford: Oxford University Press, 2003

4. Gibbons, P. *English Learners, Academic Literacy, and Thinking: Learning in the Challenge Zone*. Portsmouth: Heinemann, 2009.

5. Leech, G., Svartvik, J. *A Communicative Grammar of English*. England: Longman, 1999.

Unit-14: Strategies to Improve Speaking Skills

Structure
14.0 Introduction
14.1 Objectives
14.2 Strategies to Improve Speaking Skills
       14.2.1 Don't be Nervous or Shy of Making Mistakes
       14.2.2 Take Proper Pauses and Avoid Unwanted Fillers
       14.2.3 Tongue Twister and Benefits of Tongue Twisters
       14.2.4 Avoid Mother Tongue Influence (MTI)
       14.2.5 Word to Word Translation may Cause Humor While Speaking
       14.2.6 Train your Brain to Think in English
       14.2.7 Use of Technology
       14.2.8 Methods of Communication
14.3 Learning Outcomes
14.4 Glossary
14.5 Sample Questions
14.6 Suggested Readings

14.0 Introduction

Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in the spoken form of the target language. To improve speaking skills, a language learner has to adopt different language strategies. In order to improve speaking skills a learner should be acquainted with the new strategies and motivated to practice them. This chapter aims at discussing some modern strategies available for language learners of English to enhance speaking skills.

English is an international language, in most of the countries; English is widely spoken and understood by the people. It is a literary language, a library language, a link language; it is a language of arts, commerce and science. It is also a language of business and trade. For further education, one must learn the English language. It has become an international language through its use in the field of science, technology, international politics, and diplomacy. To develop speaking skills, a language learner has to choose appropriate strategies that would help him to

develop his or her fluency in speaking the English language. Hence a language learner should be known to useful and most effective strategies so that he/she can decide which strategy is useful for him because it is in the interest to choose the most effective strategy.

There are many types of speaking skills. You must be confident about the way you speak on a given topic, this is called **fluency,** similarly, you must know a lot of vocabulary, unless you don't know many words you cannot speak effectively. Hence **vocabulary** is also important. You must also know how to pronounce words therefore, **pronunciation** is an important speaking skill. Above all you must have basic idea of **grammar**. Some of the commonly known types are Persuasive speaking, Demonstrative speaking, and Informative speaking etc.

Persuasive: It is intend to convince people about something or an opinion that you hold about a subject or person. Advertisements of any topic is a good example of persuasive speaking where any brand use the tone to convince the audiences.

Demonstrative: This is a speaking ability where the speakers are clear and concise with their speech while they are demonstrating or teaching something to the audience. Generally, demonstrative speaking includes visual aids that help the speakers to fulfil their aim for teaching a particular thing.

Informative: College lectures, public conferences- These are the right example of informative speaking where the speakers will be providing or explaining the information regarding specific topics. While participating in demonstrative speaking, the speaker should use the right words and the tone based on the audience.

14.1   Objectives

This unit has the following objectives:

- To inform the students about the importance of speaking skills to communicate effectively
- To enable the students to acquire necessary listening skills to follow and comprehend
- To motivate students to learn and use strategies to improve speaking skills actively
- To encourage them to express themselves fluently
- To promote the students to restate ideas from the target source in their own words

14.2   Strategies to Improve Speaking Skills

The preference of a lot of English language learners is to learn English as Foreign/Second Language (EFL/ESL). Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability. Teachers and textbooks use either direct approaches that concentrate on particular aspects of oral interaction such as turn-taking and topic management or indirect approaches which make situations for oral interaction by group work, task work, and other strategies (Richards 1990).

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998).

There is a Czech proverb 'A habit is a shirt made of iron' a new language learner finds it difficult to speak English with fluency because they do not have an idea what strategies will help him speaking English frequently. So, it becomes important for a learner to choose the right strategy that would help him improving speaking skills and make him able to speak in English in the real world outside the classroom. Modern strategies can be adopted by a language learner to improve and upgrade the level of speaking skills.

"Language learning strategies" is defined as a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively. They have also been defined as, 'thoughts and actions, consciously chosen and operationalized by language learners, to assist them in carrying out a multiplicity of tasks from the very outset of learning to the most advanced levels of target language performance'.

One can never notice changes overnight while learning any skill, be it, learning swimming, and riding bicycle, or learning a language. To become a better speaker, a language learner needs to spend time. And if he keeps step by step, he will develop significant skills.

14.2.1 Don't be Nervous or Shy of Making Mistakes:

People who can speak fluently without hesitation are conscious of their words. They develop their speaking skill by doing hard practice. But a language learner whose mother tongue is not English, prefers speaking English as little as possible to avoid mistakes. While speaking, he is worried whether others are judging him and as a result, he prefers to keep quiet. Some feel so nervous to face the audience while speaking and others shy and hesitate a lot. As a result, they fail to gather words in mind and make a proper pace of speaking.

First, a learner must undergo relentless efforts for improving English speaking skills. Until he attempts so and tries to speak, he cannot improve his speaking skills. Second, if a learner wishes and has a strong desire to improve speaking but he prefers to speak so little then it is like trying to learn swimming without stepping into the water. Because, to learn swimming, one has to step into water and get wet and let the water enter into mouth and nostrils while learning. It is said that let people turn around to look at you but let not them bother you. It may also happen to a learner when he starts speaking; he struggles a lot with words. Most of the time, he thinks that first, he will learn and later will try to speak, but it's not possible because learning the English language and learning speaking skills should go hand in hand. So, he should not be introverted of practicing speaking while learning.

14.2.2 Take Proper Pauses and Avoid Unwanted Fillers:

For a language learner, who is weak in speaking skills, 'pause' is one of the biggest fears for him. Pauses, for him between sentences, may make him feel so embarrassed. Many a time he overuses the fillers words like, "err, like, umm, you know, actually etc. and he does so to fill the pauses, so that he can gather the right words. If a learner has above mentioned fillers to fill the gap of pauses then it sounds so awkward and breaks the attention of the listeners. On the other hand, while a having conversation, 'pauses' add more value to his speech if he uses them right because all good speakers use pauses for the best effect. For example, if a learner needs an extra moment to collect words, he can take a slight pause between two sentences. Sometimes a pause is taken on an awkward point but if the learner gets the proper use of it he can use such a pause for good purpose to make his speech effective. So a learner can take proper pauses instead of using filler.

14.2.3 Tongue Twisters:

'A tongue-twister is a phrase that is designed to be difficult to articulate properly and can be used as a type of spoken (or sung) word game. Additionally, they can be used as exercises to improve pronunciation and fluency.' (Web) Tongue twisters are used in all languages. The purpose of using and practicing tongue twisters is to improve pronunciation and fluency. For a language learner, there are many hurdles he faces while speaking; he may mumble or may fall a victim to slip of tongue due to not having practiced various phonetic sounds of English. The practice of tongue twisters will help him improve accents by using alliteration which is the repetition of one sound. Following are few well-known tongue twisters.

'I wish you were a fish in my dish.' 'She sells sea-shells on the sea-shore.' 'How much wood would a woodchuck chuck if a woodchuck could chuck wood.'

14.2.4 Benefits of Tongue Twisters:

Tongue twisters have been proven to clarify the pronunciation of words. Tongue twisters also stretch and strengthen the muscles which you use to speak. Who knew you had to exercise your mouth? Tongue twisters show you what words and sounds you have trouble with pronouncing. Tongue twisters warm up your speaking ability. You will find that performers and public speakers often speak tongue twisters before they go out on stage. (Web)

14.2.5 Avoid Mother Tongue Influence: (MTI)

1. The impact and influence of mother tongue on the learning of a second language cannot be denied. This concept has been very much debated among the researchers and linguists for many decades. The impact of mother tongue on the second language can be observed from mere pronunciation to even grammar and vocabulary of the language. 'Mackay (1967) says that, 'error in pronunciation may be due to transfer from the native language. Lack of accuracy and language skill is also the result of the native language.' 'Olanipekun ET. Al (2014) pointed out that the mother tongue does effect on the learning of English. They did not find any correlation between student's performance in English and mother tongue.' There are two views as mentioned above, there's no doubt that mother tongue has a direct impact on the learning second language. So far as speaking strategy is concerned, mother tongue may have adverse effects on a language learner. Following is the list of probable adverse effects on learning a second language.

2. When a speaker, who is under the great impact of mother tongue, starts to speak, first he thinks in his mother tongue and then tries to translate those thoughts in English. In this situation, he is bound to face problems like, using the right words; he may fail to produce 'collocation' used in the English language as he thinks in his mother tongue. To overcome this, he should read English more and more so that he can be acquainted with English collocation, phrases, and idioms, etc. He should also try listening to good English recordings to get his vocabulary and syntax-correct knowingly or unknowingly.

14.2.6 Word to Word Translation may Cause Humour while Speaking:

A new language learner tries to translate every sentence from mother tongue to English. It is obvious that each and every sentence cannot be translated 100% from one language to another language word to word. If a learner goes to do so, it may create humour among the

listeners, for example, instead of saying 'I know English', he may translate 'English comes to me' (English mujhe aati hai) or instead of saying 'the song was on' he may say the song was walking'(gaana chal raha tha.) Hence, to overcome this, he should listen more and more spoken English so that, he may realize how to speak certain sentences and avoid making and using wrong and humorous sentences.

14.2.7 Train Your Brain to Think in English:

1. We know that English is taught as a second language in India, a language learner may face a problem when it comes to speaking skills. There are various hurdles which prevent a learner to become a better and fluent speaker in English. The reason is our learner lives in a place where English is not spoken frequently; therefore, he may not have the opportunity to listen to this language for several hours every day. So, it becomes a natural habit of the learner to start thinking in that particular language which he has been listening to every day for a long time.

This may be true on part of a language learner that he may not have plenty of chances to practice English as English is not spoken around him or her. In this case, either he has to learn speaking by taking self-efforts or may face pace maintaining while speaking, as his mind would keep translating from his first language, which may sound unnatural. Therefore, training the language learners' brains to think in English will bring huge positive changes in terms of acquiring fluency. It is not very difficult but, it needs to take conscious efforts and practice. In this regard, the following strategies can be adopted.

2. Start thinking with a Single Word: It is said, "it's best to start small". So, a good first step is to think in single words. The learner can start thinking in English with one word by looking around him. Whatever he sees in his surrounding, he can try to name it in English. If he continues the same tactic, it will become his habit, so the words he keeps thinking will pop up into his head, for example, cell phone, computer, TV, table podium desk, chair, etc. he can even start this when he wakes up and when he goes to sleep.

3. Make simple sentences: The next step is, start making simple sentences. Once the learner develops his thinking in English, the next exercise for him could be making simple sentences using those words. For example, if he is sitting in a park, he can tell himself things like, "It's such a sunny and beautiful day" and "People are playing sports with their friends."

4. Describe your Daily Routine: According to experts, to describe one's daily routine or activities can also help the learner to become a better speaker. There can be the following ways. The learner can describe his day using simple present verb form, so he can think about his daily

routine like, "I wake up at 6, I get ready for work, I ride my bike, and I attend all meetings." To improve describing our daily routine one can practice listening/watching the live commentary on television or radio. Listening to the present continuous description, the learner can also practice describing his routine things live in the target language.

5. Practice it daily:

Now the question arises, how long or how often the language learner should practice all these exercises?

And the answer is, do it a little every day.

"So, when he is doing it every day, over and over again, little by little, that's the key. Because, when he/she gets into the habit, then it easily pops up into his/her mind without thinking and then, before he knows it, really, he is thinking in English.

6. Read and Listen:

Becoming a better speaker of the English language can be a very valuable skill and there are several ways a learner can improve his English speaking ability. Listening to English or native English speakers can improve his understanding of the language as well as his accent and pronunciation. Reading and writing in English can build his vocabulary which will improve his speaking ability. The learners should not be afraid to make mistakes as they are part of the learning process. Soon enough, they'll be speaking English confidently.

"There are many benefits of Extensive Reading in language learning. These include gains in reading and writing competence, oral and aural skills, vocabulary growth, and increases motivation, self-esteem, and empathy. Students who read extensively also become more autonomous learners". (Web)

Reading can help the learner in enhancing vocabulary growth. On the other hand, one who listens and pays attention stands out like a beacon of courtesy in the sea of competitive talkers."Urmila Rai and S.M. Rai" in their book, *Business Communication* described four steps of listening that can be a better strategy to improve speaking skill.

They describe the first step of listening is 'hearing', at this stage, a listener simply attends to the speaker to hear his message. The second stage is, 'interpretation'. If the listener fails to interpret the message, he may misunderstand and may not repeat it correctly. The third step is 'evaluation'; at this stage, the listener decides what to do with the received message. And the fourth and the final step is 'response'. Here, the listener may respond to the message verbally.

The wikihow.com/ suggests the following steps that may help a learner to improve his speaking skill.

a. **Read in English to Improve your Comprehension:** Whether they're works of fiction such as the *Harry Potter* series or non-fiction, such as news or academic articles, choose to read in English as often as you can. You will become better acquainted with the written rules of the language, which will help you speak English better.

- Read books prepared for your level of English. For example, if you're new to reading English, try reading books written for middle readers or young adults so the language is a little simpler and you can practice.
- Remember, it is not about how fast you read. Take your time to make sure you understand the text.

b. **Consult a Dictionary or Thesaurus to learn new words:** If you hear or learn a new English word that you don't know the meaning of, search for it in a dictionary to find the definition of it. A *thesaurus* can help you find words that have a similar meaning, so you can have full and robust knowledge of the English language.

- Learn the phonetic notation used in your dictionary so you see how a word is pronounced as well.
- Use a *thesaurus* whenever you're writing in English and want to use different wording.

c. **Practice your pronunciation by reading out loud:** Whenever you are reading, try reading the words out loud so you can work on converting the written words into normal speech. Sounding them out will also help you identify words that you don't know how to pronounce, so you can work to learn them. Look online to find the pronunciation of a word that you don't know

d. **Listen to English-speaking radio to improve your comprehension:** Tune into radio stations that speak English and pay close attention to what people are saying and how they're saying it so you can work to sound more natural when you speak. In addition, listen to the songs that are sung in English so you can get better and understand the language and learning the phrases people use.

Download a radio application to your computer, smartphone, or tablet so you can listen to English radio stations even if you don't have any playing in your area.

e. **Download English podcasts to your computer, smartphone, or tablet:** Podcasts are radio programs that you can download and listen to at any time. You can choose from podcasts that discuss popular culture, news, music, history, and many other topics. Find one that interests you with hosts that you like and listen to them when you get a free moment.

- You'll also learn something about the topic the podcast discusses.
- On a smartphone or tablet, use a podcast application to download episodes.
- Download podcasts are designed to help you learn English such as Voice of America: Learning English or Learn English Podcasts from the British Council. (web)

Check your progress

1. What EFL and ESL Stand for?

_____

_____

2. What does MTI mean as mentioned in this unit?

_____

_____

14.2.8 Methods of Communication:

Language is a common symbol system which we use for sharing our experiences with others. We speak or communicate by exchanging symbols to describe our ideas and experience. When we speak, we use different other symbols like pictures, colours, signs, and sounds. And we also communicate through gestures, like facial expressions, movements, clothing, and so on.

Communication through words is called verbal communication. Communication through other symbols is called non-verbal communication. Verbal communication is used frequently for many purposes. Verbal communication may be spoken (oral) or written. In this chapter, we will deal with the spoken (oral) aspect of verbal communication to learn different strategies to improve speaking skills.

Spoken or oral communication is more natural and immediate. In a natural situation, even a layman speaks without facing any barrier. But, in a formal and official setting, he may feel nervous, shy, and may not speak easily. When a speaker speaks, the situation demands the presence and attention of the persons, the speaker, and the listener.

Oral communication has different attributes which a learner has to take into account in choosing which one to use in a particular situation.

1. **Face-to-face Conversation:** we have oral communication in various situations like a conversation, telephone talk, presentation and meetings and interviews. But the best is when it occurs face-to-face. A face-to-face setting can occur between two persons or among a small group of persons at a discussion or interview. Here communication goes both ways. When two persons have face-to-face conversation, they may have immediate feedback and may clarify flaws too. This provides a speaker-rich experience owing to the presence of the second person's voice tone, expressions, movements, etc.

2. **Presentation:** A presentation is also an example of a face-to-face setting though it is a formal way of communication. In such conversations, the speaker has to be ready for a well-prepared talk on a specific topic, to be delivered to a knowledgeable and interested audience. Here, a speaker has to learn how to have his tone serious and business-like though a touch of humour always enriches the presentation.

3. **Small-Group Discussion:** A small group discussion can be arranged when there are more than two individuals involved, many people may be small enough to allow each participant to interact and converse with the rest. Debate, symposium, board meetings, are examples of small group discussions. In such small groups, there may be a fixed agenda i.e. a list of issues to be discussed. For instance, in a symposium, all the members of small group discussion have to speak about the importance of improving speaking skills', here, each speaker has got a chance to present or express his/her views on the essence of improving speaking skills and hence he has a chance to have a check whether he can present his thoughts flawlessly.

4. **Public Communication:** A public communication takes place when a speaker addresses a large gathering of people. A language learner can take part in elocution where he may have an opportunity to address a large gathering, in this way, he may develop the confidence to speak and build stage courage. The speaker must keep his speech tone high and audible to all and must design the subject matter keeping the target audience in mind. The effectiveness of a speaker's talk depends on the tone of his/her clarity of speech, volume, speed, body language and the quality of words used in the conversation.

5. **Telephone:** Talking on the telephone entirely depends on the voice; it does not have the advantage of physical presence. Here, a speaker doesn't get a chance to observe the

gestures and expressions of the person on the other side of the telephone. In telephonic talks, the essence of clarity of speech and skillful use of voice plays an important role. There may be confusion between similar sounding words like 'Paul' or 'ball' and ''fine' and 'vine'. Or one may face difficulties to comprehend if the words are homonyms like 'fair' and 'fare'. Even sometimes names and addresses communicated on the telephone are wrongly received. It is therefore customary to clarify by saying H for Hyderabad, D for Delhi. Here, the speaker who is talking on the telephone has to be very conscious for his receiver being received the message correctly.

14.2.9 Use of Technology:

With the arrival of new technology in the last two decades, we have witnessed a revolution and that has changed the dynamics of various industries. It has also influenced the industries and the way people interact and work in society. This rapid rising and development of information technology has offered a better pattern to explore the new teaching and learning models. As a result, technology plays a very important role in teaching and learning the English language.

The learning of English speaking skills is a preference for a lot of English as well as Foreign/Second Language (EFL/ESL) learners. Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability. Teachers and textbooks use either direct approaches that concentrate on particular aspects of oral interaction such as turn-taking and topic management or indirect approaches which make situations for oral interaction by group work, task work, and other strategies (Richards 1990).

 1. Technology in Developing Speaking Skill:

Technology can excite the playfulness of learners and send them in a variety of scenarios. Technology gives learners a chance to get engaged in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. The students have the opportunity to get feedback from a machine that offers additional value by its ability to track mistakes and link the students immediately to exercise that focus on specific errors. For developing speaking skill, there are now many software, apps, blogs and electronic dictionaries which may help the learner in better comprehension.

Modern technologies available in education are Internet, Electronic dictionaries, Pod Casting Video Tapes, YouTube, Flipped Classroom, and Blended Classroom, etc.

2. **Say out loud what you are doing in English as you do your daily activities:**

This strategy comes in handy when you don't have anyone around talk to. This certainly happens quite often when you get busy with your daily chores. So as you are going through the day, describe out loud the activities that you are doing. It may sound strange, but for sure, it does have a great influence on practicing English speaking.

3. **This is how it works:**

It's another self-explanatory strategy, whatever you do at the moment, try to articulate your actions in English. In the beginning, it may not be as easy as it sounds, and you may realize that you substantially lack vocabulary (of course, depending on the type of activity that you are trying to describe). But don't let it discourage you. You may have to start with phrases or even single words—it's ok. As your English improves, you will be able to form complete sentences, perhaps the simple ones first, and then more complex ones. (Web)

4. **Flipped Classroom:**

A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to be completed by the students independently at home. (web)

. Generally in a Flipped Classroom students watch pre-recorded videos at home, then come to school to do the homework with questions and some background knowledge. Here, the teacher can provide them an opportunity to practice the oral skill by asking questions on the pre-recorded videos which they have already watched at home.

5. **Blended Classroom:**

Alan Cohen defines "A blended classroom, as the name suggests, incorporates technology into a traditional setting. For example, a grammar lesson may use a YouTube video to explain the grammar point. The teacher can then continue the explanation in his or her own words, present additional examples, give the students practice exercises, and so on."(web)

The teacher even shows a video that may have a particular sentence structure with the purpose of teaching speaking, for instance, he can take "I can play cricket." Hence he may persuade the students to come forward and speak sentences using this particular sentence structure.

Conclusion:

The need for adopting new strategies to improve speaking skills in the English language has become a real necessity. The modern strategies and new techniques will ease the learners to develop their speaking skills. Now, the language trainers and teachers should acquaint their students with the new and modern strategies to improve speaking skills and motivate them to adopt them.

14.3 Learning Outcomes

Developing speaking skills is considered one of the most difficult aspects of learning the language. The strategies to improve speaking skills mentioned in this chapter will help students to overcome this difficulty. These strategies will also boost the confidence of the learners and help them to take an initiative to speak without fear or hesitation. The various methods, ideas, and strategies explained in this chapter will enable the students to appreciate the benefits of learning a foreign language. The students will value knowing a second language as a communication tool. The advent of technology in learning the English language has an edge, and students can be benefitted from it. Start thinking in English, the practice of tongue twisters, speaking with simple, and short sentences, extensive reading and following the four steps of listening will bring the desired outcome among students.

14.4 Glossary

Filler: Anything added to fill out a whole

Alliteration: Use of verse same consonant at the beginning of each stressed syllable in a line of verse

Woodchuck: A North American marmot (rodent) with a heavy body and short legs

Adverse: Contrary to one's interests or welfare

Collocation: A group of words in a sentence

Comprehension: An ability to understand the meaning or importance of something

Extensive reading: Reading widely but not necessarily focusing on only one text

14.5 Sample Questions

14.5.1 Objective Questions:

1. A habit is a shirt made of

    (a) Brass

    (b) Iron

    (c) Gold

    (d) Silver

2. The purpose of using and practicing tongue twisters are to improve

    (a) Pronunciation and fluency

    (b) Reading and writing

    (c) Speaking

    (d) Understanding

3. The first step is to think in English with

    (a) Individual words

    (b) Phrases

    (c) Sentences

    (d) Idioms

4. Students who read extensively also become more

    (a) Autonomous learners

    (b) Physical or kinesthetic learners

    (c) Social and interpersonal learners

    (d) Visual and spatial learners

State whether the following statements are True or False:

1. The advent of technology in the last two decades has witnessed a revolution.
    True/False

2. 'Evaluation' is the fourth step of listening.
    True/False

3. Reading can help the learner in enhancing vocabulary growth.
    True/False

4. Word to word translation may cause humour while speaking.
    True/False

Fill in the blanks:

1. ------ is the second step of listening.

2. ----- has a great impact when a learner starts to speak English.

14.5.2 Short Answer Question:

1. How are the tongue-twisters beneficial for a language learner?

2. What does 'Reading' enhances in learning a language?

3. What are the four steps of listening?

4. Define 'Language learning strategies?'

5. How can a learner develop thinking in English?

14.5.3 Long Answer Question:

1. Discuss the role of 'technology' in developing speaking skills?

2. Elaborate 'Train your brain to think in English.'

3. Explain mother-tongue influence on the learning of a second language?

14.6 Suggested Readings

1. Chaney, A. *Teaching Oral Communication in Grades K-8.* USA: 1998.

2. Richards, J. C. *Conversationally Speaking: Approaches to the Teaching of Conversation. In Jack*. Cambridge: Cambridge University Press, 2008.

3. C. Richards. *The Language Teaching Matrix*. New York: Cambridge University Press. 1990.

4. https://teachthemdiligently.net/blog/tongue-twisters/benefits of tongue twister

5. Mackay,W.F *Language Teaching Analysis.* Indiana: Indiana University Press. 1967.

6. Olanipekunet. Al. "Mother Tongue and Student's Academic Performance in English Language", 2014.

7. https://kierandonaghy.com/seven-benefits-extensive-reading-english-language-students/#:~:text=There%20are%20many%20benefits%20of,also%20become%20more%20autonomous%20learners.

8. Urmila Rai, and S.M. Rai *Business Communication*. India: Himalaya Publication, 2004.

9. https://www.wikihow.com/Become-an-Advanced-English-Speaker

Unit-15: Types of Writing Skills

Structure

15.0 Introduction
15.1 Objectives
15.2 Types of Writing Skills
      15.2.1 Nature of Writing
      15.2.2 Expository
      15.2.3 Narrative
      15.2.4 Descriptive
      15.2.5 Persuasive
15.3 Learning Outcome
15.4 Glossary
15.5 Sample Questions
15.6 Suggested Readings

15.0 Introduction

To write is to participate in many procedures, personal, social, and interact with others, as well as inside the learner's head. By accepting that writing is part of many processes and relieves us from the uncertainties and apprehensions of writing and encourages the learner to focus on the next relevant part of the procedure. Writing skill is an integrated procedure and so difficult to teach and learn as it demands fusion and blending of other skills. This skill is unique in its form, purpose, and function. Good writing always requires clarity of thoughts and ideas around which the structures are organised for conveying the message in a more simplified way and for better communication.

For the learners, learning to write is not merely learning to put down on paper the conventional letters of the writing system that represents the sounds one has in mind, but it is also decisive to organize ideas, facts, and experiences. The word orders aim at compactness and precision in expression both in grammatical and idiomatic accuracy. Therefore, learning to write includes learning to use grammar with comfort and present facts in chronological order. It is very difficult to describe good writing, as it has many shades that one can realize after profound

reading. Renowned writers have keen observations on the changes happening in the surroundings and through a process of taking abstract notes in the psyche, the process of recording the subtle changes are being stored in the brain. This ability to take abstract notes makes these writers as effective editors because they can notice the grammatical errors through the reading of a text. Good writing always presents the complex ideas and thoughts in simple as well as clear language which can be easily understood while reading the text. This is a useful technique that helps the writer to use it for complex and difficult topics to present it in a simplified manner.

15.1 Objectives

This unit has the following objectives:

- To learn techniques in expository, narrative, descriptive, and persuasive writings
- To organise and make ideas work in writing
- To plan and present ideas logically with an introduction, main body, and conclusion
- To present with clarity in the description of a subject, about a place or a person
- To mention accounts of events in a simplified manner
- To compare the varied ideas and form a conclusion
- To observe and revise the text
- To give the description of places: historical, religious, market and malls
- To express ideas and opinions formed on varied experiences
- To pen short stories describing small events
- To develop creative writing which can inspire others
- To express ideas and opinions which are logically supported by reasons
- To understand issues and problems and offer solutions to the same

15.2   Aspects of Writing Skills

Writing skill has two different aspects. The first aspect is represented through graphics. This is the ability to scribe letters with a pen/pencil on paper. One must be able to use punctuations; commas, semi colons and capital letters etc. properly and conventionally. The second aspect of writing skill includes the content. Content may be defined as a descriptive or narrative passage, a dialogue, a formal report, an informal message, a letter, an official notice or

circular, a journalistic article, a reflective essay, or a creative literary piece like a short story or poem. Each type of manuscript requires the selection of suitable words and style of writing. Similarly, until these two writing aspects graphics and mechanics of writing are used by the writer spontaneously, it is difficult for one to become a creative writer.

15.2.1 Nature of Writing:

Writing is a pictorial form of communication, either printed in hardcopy or in soft form. It follows norms and conventions that are mutually comprehensible by the writer and the reader. Writing is a productive skill as the writer in the process of writing creates a new language and does not only explain the existing information. Academic writing is divided into four main types which are narrative, expository, descriptive, and persuasive in form and function. It also has particular features of language and specific objectives in which the ideas and thoughts are presented to the readers.

15.2.2 Expository:

It interprets or gives information and explains all sides of an argument, deliberation, or discusses issues. Expository writing presents a stable and sensible discussion on different ideas and opinions which also includes disadvantages and advantages of the topic taken for study or presentation to the readers. Compare-Contrast essays show resemblances or variations between two subjects. This type of writing skill gives more importance to facts and has nothing do to with the narrative type of writing or presenting the development of the character as we find in narrative writing. In expository writings, we find reflective or analytical essays. It also has research works, reports, biographies, interviews, and autobiographies. Expository writing also includes speeches and personal letters which cultivate the main thought as well as offer additional facts and evidence. Nevertheless, Expository writing also has an introduction, body, and conclusion that support the main idea. It also provides information in a logical order. Expository writing is divided into five types as below:

- Identifies issues and offers solutions
- Presents cause and effect
- It compares and contrasts
- It provides explanations and classification
- It explains how to proceed

Identifies Issues and Offers Solutions:

Expository writing focuses on the identification of problems and issues and comprehensively explains the particular issue and also suggests the solution which is good for solving many issues and problems. For instance, if someone has to speak about the issues of pollution, the writer needs to explain the problem initially and then also offer the solution to the problem. Indeed, the writer must substantiate the argument by offering justifiable solutions to the concern problem. The writer must also clarify that the offered or recommended solutions are easily implemented and feasible to solve the problem.

What are the Causes and its Effects?

What is the reason that something has happened and what is the impact of it on the features or types of expository writing? The writing could contain ecological issues or raise the question about the issues. It also suggests the effect of such happenings on a nation's future and also mentions the impact that this extraordinary or historic event would have on the people. The results of this can offer facts or it can also be based on the assumptions that further need validation.

Similarities and Differences:

A compare and contrast essay is a type of expository writing. This writing aims to point out the similarities and/or differences between two things, such as two historical novels from the same time periods, people, or phenomena. In some compare and contrast essays, there is a focus on similarities; in others, the focus is more on the differences. The writer must remember that the two subjects selected for writings must be different but still in the same ballpark to be expressive and also presenting the comparison with contrast in the essay. For instance, the writer expressing some political or historical personalities, must ensure that he has selected two great personalities representing the same field.

Definitions and Classification:

The present type of writing which you are witnessing right now is a good example of definition and classification which will explain the similarity and different types that topic considered for the writing.

How to Proceed:

The present type of expository writing will elaborate on a topic taken as an assignment and how to complete the given assignment. For example, if the writer decides to write an

essay on 'How to prepare tea'. The writer needs to address the issue first, then describe the main steps and substitute steps for better clarification. The reader will be able to understand the result at the end of the essay.
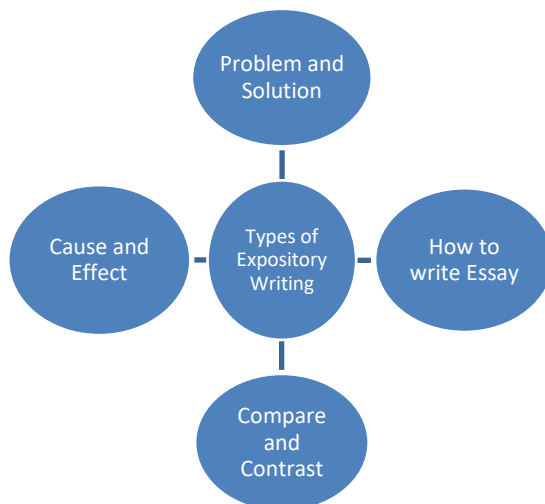
(Fig: 1)

Expository Writing and its Usage: It includes Textbooks Writing, Business Writing, Research Papers, Encyclopaedias, Technical Writing, Essays, Reports, Recipes Writing and Scientific Writing

Example:

In animals, the elephant is the strongest and the biggest of all animals. It is having a small tail, thick legs, big ears, little eyes, a long nose, and long white tusks. Mostly, elephants originate from Africa and India. The elephants are considered to be clever and intelligent animals with huge strength. Elephants are found in jungles and they travel in herds. They depend on grass, leaves of trees, and roots for living and they can carry heavy loads. The above example gives information about the elephant. This is an the example of expository style of writing.

15.2.3 Narrative:

The chief aim of narrative writing is to narrate a story. The story may be based on facts or it may purely be fictional. Writing components in a narrative type of style will include characters and readers. The reader will know about the characters through narration which also includes dialogues. Good narrative writing skills encourage the learners to grasp the mechanics of writing. Learners also require to develop an additional skill of narrating a good yarn. We

know, telling a story is as old as humanity. It's an experience of the learner that he/she listens to stories everywhere and daily.

Narrative writing is a prevailing genre for writers, teachers, and students. It also provides ample opportunities to share images in almost all the components of writing. On some occasions, narrative writing is referred to as creative writing or story writing. The purpose of narrative writing is simple, to tell the audience a story. Narratives can be based on fact or fiction and a good narrative can captivate the minds of the reader. Its function can be to motivate, educate or most commonly to entertain. Examples of narrative writings are novels, short stories, novellas, etc.

The first-person narration by an active character displays the perspective of the character that makes actions, takes decisions, and also has emotions and sentiments which may be biased, and so not always allowing the readers to comprehend the exact thought of the character or the emotions in comparison to contrasting character. The role of the narrator is subject as he/she shares the observations of events that are taking place in the story. The narrator can also be a leading character in the story such as Gulliver in *Gulliver's Travels* or an extremely close aide as Dr. Watson in *Sherlock Holmes* or as Nick Caraway a minor character who has very little action to perform in the story *The Great Gatsby*.

Characteristics of Narrative Writing:

Plot/Sequence of events:

The narrative structure of any type of writing is divided into three parts: Beginning, middle, and end.

The Beginning: It presents the well organised setup of the main characters and their initial issues and the circumstances that they deal with. The introductory part also states the problem of the story and drives it forward.

The Middle: The middle part of the narrative consists of conflict, major happening and incidents that occur in the middle part of the narrative and when conflict reaches its peak and moves towards the end.

The End: The climax of the story makes readers mentally prepared for the resolution of the conflict. The purpose of a climax is to transition from the rising action into the falling action. The climax is the highest point of tension or drama in narratives.

Character: The characters are denoted to any person, inanimate object, figure, or animal. There are different kinds of characters who play different roles and have different functions in a story, drama, or a piece of literature.

Setting: It possesses time, location, and all requirements of a story where it takes place. It provides the platform for initiating the backdrop with the different moods that are projected through the story for the narrative purpose. A setting can be interpreted as manifesting the time, place, and social surroundings of the story. Elements of setting may include culture, social, historical, geographical local, and hour.

Theme: A theme is a central and broad idea which includes a moral, message of a piece of literature and the message has different connotations which may include human nature, culture, life, and society. Themes of the story express different ideas universally accepted which are beyond time and are presented in an implied manner rather than expressed explicitly.

Types of Narrative Writing:
- Novel/Fiction
- Short Stories
- Novellas
- Autobiography
- Biography
- Oral History
- Personal Narratives
- Life Stories and Histories

First-Person Point of View:

The internal voice of a person is also known as the First-Person Point of View. In this type of narrative technique, the narration of the story is presented by a narrator who himself is one of the characters in the story. The narrator can be a protagonist/playing a lead in the story or a character role played in the different scenes of the story. The narrator is an important component of the story and reveals the plot by mentioning the viewpoint as 'I'. Customarily, this type of narration is used to convey the deep, internal and unexpressed thought directly to the audience or the readers. The disadvantage of the first-person narration is that sometimes the views expressed by

the narrator are judgmental and biased. So, readers are not able to form an exact opinion about the characters of the story.

Second-Person Point of View:

The pronoun 'you' represents the second person point of view which is not used frequently in narrative literature. The use of 'you' to one of the characters by the narrator gives the feeling to the reader or the audience that they themselves are one of the characters in the story. This type of narrative mode is frequently connected with the first-person narrative mode where the storyteller creates an emotional comparison between 'you' and 'I' which includes feelings, thoughts, and actions.
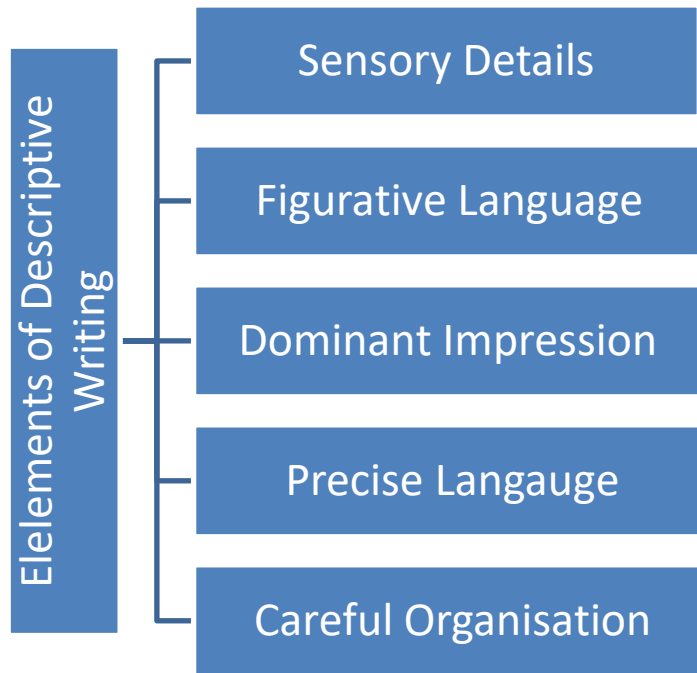
Third-Person Point of View:

This mode of expression offers greater flexibility to the writer and so the third-person narration is frequently used in the works of literature. In third- person narrative technique, the characters are referred to by the pronoun he, she, it, or they. In this type of narration, a narrator is merely an unspecified person who is involved in the story for the purpose of narration and does not have an active role in the story. The narrator commonly uses both singular and plural pronouns in one story depending upon the need of the story. The third-person singular is the most common type overwhelmingly used in the story by the writer.

15.2.4 Descriptive:

It presents the picture of events, objects, places, and people by giving/using appropriate details. In descriptive writing, for fruitful and effective description, a wide range of details needs to be communicated to present a sense of the theme being mentioned in the piece of writing. The information mentioned in the story is sensory as it presents the view of the author what he hears, sees, tastes, smells, and touches, as a descriptive type of writing involves flowery adjectives as well as adverbs to describe the presence of someone or the situation that is happening in the story. Descriptive type of writing comprises figurative language which also has descriptive phrases. Descriptive writing for effective use of language has poetic devices such as personification, simile, metaphors, onomatopoeia, repetition, hyperbole, and alliteration which help in creating images or visual experiences for the readers. In this type of writing, words having strong senses are used to create images amongst the readers. Mainly, descriptive type of writing is used in prose and poetry, advertisements, and menus.

Elements of Descriptive Writing:

Elelements of Descriptive Writing

- Sensory Details
- Figurative Language
- Dominant Impression
- Precise Langauge
- Careful Organisation

(Fig: 2)

Characteristics of Descriptive Writing:

Descriptive writing is a kind of writing that allows the reader to visualize and understand what is described by the writer. Descriptive writings are illustrative in a way that your reader can see, feel, or hear. Descriptive writing allows a reader to understand the subject by using illustrative language. It is a kind of writing where the writer explains the physical appearance of somebody, something, or a place.

There are four types of descriptive writings and they are:

1. Describing people

2. Describing place

3. Describing objects

4. Describing events/festivals/ceremonies

Every type has its features and the description of a person should have:

Describing People:

While describing the people, the author should give details about who, where, and how in the introduction itself as it is the lead to the main body of the text. In the main body, the content should have information about the physical traits, appearance, and behaviour of the person. It

should also mention about hobbies and interests as well as the lifestyle and everyday chores of the person. The conclusion section of the descriptive writing interprets the reasons for the particular behaviour of the person.

Describing Place:

In descriptive type of writing, the writer should include an introduction consisting of brief information about the place, location and should also mention the reason behind the selection of the topic. While the main body of the text consists of general and precise information relevant to the topic, in the concluding component the writer should express the decisive views about the topic.

Describing Objects:

While describing any person, place or object, the writer must possess an eye keenly observing the details as it needs keen observation for description. This type of descriptive writing creates sensory details as a tool for enhancing the experience of the reader. This technique will help and support the writer to bring the desired effect in the writing.

Describing events/festivals/ceremonies:

Describing events or festivals for that matter the writer writes an article which is divided into four paragraphs. The introduction is the lead of the write-up where the writer includes information about the event, mentioning the name of the event, place of the event with a brief explanation about the celebration. While in the second paragraph, which is a main body describes the characteristics of the event and the preparation for the event and in the next paragraph, the actual description of the event is mentioned. The last paragraph consists of a conclusion.

Check your progress

1. Describe your friend in five sentences.
_____
_____

2. Write five sentences about your favourite thing.
_____
_____

15.2.5 Persuasive:

Persuasive type of writing is used in the nonfiction writing category as it gives an opportunity to persuade someone to believe in a particular thought or viewpoint. This type of writing encourages word selection for the formulation of reasoning and logical argument. Nevertheless, persuasive type of writing persuades the reader to believe in the author's ideas or thoughts expressed in the text as it formulates a logical argument and helps in developing the case. The persuasive writing aims to make believe the readers in the opinion of the writer by presenting a logical argument. On the other hand, persuasive writing also provides the platform for possible contrasting ideas or viewpoints to be deliberated for more acceptable conclusions. It gives well-reasoned evidence to support the viewpoint.

The examples of the persuasive type of writings include the political speeches or discourses that are supported by the evidence in the courtrooms. The other examples are critical reviews of books or movies, advertisements and also the views expressed in the newspapers. The structure of the persuasive writing also includes an introduction, main body, and conclusion. The writer presents the facts with logical arguments to make the opinion more effective, acceptable, and agreeable to the readers

Persuasive type of writing is commonly used in advertisements to convince the customer and it is an effective tool for marketing the product. Some of the examples of the persuasive type of writing are:

Persuasive Writing in Advertisement Campaigns:

There is an entire psychology behind advertisement campaigns. Expert marketers look for ways to convince customers to buy their products. Sometimes, they'll make promises it may be true or false. Let's explore a few examples:

- **Santoor Soap:** Into the world of eternal beauty, into the world of golden glow, introducing the all-new Santoor Gold made from the finest ingredients from around the world exotics sakura, rich sandal, choicest saffron.
- **Horlicks:** You had a variety of nutritional foods to make sure your child's diet is comprehensive but in a recent study it was found that up to 9 and 10 children diet could be deficient in micro nutrients give them Horlicks, just two cups of Horlicks a day give them vital micronutrients which are essential for their growth. Ensure your child receives the needed micronutrients add Horlicks to their diet. This has been Medifacts for Horlicks.

- **Yamaha FZ-S:** A woman takes a lifetime to make a man out of the boy and the FZ-s take just a moment to make him a boy again FZ-S Lord of the Streets, Yes Yamaha!
- **Cadbury Dairy Milk:** Please! Please! Give me one more Cadbury please! Please! Wow! See it works. Wow! I told you. Should through the wrapper. Smooth and milky Cadbury Dairy Milk. Make something good happen.
- **PURELL Hand Sanitizer:** It does one thing we all need. It's a hand to hold that's why we make PURELL Advanced Hand Sanitizer. 80% of germs can be transmitted by hand. Among used daily PURELL advanced reduced your chances of getting sick it's no wonder PURELL is the number one brand trusted by hospitals and mom. Because we all know it's about more than health, it's about showing you care. Pick up PURELL advanced hand Sanitizer at the retailer near you.

Features of Persuasive Writing:

(Fig:3)

15.3 Learning Outcome

This unit aims to acquaint the students with the different types of writing techniques or skills. The students get familiar with the structure and format of the different writing skills used in different contexts of the situations. After the completion of this unit, students will be able to analyse texts from the perspectives of narrative, expository, persuasive, and descriptive types of writings. Students will be competent enough to write effectively in the above-mentioned writing

techniques and will be able to use in professional as well as social settings. The learners will practice these writing techniques which will be helpful in motivating other writers to get engaged in these different types of writing skills.

15.4 Glossary

Ballpark: An area or range within which an amount or estimate is likely to be correct

Coherently: In a logical and consistent way

Decontextualized: Consider (something) in isolation from its context

Expository: To intend, to explain or to describe something

Novellas: Short novel or a long short story

Persuasive: To persuade someone

15.5   Sample Questions

14.5.1 Objective Questions:

1. Which writing type does provide problems and solutions?

    (a) Expository

    (b) Persuasive

    (c) Narrative

    (d) Descriptive

2. Expository writing includes ……

    (a) Novels

    (b) Short Stories

    (c) Scientific writings

    (d) Autobiographies

3. Expository writing skill aims at ….

    (a) Narration

    (b) Deliberation

    (c) Description

    (d) Persuasion

4. Which of the following is the part of Narrative writing?

    (a) Business writing

    (b) Novels

    (c) Research paper

    (d) Reports

5. In a ………………… narration, the narrative is presented by a narrator who plays an active role within the story.

    (a) Second person

    (b) First person

    (c) Third person

    (d) None of the above

6. The writing which describes the person is known as …….

    (a) Narrative

    (b) Expository

    (c) Descriptive

    (d) Persuasive

7. Descriptive writing has the following types…..

    (a) Novels, Short Stories, Autobiographies & Biographies

    (b) Advertisements, movies, books, and newspaper articles

    (c) Business, Research Paper, Scientific, & Reports

    (d) Person, Place, Events, and Festivals

8. Political discourse and speeches are the part of …………………. writing

    (a) Expository

    (b) Descriptive

    (c) Narrative

    (d) Persuasive

9. The psychology behind ad campaigns is ------

    (a) Provide information

    (b) Present facts

    (c) Give promise

    (d) Persuade consumer

10. Persuasive writing type includes….

(a) Business writing

(b) Short stories

(c) Novels

(d) Advertisements

15.5.2 Short Answer Question:

1. What is expository writing?

2. What are five kinds of expository writings?

3. Describe the characteristics of narrative writing.

4. Explain descriptive type of writing.

5. Elucidate the features of persuasive writing.

15.5.3 Long Answer Question:

1. What is the difference between persuasive writing and expository writing?

2. Describe the four types of descriptive writing.

3. Illustrate the significance of persuasive writing with examples.

15.5   Suggested Readings

1. Ashok, A.V. *Narrative: A Students Companion*. Chennai: T.R. Publication, 2000

2. Brown, K and S. Hood. *Writing Matters: Writing Skills and Strategies for Students of English*. UK: Cambridge University Press. 1989.

3. Byrne, Donn. *Teaching Writing Skills*. Hong Kong: Longman, 1979.

4. Kress, G. *Learning to Write.* London: Routledge and Kegan Paul, 1982

5. Prince, Gerald. *Narrtology: The Form and Functions of Narrative*. Berlin: Mouton, 1982

Unit-16: Strategies to Improve Writing Skills

Structure

16.0　Introduction

Writing is a pictorial representation of speech. While writing and speaking the language, a learner is involved in communicating his thoughts, opinions, and feelings. When practicing speaking skills, the speaker is involved in the decoding and encoding process and it is a give and take situation that exists between the listener and the speaker. On the other hand, writing is a skill where the message is communicated more effectively as the writer gets an opportunity to reframe the ideas. Writing is an act in which forming of letters, words and sentences, are put together artfully to express ideas. As writing is an indispensable component of language learning, emphasis is on the accurate use of grammatical forms. Like speaking, writing is also a productive skill that involves making language instead of receiving. Writing skill is a process through which a message is communicated and learners need to join letters and words, to make words and sentences for communicating the message. It is essential to have a message and the ability to transfer it through writing and while doing this, one should be able to organize the

ideas, thoughts and emotions, properly. In writing skills, the writer exhibits total command on the variables as it is a multifarious cognitive activity that enhances the students' higher chances of success because it is an important component of the language that expresses the ideas appropriately in structured sentences.

16.1   Objectives

This unit has following objectives:

- To express ideas in clear and grammatically correct English
- To Use appropriate punctuation for better communication
- To plan, organise, and present ideas coherently
- To equate and compare ideas for better conclusion
- To propose deliberation with appropriate examples
- To observe, evaluate and recheck the written documents

16.2   Strategies to Improve Writing Skills

Writing is an important and essential skill in teaching elements of a language. This skill presents the necessary strength and command to students in acquiring the different techniques of writing consciously as well as empowers the learners to create thought provoking work of art. The learners should understand the basic concepts which also include both rules and regulations to master this skill perfectly. Understanding the basic notions of writing will enable the learners to use it in a controlled way and will also empower them to know the strategies of writing for creating a better piece of work. Strategic writing has an aim that gives preference to cognitive procedure and the learner is taught and trained to control the mind to produce the work of greater worth. Strategic planning is vital in writing skills for different writers belonging to different genres of writing. The content, concept, and the target reader are different for each writer therefore; in strategic writing, training is needed to the learners of writing skills. When we say 'strategy', it means a plan used purposely to achieve a goal or a target that needs to be accomplished and so these different writers need the training to achieve accomplishment in their writing skills.

Strategic writing training aims at creating writers who are capable, skilful, and can work proficiently and also independently. To acquire and learn writing strategies efficiently are crucial for learners to make their work more effective and attractive in terms of meaning and style which will develop a positive attitude and will help in confidence-building of learners towards writing.

Proficiency required for editing the first draft:

a) Grammatical Proficiency: Knowing grammar rules and using them accordingly is necessary. Writers need to be capable of punctuating sentences, accuracy in spelling, and use of morphology.

b) Sociolinguistic Proficiency: Understanding the language in relation to the society and culture and use it according to necessity, rules enable writers to vary their writing according to their purpose, topic, subject matter, and the target readers.

c) Language Discourse Proficiency: Analysing all the aspects of language which include syntax, lexicology, morphology, and phonology of language that helps in organising the text coherently.

d) Strategic Writing Proficiency: Planning, noting ideas, writing the first draft, and rewriting the draft. The following points will help in improving writing proficiency.

- Profound thinking about the subject matter or the topic
- Brainstorming and systematically organising ideas
- Selection of writing approaches, methods, and techniques
- Discussing the topic for clarification of doubts and collection of new ideas
- Practicing writing with similar topics
- Preparing by making notes, listing questions, and sequencing ideas
- Improving the performance of writing through practicing different language exercises
- Making the first draft of writing, re-writing, and correction

The steps for strategic writing are:

- Brainstorming / Prewriting Strategies
- Mechanics of Writing: Morphology, Syntax, Idioms, phrases, and punctuation
- Note Making
- Writing the first draft
- Editing the draft
- Proofreading
- Getting feedback and comments from others

16.2.1 Pre-writing strategies:

When the writer has a topic, start brainstorming. Make a note of every possible reply to the questions and also make a note of all the ideas, opinions, and thoughts as well as information about the subject matter that the writer is willing to pen down. The strategies of writing demand pre-writing preparations such as clarification of thoughts and concepts which are known as pre-writing strategies. Traditionally, this is often followed by different writers before actually starting to write, while on the other hand some writers believe in free-writing. Pre-writing strategies give importance to 'brainstorming method' which helps the writer to think about some topic and write freely which ultimately helps in bringing the subconscious view, ideas, and thoughts into the consciousness. This helps in identifying, analysing and relating the thoughts to the specific topic that the writer intends to write. The important useful pre-writing strategies are, noting, clustering, freewriting, looping, and asking the six journalists' questions. These strategies help you with both your invention and organization of ideas, and can aid you in developing topics for your writing.

- **Noting:**

  Noting, in pre-writing strategies, refers to the recording of ideas, thoughts and views to develop associations and links with the topic. It mainly helps in the topic which covers vast areas of information and the writer needs to make a brief presentation about it.

- **Mapping:**

  Mapping refers to the grouping of ideas and thoughts. It is a method that helps in connecting the different ideas and understanding, the relationship between these ideas or thoughts is a process of mind mapping or clustering thoughts. It is a strategy to group different thoughts and formulates a new thought out of the cluster.

- **Free-writing:**

  It is a strategy that produces large amount of information. It enables writing continuously for a longer period of duration. Free-writing permits writer to concentrate on a particular subject and also enables the writer to quickly express the thoughts without any burden or pressure of grammar,

- **Looping:**

  Looping is a free writing technique that enables the writer to focus on the idea after writing for the first time. Looping allows the writer to rewrite after the free-writing has

been done so that the idea is clearer and more specific. It also involves writing fast without editing to create a base for an improved idea of the writer.

- **Journalist's Questions:**

  Journalists conventionally inquire six questions which include *Who, What*, *Where*, *When*, *Why*, and *How*. These questions focus to collect the information of the subject or the topic to gather more information about the topic.

16.2.2 Mechanics of Writing:

All good mechanics have a toolbox full of tools and as per the requirement, need and purpose these tools are used for better results. Precisely, nevertheless, the writers possess a toolkit which is continuously improving with practice and it is bursting with linguistics items such as punctuations, morphology, syntax, phonology, word power, and literary devices. An effective writer uses the right tool to create more effect and to produce more powerful writing.

Morphology:

Morphology is known as the study of word parts, and it enables the writer to form and create new words with altered meanings. It is a study of affixes which includes prefixes, suffixes, and root words. It enables us to understand and comprehend the origin of the words and allows the segmenting of words into prefixes and suffixes.

Considering that the words are associated with meaning and are connected by spelling which indirectly helps the writer in increasing and in expansion of the word power or the vocabulary. Knowing the meaning of prefixes, suffixes, and roots enhances the understanding of the text being written. Precisely, learners ought to be trained in using strategies of writing so that they can understand the roots of the word that will enable learners to recognize unfamiliar words easily by identifying the affixes and the base word or root. One way to introduce word analysis skills is to instruct learners about the formation of words and building word power which in a process will help the writer to form new words which is the base for learning a language.

Vocabulary:

Vocabulary can make the writing more powerful and more effective and help the learner in expressing the exact meaning. This indispensable tool will allow the learner to select the best word for every situation and avoid vague words. The writer must possess good word power or

vocabulary. The vocabulary is easily acquired and improved regularly and consistently by using the *Thesaurus* dictionary. This dictionary provides a list of synonyms and antonyms which helps the writer to use the most appropriate accurate expression in their writings. It offers the writer a conceptual group of words that are alphabetically arranged and the writer can also use a conventional dictionary along with it. For example, if a sentence is uttered as 'to put an engine together is difficult'. For example, we have synonyms for 'difficult' are hard complex, strenuous, intricate, laborious, thorny, burdensome, and tough.

Now, from the above meanings, the writer needs to select the most appropriate expression or word that suits best when referring to the engine, and in this case, intricate is closer to the function of the engine performs which are complexly interrelating. The other way to acquire strong word power or vocabulary is by reading a lot. The vocabulary can also be developed by giving direct or indirect exposure to words, by listening or reading books aloud which will enable to understand the others' thoughts and ideas better and the same will intern help in responding to these ideas or thoughts in the relevant context. The context will support the learner to guess the meanings of the words and will help the learner to use them in proper context. Developing vocabulary also requires a specific strategy such as incidental vocabulary learning and intentional vocabulary learning which will enable the writer to explain or define the words within the context by using the target words as per the need of the discourse. The strong vocabulary also develops the ability of the writer to use figurative language in the narration which may include metaphors, similes, personification, etc.

Syntax:

Syntax technically deals with the structure of the sentence. In fact, it is the science behind the construction of a sentence. It works as per the system of arrangements of words according to rules to form or create the proper structure of a sentence. Mainly, the basic structure of the sentence used in English is (SVO) that is subject + verb + direct object to create a meaningful sentence. There are other structures too such as (SVC, SVOO, SVA), etc. For example, "Ali hit the ball." The syntax allows us to understand that we wouldn't write, "Hit Ali the ball." The real joy in syntax comes with learning to create sentences and this ability helps in a variety of different manners to develop a good piece of work. The writer can reorganise words used as an adjective, adverb and insert new phrases for simplifying the concept, or the idea, or to make it more effective. Syntax also helps learners to form a sentence which doesn't display repeated construction of grammatical sentences. It provides learners an opportunity to form new sentences

by using various phrases artistically in the sentence. The writer must develop the skill of properly structuring the syntax. This being one of the most essential skills in writing is necessary for the writer to comprehend the different ways of developing syntax to create good and effective work of writing.

Idioms:

Idioms express traditional, historical, and cultural information which broadens the writer's perspective and understanding which ultimately helps to express these thoughts and ideas in a better way using language. Linguists have given different definitions of an idiom which suggests the language used by specific community, class or country in a unique or peculiar way by the individual belonging to that society. According to *New Webster's Dictionary* idioms mean, "a construction or expression having a meaning different from the literal one or not according to the usual patterns of the language". Idioms have always offered something unique and special aspect of the language which is different in comparison to other languages. They are integrated parts of the language and which one uses as an essential part of the general vocabulary. The idiom for example 'live and learn' expresses 'make a mistake' and another idiomatic expression such as "pull yourself together" means "calm down". The main purpose of the idioms is to express figurative meaning rather than the literal meaning which is denoted by the phrase.

Phrases:

Phrases are a group of words without subject or predicate constituting a phrase. Phrases play an important role and stand together in the sentence to form a conceptual unit. The phrase is one of the components of the sentence pattern. Phrases are of various types such as Verb Phrase, Noun Phrase, Adjective Phrase, Adverbial Phrase, Prepositional Phrase, Gerund Phrase, Infinitive Phrase, Participle Phrase, Appositive Phrase, and Absolute Phrase. These phrases constitute to form a single grammatical unit of a language.

Punctuation:

Punctuation can be explained as the act or practice of inserting standardized marks or signs in a written matter to clarify the meaning and separate structural units. A full stop (.), comma (,), exclamatory mark (!), question mark (?), colon (:), semi-colon (;), brackets (()), inverted commas (both-'' and " "), apostrophe ('), slash (/) and hyphen (-) are some of the commonly used punctuations. The writer needs to be more careful while using punctuations in

academic writing; as it demands the use of quotations, citations and references to be mentioned correctly while using direct speech in the discourse.

Commas: Commas are (,) punctuations used to divide a sentence into different elements or ideas.

Quotation marks: Quotation marks include a bit of information or referring to the passage or extract of someone's speech which is put into quotation (") at the beginning and also ends with quotation marks.

Parentheses: Parentheses are words or phrases put as an explanation into an extract which is not necessarily needed but are used for more reference or interpretation. Parentheses is used in a passage for more clarification of some event or thought.

Apostrophes: Apostrophe is shown through the sign of (') which indicates possession. It also shows that one or more letters are omitted in a word. For example, John's book , Alice's dictionary.

Hyphens: The Hyphens are very useful as they enable the writer to connect or link the two words with the help of Hyphens (-). Hyphen provides the writer an opportunity to make the compound word by joining two words to form one unit. Prefixes, Suffixes are also connected by Hyphens; they are used with compound numbers such as twenty-two, etc.

Colons: Colons follow independent clauses and call attention to the information that comes after. Colons come after the independent clause and before the word, phrase, sentence, quotation, or list they are introducing.

Semicolons: Semicolons are important punctuations as it helps to divide clauses or phrases. These clauses or phrases also have equal prominence. Using semicolons is an impressive way of putting thoughts and ideas on paper.

16.2.3 Note Making:

Note making doesn't mean writing down everything that one listens or hears as it is a tool for rewriting, reviewing, joining, and synthesising thoughts and views one gets from a lecture or by reading a text. They tend to be more concise. Note-making refers to linear notes only, as it is the most common and a preferred method by many learners. Note making has become one of the common and necessary strategies that learners practice in order to store information succinctly and efficiently in memory. Good notes need speed, accuracy, and clarity. It helps us to remember key details, refresh our memory about what we have already read in the past, and prepare for final writings such as for an examination, write an essay, participate in a discussion, give a

lecture etc. At first, the learner should understand why to make notes as there can be many reasons, including:

- To initiate to explore a topic
- To increase the knowledge of a subject
- To demonstrate a specific point
- To contextualise evidence
- To prove an argument
- To disagree with an argument
- To respond to a specific question

Making notes helps us to:

- Stay active and engaged as well as read, review, and revise
- Understand ideas, clarify thinking and make connections
- Be selective and recognize key ideas
- Remember the material
- Plan and structure written assignments

16.2.4 How to write the first draft:

Writing the first draft is the first step to put thoughts in an organised manner in the form of discourse. There are various ways to put ideas together such as: to prepare before writing the first draft, and to note the thoughts then connect them. The writer has the freedom to start the draft and complete it till the end or it is up to the writer who can divide the draft into separate parts or sections. It is found that many writers believe in writing into the units of paragraphs like the first step and if required they change it. It is a common practice that once you start writing the first draft, keep it writing unless you finish it as there is always an opportunity to change or revise it.

Key points for writing the first draft:

- Reading about the introduction
- Connecting different thoughts and ideas to form a body
- Structuring the conclusion on the basis of the body

The writer knows how to use the secondary or source material at his disposal. Nevertheless, a writer must not hesitate or get worried about the rules of grammar instead continue writing if the writer feels some important information is missing. There is always a chance to rewrite the first

draft or to upgrade with new information. Writing the first draft gives the writer a free hand to express the views but at the same time using the source or secondary material, a writer must take care of plagiarism and ensure that he/she has given references as and when it is needed. The writer also needs time to reread, revise, and to edit the first draft.

Every piece of writing such as article, essay, or research paper is divided into three parts and so the first draft should also be divided into:

- Lead / Introduction
- Main Body
- Conclusion/ Results

Introduction:

The lead or introduction is a brief extract that leads the main body of the written assignment. It gives a background statement about the title of the assignment which describes or explains the subject matter taken for the study. The introduction is actually interpretation of the statement of the problem so that the readers get to know about it. It is also known as lead as it leads the main body and conclusion. In the introduction, the writer must be cautious of not mentioning many things at the beginning; but properly plan the introduction to express in few sentences. The main function of the introduction is to allow the reader recognise and comprehend the topic. The reader is informed about the argument and the point of view that the writer wants to develop in the assignment. It also creates attraction and curiosity amongst the reader about the topic.

Main Body:

The main body or the body of the writing assignment follows the lead or introduction and is divided into paragraphs. While framing the structure of the main body, the content of the paragraph should have one main point of view or idea that is in support of the thesis statement. The paragraphs of the main body must have single thought and prove the points that are referring to the statement of the problem with suitable examples, specific illustrations, and quotations in support of the argument. The writer can use figurative language, literary devices, to make the content of the main body more fascinating or attractive, as well as idiomatic expressions can also be used for smooth flow of thoughts and ideas.

Conclusion:

The conclusion is followed by the body of arguments that is mentioned in support of the statement of the problem. It is an important element or component of the research work. A conclusion is not merely a gist or summary of the point of view expressed in the main body but, it is a synthesis of key points of the argument that has been developed throughout illustrations of the main body. In conclusion, the writer gives emphasis to the important points that are required to be brought to the notice of the reader. It explains the consequences, solutions, and effects for presenting the outcome of the assignment by recapitulating the points as it is the last attempt of the writer to make an impression on the reader.

16.2.5 Editing the draft:

Once you are happy with your content of the writing assignment, it's an exact time for editing the draft which will ensure a new shape and precise structure of the writing. Editing is an important component of research writing methodology as it provides an opportunity for raising the doubts and questions regarding the need, purpose, and precision about the use of the grammar of the language. It enables the writer to reread the paper or take the help of someone for pointing out the errors, repetition of thoughts and clarity in expression mentioned in the written assignment or research paper. In today's world of Informational Technology, there are many applications that help in spell check and grammar check but one cannot depend on them solely.

Important editing strategies:

- Enables to connect two different ideas or thoughts
- Provides the opportunity to read the paragraphs and link them for presenting the flow of thoughts
- Ensures that the two sentences are connected to form a single idea
- Offers a chance to the writer to link the ideas and thoughts by using pronouns, conjunction, and synonyms.

Wordiness:

In case of wordiness, the writer gets an opportunity to find the large sentences that have more than thirty words and if needed rewrite these structures precisely with clarity of ideas and thoughts. Every structure must be read and reread and ascertained that these sentences are vital for the paragraph as they add new meaning to it or it needs elimination completely or partly.

Read each sentence word by word and try to evaluate the necessity of every word in the context it is written.

Repetition, Lack of Variety:

In repetition, the writer must read all the sentence structures again to avoid repetition as it may require a change in sentence structure or it may need to divide the sentence into two parts to make it shorter. A writer should express the ideas aloud with precision in thought and clarity in expression.

Check your progress

1. What is the syntax?

_____

_____

2. Mention two ways to improve one's writing skills.

_____

_____

16.2.6 Proof Reading:

In research writing, 'Proof Reading' is an important component. It enables the writer to look out for mistakes in the written assignment. The aim of the proofreading is to make written assignments or research paper free of errors. If proofreading is not done sincerely and seriously, the written paper or article may have lots of mistakes and errors that will create a wrong impression of the writer. The writer must follow the following steps of proof reading. Avoid reading the written assignment for 24 hours as it needs time management skills. Take a print of the assignment as it helps in searching for mistakes which one cannot easily find on the computer screen. Cover all the other lines with another piece of writing assignment. Check every word you have written. Take care of the grammar, spelling, punctuation, capitalization and meaning of every word. If the writer has slight doubt about the writing assignment, then he/ she should refer to sources available and even after that the writer is not sure then he/she can approach some expert in the field. The writer must rectify all the mistakes that he/she comes across. A writer should take the hard copy of the assignment to check the writing style, as it should have consistency in expression of thought. The entire manuscript of the assignment must be read carefully by the writer and after all necessary changes, it should be submitted for publication. Proofreading is sometimes a boring and tiresome task but as one proceeds with proofreading, one

finds that it improves reading, increases vocabulary, and ultimately provides good grades for the assignment.

16.2.7 Getting Feedback:

Feedback is essential and helps in improving writing skills. Manuscripts are shared with the experts in the field that allows writers to improve their writing.

Objectives of Feedback:

Feedback connects to the goal:

Feedback lets the writer understand the progress he/she has achieved in writing as well as gives an idea of how much is required to achieve.

Feedback is essential than grades:

Grades and scores only measure performances but feedback tells you how to get better and where to improve.

Feedback helps the writer to ask the right questions:

Sometimes, it is also difficult to understand and bring the changes in the manuscripts. The writer must understand that it is a learning process. Nevertheless, revision makes the writer concentrate on the statements that will clarify the thoughts and will help in bringing the much-desired modifications.

Feedback aids in revision and practice:

Feedback provides an opportunity to reread and revise the manuscript as per the suggestions and comments to improve the writing.

Feedback helps to take ownership of the manuscripts:

Feedback as comments and suggestions help to build confidence in the writing and provides a voice to the writer. It provides support to the author for improvement of the content that is been written.

Characteristics of feedback:

Goal-oriented: Good feedback always specifies the targets that are to be achieved in the writing.

Focused: It concentrates on brevity and always focuses on the different aspects of strength that will help in bringing the desired changes in the writings. It should be noted that it is not desirable to provide feedback on every aspect of the work.

Action-oriented: The feedback has to be clear and suggestive of action that is required for the much-needed change in the content writing. It should specify the errors and anomalies.

Learner-Friendly: It should be attractive for the writer to go for the suggested changes. The job of the feedback is to suggest the changes with friendly advice and positive thoughts.

Consistent and Timely: Feedback must be in continuity and time oriented. It should give plenty of opportunity to the writer for bringing the precision in the writing**.**

16.3 Learning Outcomes

After going through the various steps mentioned above, students will understand the strategies suggested for improving their writing skills. They can effectively locate the topic of their interest and need through brainstorming sessions. Once the topic is confirmed, they get to know the mechanics of writing, can take notes and prepare an early draft of his/her writing. They can exhibit the skill to revise and edit the content as per the requirement of the extract. The budding writer follows the writing strategies that demonstrate the skills to create grammatical structures which are clear in thought and simple to understand the content with clarity. Finally, they can ensure that the extracts or passages are written clearly and supported by examples with references. These along with some other positive changes are desired outcomes among students so far as improving writing strategies are concerned.

16.4 Glossary

Encoding: Convert into a coded form

Indispensable: Essential

Competence: Having the necessary skill or knowledge / satisfactory

Brainstorming: Group discussion to produce ideas or solve problems

Mechanics: The machinery or working parts of something

16.5 Sample Questions

16.5.1 Objective Questions:

1. Brainstorming is a process of:

(a) Searching (b) Examining (c) Investigating (d) Thinking

2. Freewriting means:

   (a) Writing without pressure (b) Writing continuously

   (c) Writing uninterruptedly   (d) Writing fast

3. Which of the following is not the part of mechanics of Writing Skills?

   (a)   Syntax   (b) Intonation (c) Morphology (d) Punctuation

4. Morphology is the study of …..(a) Sentences (b) Sounds (c) Clauses (d) Words

5. How to improve vocabulary? (a) Reading (b) Speaking (c) Writing (d) Listening

6. Morphology is study of sound_____True/False

7. Syntax deals with syllable division of words_____True/False

8. Punctuation are important for writing_____True/False

9. 'Kick the bucket' is an idiom_____True /False

10. 'Apple of my eyes' is an idiom_____True/False

16.5.2 Short Answer Question:

1. What is morphology?

2. How to improve vocabulary?

3. What is the syntax?

4. What are idioms?

5. How does the note-making help the learner?

16.5.3 Long Answer Question:

1. Explain the importance of punctuations in writing skills.

2. How different strategies help in improving writing skills?

3. Illustrate the mechanics of writing skills.

16.6 Suggested Readings

1. Jane Straus. *The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes*. San Francisco: Bluerose, 1999.

2. Judith S. Evan Jay. *Four Square Writing Method.* London: Teaching and Learning Company 1999.

3. Olson, Judith F. *Writing skills success in 20 minutes a day*. New York: Learning Express, 2002.

4. Yule, George. *The Study of Language*. Cambridge: Oxford University Press, 2019

Unit-17: Understanding Notifications and Filling in Forms

Structure

17.0 Introduction
17.1 Objectives
17.2 Notice and Notifications
      17.2.1 Structure of Notice
      17.2.2 How to Write a Good Notice
      17.2.3 Notice: Few Examples
      17.2.4 Filling in Forms
      17.2.5 Important Points to Remember while Filing in Forms
17.3 Learning Outcome
17.4 Glossary
17.5 Sample Questions
17.6 Suggested Readings

17.0 Introduction

Understanding communication is one of the most essential things in the life of students as well as professionals. Communications, as we know, can be in a written form, oral form, and digital forms. In other chapters, we have discussed how essential it is to convey an effective message be it through reading skills, writing skills, speaking skills, listening skills, or soft skills. In this chapter, we will study how important it is to *understand* or *decode* communication carefully, especially official, formal, and business communication.

It is conveyed or communicated through the formal mediums such as an e-mail, circular, notices, gazettes, etc. to inform, to update, to instruct, or to invite a select group of people from an institution/company/organization/institute/university, educated class or general public. It can be disastrous not to understand these communications carefully and not replying to those (if required) properly. For example, while applying for a job notification one needs to be very careful while filling in forms. Similarly, if you are in an institution/organization, it is expected that you should understand the formal communication and work accordingly. Failing to which

leads to a lot of confusion, complexities, indiscipline, and construction of the bad image in the eye of your employees and among your peers.

17.1 Objectives

This chapter is designed to introduce what are the different means of formal communication with special attention to notice and notifications and how to reply /fill in forms while responding to any notification/call for application. It also introduces the differences and purposes of different means of official/business communications such as e-mail, circular, notices, gazettes, etc. this chapter also aims to highlight the basic characteristics of understanding notice or drafting notices and the technicalities to keep in mind while filling in forms for various job purposes or the accruing/applying for different certificates or documents.

17.2   Notice and Notifications

The word 'notice' is borrowed from the Middle French and Latin word '*Notitia*' meaning 'the act of observing' or 'perception'. It later developed into the contemporary meaning of 'announcement' particularly in business and official communication. Today a "notice" means 'a written or printed announcement'. 'Notification' is an act of notifying or a piece of information that serves to notify or to inform. It also means the announcement. Notification can be of any kind, of information or alert. Nowadays in your digital devices, you see the option of 'notification' in your mobile or computer about many things such as What's App, Facebook, Tick Tok, Instagram, LinkedIn, Line, Emails, etc. the alters or updates that these apps received which is communicated to you through the means of alert/vibration/tone are also one of the varieties of notification. In this chapter, we would study the official/formal means of notifications i.e. notice.

A notice is a formal mean of communication which gives information about an important event/information/update which is going to take place or sometimes took place. It can be about the meeting, invitation, death, update, forecasting, inaugural, organizing any program/event, etc. You must have read 'notice' on "Notice" or "Notice Board" in your everyday life, schools, colleges, universities, organizations, religious places, public places, or government offices, etc. The Notices are issued or displayed to instruct, inform or to update the target community or general public about particular things, including the 'rules and regulations' of that particular thing. It can also be about the invitation, meeting, or warning, etc.

17.2.1 Structure of Notice:

Notices are with proper format, although, there is no unanimity or a specific style of writing notice, there are some generic ingredients that constitute the notice to authenticate and certify the information. Notices usually appear in this format:

Name of Organization/Office/Issuing Authority
Date:--/--/--
NOTICE/Notice Heading (if any)
Body/Message _____
_____
_____
_____
_____.

(Fig: 1)

Different places/offices/organizations/companies/institutions have a different format of notice. But, despite this notice contains the following basic structure:

i.   **Heading:** Every notice contains the heading/the name of the issuing authority. Some notices may contain just "Notice" as their heading. Many organizations have their 'Letter Head', wherein the name of that organization becomes the first thing to be noticed or appear on the top of the notice.

ii.   **Issuing authority**: Every notice should have the name and designation of the issuing authority. Some government notices will only have the designation of the officer. Sometimes this may appear on the top or at the bottom of the notice. This is an important part of the notice because it authenticates as well as directs towards the issuing officer. You must have seen many notices on the walls or at the public places by just writing at the bottom "-By Order" – but whose order or authority (?) the reader will not be aware of. Thus, these kinds of notices have less authenticity.

iii. Since notice is official/formal information, date of issuing the notice plays an important role to specify it and authenticates the same. The date is generally mentioned in the right corner of the notice before the title.

iv.   There are some notices which have the *title* such as "NOTICE" or "TITLE" in bold letter on the top to attract the attention of the reader. Some notices have the subject in the 'subject' line.

v.   **The message/body**: The body of the notice contains the specific information for which the notice is issued. This is free from complexity, ambiguity, and verbosity. Generally, notice is written on a page with a smart paragraph. The body of notice varies according to its nature. Some notices contain the time, duration, place/venue if it is meant for an invitation or a meeting along with the details of the people to be contacted (if requires). According to Topper.com's note on "Writing Notice", "Notices should cover some important points that are to be communicated to the readers. Let us summarize the five points that the content of the notice will cover, the five W's:

1. *What*: What is the notice about? The notice should be clear about what is going to happen (event), or what has already happened (occasion). This is the crux of the message and should be written clearly. There should not be any ambiguity.

2. *Where*: If the notice is about an event, then the location of such an event must be written clearly. The venue or the location is important detail, so make sure to include this in the notice.

3. *When*: This is the time and the date of the event or meeting. If possible, the duration of the event should also be mentioned to people so that they can schedule their time accordingly.

4. *Who*: This will be who the notice is addressed to. Who all are supposed to adhere to the notice should be mentioned to avoid confusion.

5. *Whom*: And final detail should be whom to contact or get in touch with. This mentions who the appropriate authority is to contact. (*Topper.com*)

17.2.2 How to Write a Good Notice: The good notice should be written or issued by keeping into account the following points:

- Good notice should be clear and precise.
- It should be readable.
- Free from confusion or ambiguity and verbosity.
- Ideally, it should be of a paragraph's length, containing no more than ten lines.

- Should use formal language.

- Written in the third person and passive voice.

- Avoid typos and grammatical errors.

- Write in a complete sentence.

- Write neatly, briefly, and accurately.

- Use appropriate punctuations.

- It should be straight and point to point.

- Since notice is a formal communication, one must avoid the informal way of writing such as jokes, emoticons, comments or personal information or inquiry, etc.

- Don't repeat the information.

- You should write "NOTICE" in bold or underline it on top of the message to attract the attention of the readers. The title should be captivating and eye-catching.

- You may use standard abbreviations and boxes to write a notice.

17.2.3 Notice: Few Examples

Here is an example of a notice issued to the house owners of an apartment regarding the monthly maintenance charges.

Aman River Housing Society, Pvt. Ltd.

Sanajri Park, Gandhinagar.

<u>NOTICE</u>

01 Match, 2020.

This is to inform all the flat-owners of the River-View apartment to contribute monthly *maintenance charges* as fixed in the previous meeting (1,000/- RS). Those who have already deposited may kindly ignore this notice and those who have not deposited yet please do it as early as possible.

Thank you.

(Fig:2)

Pearson Longman's write up on "notice writing' provided a few sample examples of different kinds of notices as follows:

1. The Residents' Welfare Association, Green Park is organizing a 'Holi Fiesta' in the locality. As the president of the association, draft notice in not more than 50 words informing the residents about the same. Give other essential details too.

254

```
                  Residents' Welfare Association
                              Notice
10 Jan 2007
                            Holi Fiesta
The Residents' Welfare Association is organising a Holi bash in the colony
as per the following details:
Date      :        17 February 2007
Time      :        9 am to 5 pm
Venue     :        Green Park Club
The residents are requested to come along with their families and friends
and add colour to the rejoicings.
Ravi
Ravi Kumar
President, RWA
```
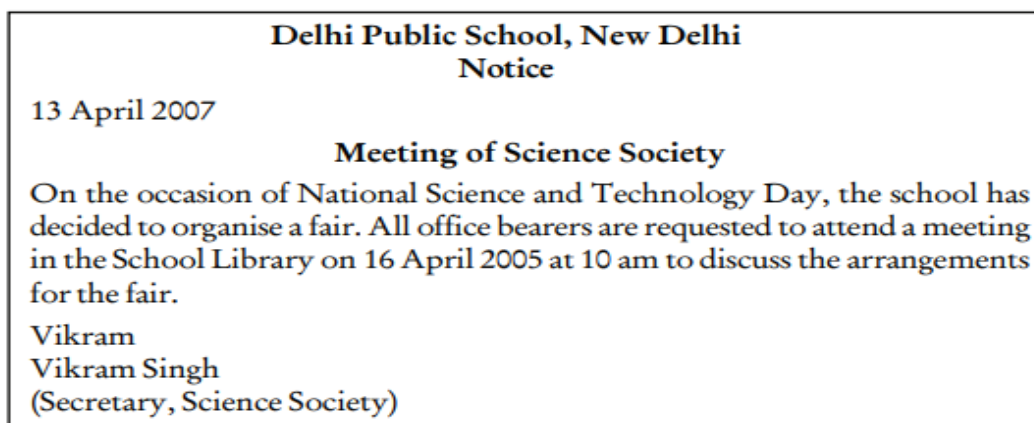
(Fig:3)

2. On the occasion of National Science and Technology Day, the school has decided to organise a Science Fair. Vikram, the secretary of the Science Society, wants to call a meeting of the office-bearers of the society to discuss the arrangements for the fair. Write a notice in not more than 50 words:

```
              Delhi Public School, New Delhi
                          Notice
13 April 2007
                  Meeting of Science Society
On the occasion of National Science and Technology Day, the school has
decided to organise a fair. All office bearers are requested to attend a meeting
in the School Library on 16 April 2005 at 10 am to discuss the arrangements
for the fair.
Vikram
Vikram Singh
(Secretary, Science Society)
```

(Fig: 4)

3. Ram Lakhani is the Head Boy of Bhavan Vidyalaya, Chandigarh. He and some other students of the school are touched by the plight of the poor and the destitute in the state-run homes and wish to make a difference in their lives by lessening their sufferings. They decide to raise funds for this purpose. Write a notice, not exceeding 50 words, making an appeal for generous donations:

```
Bhavan Vidyalaya, Chandigrah
                Notice

6 May 2007

              Attention Please!
            Lend a Helping Hand
Your help and co-operation are required to make a difference in the lives of
the less fortunate living in the state-run homes. Donate generously. Deposit
your contribution to the undersigned by 13 May 2007. The money so raised
will be spent on medicines and clothes for the inmates.

Ram
Ram Lakhani
(Head Boy)
```
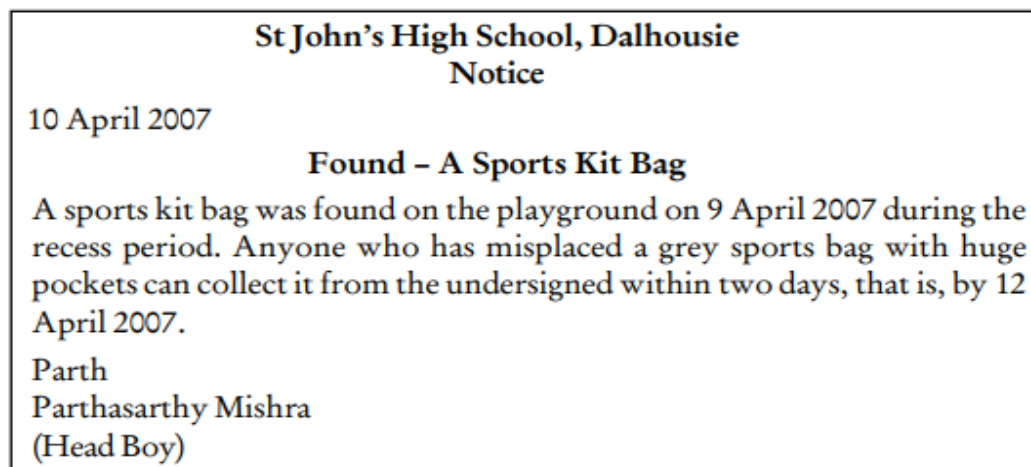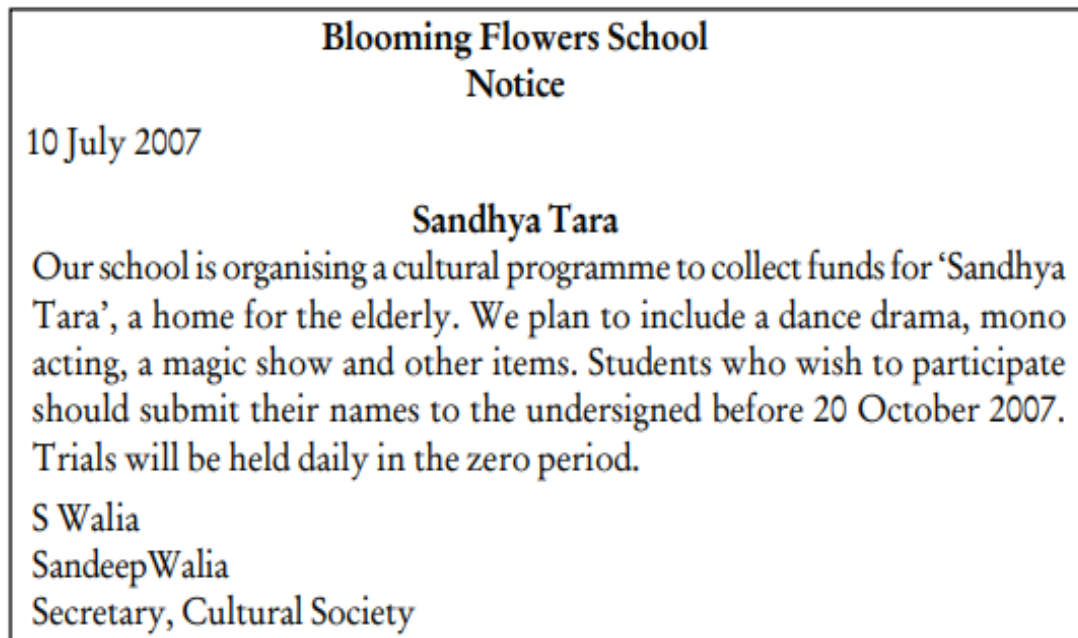
(Fig: 5)

4. You are Parthasarthy Mishra, the Head Boy of St John's High School, Dalhousie. You have been asked to write a notice regarding a sports kit bag found on the school playground. Write a notice in not more than 50 words. Invent the necessary details:

```
St John's High School, Dalhousie
              Notice

10 April 2007

         Found – A Sports Kit Bag
A sports kit bag was found on the playground on 9 April 2007 during the
recess period. Anyone who has misplaced a grey sports bag with huge
pockets can collect it from the undersigned within two days, that is, by 12
April 2007.

Parth
Parthasarthy Mishra
(Head Boy)
```

(Fig: 6)

5. You are the cultural secretary of your school. Write a notice in about 50 words inviting the names of students who would like to participate in the variety of programs that you are planning in aid of an old age home in your city. Items may be in the form of solo and

group singing, mono acting, magic show, dance performance, etc. Trials for the most suitable participants will be held during the zero-period every day:

Blooming Flowers School
Notice

10 July 2007

Sandhya Tara

Our school is organising a cultural programme to collect funds for 'Sandhya Tara', a home for the elderly. We plan to include a dance drama, mono acting, a magic show and other items. Students who wish to participate should submit their names to the undersigned before 20 October 2007. Trials will be held daily in the zero period.

S Walia
SandeepWalia
Secretary, Cultural Society

(Fig: 7)

17.2.4 Filling in Forms:

Filling the form in the life of aspiring students is one of the important things to learn with utmost care. Although, how to fill in a form cannot be taught because each application form would be different from hiring institute/authority to a job position. But one should know the basic information and knowledge while filling in forms to avoid small un/conscious mistakes which will have a severe effect and can contribute to bad and careless candidature.

Many times, the job applications are rejected not because students are unqualified but because the students failed to provide adequate and accurate information required. This section intends to highlight how to read job notifications and while applying for various positions what are the things to be remembered.

17.2.5 Important Points to Remember while Filling in Forms:

Provide accurate names, contact details including mobile number/landline and email, address for communication and permanent address, etc.

i.   **Accurate Name:** Many students have this basic problem. Their names are different in pronunciation and written differently, this may be due to negligence or misspelled by

257

the parents or the teachers in primary schools. But sometimes, this continues. For example, if a student's accurate name is ***Mohammed Ziyauddin Siddique*** then there is a possibility of this name being written differently may be due to the non-familiarity of the name to the writer or listener or whatsoever.

Muhammed may be written as Mohammed, Muhammad, Mohd., Mohamed, Muhmed, etc.

Siqqique as 'Sidiqi, Siddiqi, Siddiqui, Siddique, etc.

Ziyauddin as Ziyaoddin, Jiyaoddin, Giyaoddin, Ziyaodeen, Ziyauddeen, Ziyaudheen, etc.

What is important here is – if these kind of misspelled names are corrected in the initial time then it's well and good if not, then you must write your names as it is written in your documents of the educational qualification. No matter how wrong or odd it looks. There is a very rare possibility of accepting these mistakes but most of the time we find that students face problems due to the difference in application and their certificates. It is also important to maintain uniformity in the documents and the spelling of your name.

ii.   Date of Birth: (D.O.B)

The same is the case with the date of birth of candidates. Many students in India have this problem of the different dates of birth which may be again due to negligence or illiteracy about the noting of accurate date of birth of children. If you could get it correct in the initial time it is well and good if not, you must maintain a uniform date of birth on all documents. You may consider the date of birth written on your T.C. (Transfer Certificate) as ideal and maintain this in all documents wherever needed.

iii.   References:

In many job applications, you are asked to provide some references of the people who taught you or know you and your work. It is always better to ask the concerned people whose name that you are intended to provide – whether they would be interested to be stated their name in your reference. Make sure that the information that you are providing about them is correct: be it their name, designation, affiliation, and their availability to be contacted (if in case of a phone call or personal visit).

iv.   Language:

Your language should be clear and moderate, formal in tone. It should be free from ambiguity, spelling mistakes, typos, and grammatical errors.

v.   Information:

Provide the required information. Don't repeat the same information in every column/space in the application unless it is necessary.

vi.   Mandatory Information:

While filling an online or offline form, information/column/space which carries this sign '*' means it's mandatory. You will not proceed to the next step while applying online but there is a possibility of oversight or skipping of such important information while filling in the form offline. You must also try to provide all required and available information and try to fill all the blanks in the form except the unavailability or inapplicability of that particular information.

vii.   Clarification:

It is always better to clarify certain doubts or complexities in form/application before proceeding with guessing/assumption. You may take the help of helpline number or email provided or those who have already applied/seniors etc.

viii.   Proofread /Review:

You should cross-check all the information, especially when you are filling in the form by hand, that you have filled in the form or ask someone to do it for you, because mostly you don't see your mistakes or errors. It is always better to revise all the entries that you have filled in whether they are accurate or not. In the online application, nowadays there is an option to "review" the application before you press the button "Submission". You should review the application; it hardly takes five minutes to have a look at what and how you have entered your details.
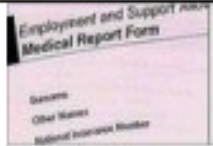
ix.   Other Particulars:

There are minute particularities while filling in the form for example use of Black or Blue pen, or circling, right/tick [☑✓] mark, etc. and signature, signature – half on the photo and half on-page/space provided etc. Follow it carefully. These also give a different impression altogether. While applying online, make sure that you have good internet access. Make sure that all files are ready in the required format (jpg or pdf) or required size (in KB or MB).

Here is an example for exercise to fill in the following instructions on the form:

Maria Webster is 34 years old and single. She lives at 47 Harewood Court, Dunstan Road, Bingley, YA2 3EW. She does not have a driving license. She has a visual disability and is registered disabled. Follow the instructions and complete each section of the form for Maria. Then use another copy of the form to fill in your details.

Please complete in black ink and write in block capitals

Employment and Support Allowance Medical Report Form

Full name:...

Title **(please circle as appropriate)**: Mr/Mrs/Ms/Miss/Other ....

Address (including postcode):...

....

....

What is your age group? **Please tick as appropriate:**

Under 18 years ☐   18-25 years ☐   26-40 years ☐   41-60 years ☐   Over 60 years ☐

What is your marital status **(please tick as appropriate)**:

Single ☐   Married ☐   Civil Partnership ☐   Divorced ☐   Separated ☐   Widowed ☐

Please answer Yes or No:

Do you have a full driving licence? _____   Are you registered disabled? _____

Your signature: ....

Today's Date | D | D | M | M | Y | Y | Y | Y |

(Source: Skillwise. fig:8)

We are not providing many examples of the job application because each application/form is designed according to the required quality, quantity, and qualification of the people. Here is just a sample of how the job application form would look like for the sake of your information:

PREVIOUS EMPLOYMENT			
Company		Phone ( )	
Address		Supervisor	
Job Title	Starting Salary $		Ending Salary $
Responsibilities			
From To	Reason for Leaving		
May we contact your previous supervisor for a reference? YES ☐ NO ☐			
Company		Phone ( )	
Address		Supervisor	
Job Title	Starting Salary $		Ending Salary $
Responsibilities			
From To	Reason for Leaving		
May we contact your previous supervisor for a reference? YES ☐ NO ☐			
Company		Phone ( )	
Address		Supervisor	
Job Title	Starting Salary $		Ending Salary $
Responsibilities			
From To	Reason for Leaving		
May we contact your previous supervisor for a reference? YES ☐ NO ☐			

MILITARY SERVICE		
Branch	From To	
Rank at Discharge	Type of Discharge	
If other than honorable, explain		

SPECIAL SKILLS, TRAINING OR CERTIFICATIONS

(Fig: 9-*Source*: *YTI.edu*)

17.3 Learning Outcomes

This chapter intends to introduce the notice and its structure and if students are to write a notice in their professional life, what are the points that they need to keep in mind while drafting the notice. The second part of this chapter highlights some of the important points while applying

or filling in forms both online and offline. The students are expected to apply these learning points in their day-to-day life to achieve professional success.

17.4 Glossary

Letterhead: Letterhead is an official format of a letter used by the organizations/ institutions/ companies or their employees for official communications. This authenticates and validates the sender to the readers/receivers. The letterhead contains on the top of the letter logo, name and address of the institution/organization. It also contains the details of the sender.

Circular: A circular is a formal document issued by the higher/competent authority in any government or non-government institute/organization to inform or to update about something. The difference between circular and notice is that the circular is issued to address or inform a select group in a particular organization whereas the notice can be used to address a larger group.

Gazette: A gazette is an official document/journal/newspaper of record. As public information, the gazette publishes government notices or information for wider circulation. In India, the Gazette of India means a legal document of the Government of India published by the Department of Publication under the Ministry of Housing and Urban Affair.

Memo: A Memo is one of the formal means of communication within an organization to convey any modification/policy change or decision to the employees.

Show-Cause Notice/Letter: It is a formal or official letter to the person concerned to show or explain certain act which doesn't fit within the prescribed guidelines/norms/rules of so and so institute or organization. It's a legal way of inquiry before taking any action against the accused person.

17.5 Sample Questions

17.5.1 Objective Questions:

1. '*Notitia*' is a _____ word

    (a) Greek   (b) Latin   (c) French   (d) Latin

2. Which of the following is one of the means of formal communication?

    (a) Whats App (b) Facebook (c) E-mail   (d) LinkedIn

3. The basic purpose of notice is to _____

(a) Inform   (b) Instruct   (c) Update   (d) All of the Above

4. Which of the following is not a part of a notice?

(a) Heading   (b) Issuing authority   (c) Body   (d) Bottom line

5. A gazette publishes the notices of _____

(a) The government (b) The private sector (c) All of the above (d) None of the above

6. D.O.B stands for _____

(a) Distance of Birth (b) Date of Birth (c) Date of Bringing (d) Date of Berth

7. In the digital storage, KB stands for _____

(a) Kilobyte   (b) Kilometerbyte   (c) Kingsizebyte   (d) None of the above

8. Since notice is an official information _____of issuing the notice plays

an important role to specify it and authenticate it.

(a) Language   (b) Date   (c) Format (d) Structure

9. Language of Notice should be _____

(a) Informal   (b) Formal   (c) All of the above   (d) None of the above

10. Which of the following is not among the five W's in notice:

(a) What   (b) Who   (c) Whom   (d) Write

17.5.2 Short Answer Questions:

1. What is a notice?

2. What is the difference between a circular and a notice?

3. What is a gazette?

4. Write an example of short notice?

5. What is the basic structure of a notice?

17.5.3 Long Answer Questions:

1. Explain the basic structure of the notice writing with a suitable example.

2. Write a notice for the notice board of Maulana Azad College, Aurangabad, informing the students of your college about the visit of the President of India on 20.04.2020. The notice should not be more than 50-60 words and asking the students to maintain punctuality, cleanliness, and discipline during the specified period.

3. What are the important points that you need to remember while filling a form?

17.6 Suggested Readings

1. Canavor, Natalie. *Business Writing in the Digital Age*. London: Sage, 2012.

2. Greene, John O., and Brant R. Burleson. Edits. *Handbook of Communication and Social Interaction Skills*. London: Lawrence Publishers, 2003.

3. Rizvi, M Ashraf. *Effective Technical Communication*. Chennai: Tata McGraw, 2005.

4. Roman, Kenmeth and Joel Raphaelson. *Writing That Works*. HarperCollins e-Books.

Unit-18: Newspaper Reading Skills

Structure

18.0 Introduction
18.1 Objectives
18.2 Newspaper Reading Skills
    18.2.1 Reading Skills
    18.2.2 Newspaper Reading
    18.2.3 Newspapers as Tool for Teaching English
    18.2.4 Listening Skills and Pronunciation
    18.2.5 Speaking Skills
    18.2.6 Reading Skills
    18.2.7 Writing Skills
    18.2.8 Vocabulary Enhancement
    18.2.9 Augmenting Grammar
    18.2.10 Benefits of Developing Newspaper Reading Skills
18.3 Learning Outcomes
18.4 Glossary
18.5 Sample Questions
18.6 Suggested Readings

18.0 Introduction

Newspapers are significant sources that enable the reader to be more updated and well-versed with a wide range of vocabulary. They are instrumental in shaping one's personal as well as professional persona. They are also important resources for sharing information and development across a wider range of domains. Newspapers play a significant role in developing various fundamental vital skills in the reader, such as critical skills, analytical skills, synthesis skills, in addition to the significant skill that is reading skills. The regular reader can also learn better comprehension skills compared to the ones who do not read newspapers on daily basis. Reading skills, however, is one of the key skills that students should learn and develop. Reading is one of the important skills to be acquired, more importantly, for students, among four major skills, Listening, Speaking, Reading, and Writing. Reading is an art. However, it has to be learnt

closely with patience and persistence. But, once learnt, it enables a good reader to become a comprehensive reader, which in turn makes the reader, here a student, more confident, knowledgeable, and well-conversant.

18.1   Objectives

The unit has been designed to fulfil the following objectives:

- To familiarise students with the significant skills of communication, particularly Newspaper Reading Skills
- To enable students to understand and master the process of reading communication
- To make students comprehend, understand, and become skilled at the process of reading communication to facilitate and improvise their skill through newspapers
- To enable students to be able to master the four basic skills in English, i.e. listening, speaking, reading, and writing, particularly focused on Reading Skills

18.2   Newspaper Reading Skills

18.2.1 Reading Skills:

There are four major fundamental skills a student must acquire. They are Listening skills, Speaking skills, Reading skills, and Writing skills. These major skills are further divided into two sub-categories, namely passive or receptive skills and active or productive skills. Speaking and writing are called active or productive skills, whereas reading and listening are known as passive or receptive skills. In passive or receptive skills the learner is simply expected to receive the information and understand it, while, active or productive skills, require active action from the learner. For instance, the learner begins the process of learning a new language with a receptive understanding of the new language items and later switches to the productive usage of those items that are learnt by practicing them in particular known context. A point should be taken into consideration that there may be a complicated yet important relationship between active and passive skills since one set of skills automatically complements the other. For example, learning and understanding reading skills can naturally play a significant role in the development of writing skills.

Reading skills can further be understood through the skimming and scanning processes. The common readers are not much aware of the terms like skimming and scanning in the reading

process. They are key aspects of the process of reading. Skimming is a process of reading only major points or thoughts of an essay or article, in order to get the basic and general impression of the content chosen for reading. For instance, oftentimes we read a newspaper through skimming. We do not read every word of all the articles and news stories. Instead, we skim through headlines, get glimpses of certain interesting paragraphs and read mostly summaries of the ending paragraphs and move on.

Scanning, a particular technique of reading is used when we quickly look for certain fixed information from a book or an article or an essay. Scanning is a technique when you intend to find out the answer to a particular question. Hence, while scanning the reader looks only for particular information while reading an entire article essay in a quick manner. Newspaper reading, for example, oftentimes falls into this type of technique. Precisely during the times when we are looking for a particular article, essay, news story, or job description, instead of reading each word, we quickly go through everything until we find those words or answers to the questions we have in mind.

18.2.2 Newspaper Reading Skills:

Paul Sanderson in his book titled *Using Newspapers in the Classroom* interestingly notes that "people learn through reading, and reading about interesting new things in one's interest subject, undoubtedly helps motivation" (2002).

Newspapers are vital yet easily available and accessible and affordable sources of information. They provide the text written in a simple and easy to understand manner for the common men that make newspapers the most suitable resource for teaching or learning a language, more interestingly for ESL and EFL learners and teachers. Reading English newspapers could turn out a very significant source of expanding vocabulary, improvising reading skills, and enhancing reading speech without getting bored. The reason for using newspapers as an important tool to augment the reading skills of the learners is they offer different kinds of content that cater to the need of every kind of reader with varied tastes. Other language learning tools, on the other hand, many times fail to attract all the different kinds of readers available in the classroom. Hence, newspapers if used in an interesting and skilled manner in the language classroom can turn out as a key aspect for teaching and learning a language in an interesting manner.

It is interesting to note that the *Academic American Encyclopedia* defined newspapers as "an unbound publication issued at regular intervals that seek to inform, influence and entertain"

(1989, 171). Studies have been undertaken to investigate if newspapers could become a useful tool in teaching and learning communication skills, particularly reading skills.

18.2.3 Newspapers as Tools for Learning English:

Newspapers are important tool that can be utilized for learning English language and communication skills. They are easily available in hardcopy as well as soft copy. They can be integrated into regular language classrooms for all the age groups, right from beginners to the graduates. Many methods and distinct activities have been applied so far by the researchers to incorporate newspapers in the language classroom that ranges from simple reading exercises to more complicated writing exercises, in addition to taking the feedback assignments. They can be proved very helpful and handy in order to cater to the needs of all kinds of language learners while playing a key role in making the language learning process interesting.

To begin with, newspapers are significant tools to improvise four essential skills language of the language learners, that are Listening, Speaking, Reading and Writing. Hence, the communication skills of the learner can be polished and improvised when focused on the overall development. Newspapers are significant authentic tools. They are very useful, easily accessible and handy tools to be used as authentic materials in the process of learning a language. Various interesting activities using newspapers can facilitate the language learning process for the ESL learners (learners whose first language is not English). Because to learn a language, it is important to foster curiosity of the learners that helps and self-motivate them in developing the language skills, here, reading skills. In addition, such tasks offers an added advantage to the leaners by dramatically affect the attitude, which is generally uninterested and passive in the classroom.

Newspapers can easily be integrated as a significant tool for fostering various skills in learners in. They can be used in the classroom to achieve different language learning purposes. They could be used for the cultural transmission. For instance, an extensive reading of newspapers of particular culture and region may facilitate the cultural understanding in learners. Newspapers can be used to bring out and learn current linguistic changes or additions in the language that helps them in keeping up pace with the rapidly changing and unfolding world. Most of the newspapers use the latest linguistic changes and the current inclusion of new information or knowledge. The knowledge and information acquired from different newspapers can be used in understanding and comprehending a wide variety of texts and linguistic styles that are not generally found in the course books or textbooks. The real world information of different

kinds caters to the needs of the multidimensional classroom, hence, potentially contributes in preparing active, keen and self-motivated learners. These create inquisitiveness in the learners that makes the learning process more interesting than the routine monotonous and dull. The learners can associate themselves better with the language learning process, when they put in efforts to connect some self-designed tasks or tasks assigned in the syllabus which can make the boring theoretical part of language learning more practical, thus, enjoyable and encouraging.

If handled in a skilled manner, newspapers can augment not only the reading skills of learners but also speaking, writing, listening skills in addition to grammar and vocabulary enhancement. Some interesting and handy suggestions, keeping in mind broader goals to achieve by enhancing many skills of learners, are enlisted here to be integrated into the language learner process:

- Bring in English language newspapers produced in different regions than yours. It can offer more scope for understanding linguistic aspects in a better manner by comparing and contrasting them with your local newspapers. However, English language newspapers produced in your local community can be used as a vital yet handy tools for the language learning process. In that case, learners may get more choices with their particular interest and relevance in certain articles/news story/essays.

- Students are generally not interested in reading newspapers. Oftentimes they find it monotonous and uninteresting task assigned in the classroom. Hence, in order to develop their taste for this activity, a language teacher can persuade and motivate learners to regularly read different kinds of newspapers outside the classroom. A language teacher can make sure to explain the advantages of reading newspapers because continuous and consistent reading can enhance their level of comprehension to understand variety of texts, in addition to, improvise their fluency in articulating and discussing them.

- Sometimes it is not feasible to get the hardcopy of newspapers in different languages, particularly English in some interior areas, on a regular basis or find a variety of English language newspapers to make the routine tasks of language learning more interesting. Therefore, it is feasible, convenient, and comparatively simple for the language learner to fill in the lack of the great supplies of newspapers by either printing off free online versions or access them online, for instance, http://www.bbc.co.uk/worldservice/ or https://www.guardian.co.uk

- The learners can also have a detailed discussion with the language teacher on their perception of reading and comprehension of the text that are being discussed in the classroom. Some good and quick tips on how to read, or ask questions to know and understand particular context can also be of a great help. For instance, learners can discuss approaches on how to apply skimming and scanning techniques while reading? In addition to understand importance of using online or offline dictionary?

- The learners seeking self-encouragement for developing a habit of regular newspaper reading in English, may become a member of English Club at the institute. As a part of regular tasks in different sessions, they can prepare and present a brief presentation on the topics of their choice from newspapers. The learners could do the task individually, in a pair, or in a group of 3 to 4 mates. The learners shall have freedom to select any article/essay/news story for the presentation. This may help them to create a positive and encouraging and active learning environment for themselves.

The above mentioned are a few general ideas on the tasks that can be used in learning the language by using newspapers to make the dull, long and challenging journey of language learning more interesting.

The next sub-section is looking at the usefulness of using newspapers while addressing the enhancement of a variety of skills and language aspects in an orderly manner.

18.2.4 Listening Skills and Pronunciation:

The newspapers can be proved to be an efficient and easy accessible tools to augment the listening skills and pronunciation of the learners. For instance, the learner may wish to prepare a short essay from a newspaper article of his/her choice. They can begin by preparing a list of important and unfamiliar words from the chosen article and include them in their own brief essay. They can then go on practicing reading in an audible manner while being focused on the accurate intonation of the sentences and words from the essay. That can be followed by a peer-to-peer discussion when they ask questions to their peers for better comprehension of the essay.

A news story or random article that has a transcript attached, mostly you can find the transcript on the newspaper website, can be used as a tool, too. Firstly, learners can listen to the audio clip or audio podcast of a story or article. In order to check their comprehension, they can discuss the same to the peers related to the key points of the story or article. Ask them to listen to the audio transcript while simultaneously reading it. This can be followed by a peer group discussion in groups or among peer pairs.

The learner can also play a role of a newsreader. They can do this activity either in small groups or individually. Learners can select their area of interest from different sections of the newspaper and gather news headlines of their choice. Once they are ready and prepared, they can present it in front of the group.

18.2.5 Speaking Skills:

Newspapers can be used as an effective tool to augment the speaking skills and pronunciation of the learners. For instance, learners can focus on the advertisements. Focusing particularly on how do they attract attention of the common reader and pitch their products so conveniently in various innovative and interesting manners, in addition to, the kind of message or information that they are trying to spread to the larger reading audience.

Learners can also do group activities. They can read a short yet interesting article. Prepare a list of questions and key points based on the article read. Then exchange their questions and key points with other group members. Then make pairs with peers and discuss their questions and key points with their peer.

18.2.6 Reading Skills:

There is a lot of possibility of making use of certain interesting activities in the classroom using newspapers to augment the reading skills of the learners.

The exercises, such as reading comprehension, reading skills (learning and practicing skimming and scanning techniques), mapping reading skills, chart/flowchart reading skills, social skills, study skills, in addition to, simplify grammar and vocabulary learning process, are some of the tasks that learners can manage to improve reading skills. Newspapers offer a wide range of knowledge and information. They can come in handy while managing mixed ability classes with the varied needs of the individual learners.

The teacher can also be include some meaningful, simple, and easy tasks in the language classroom. However, the teacher should be mindful while designing activities and tasks for the learners. For instance, the teacher should consider the length of a news story, article, paragraphs, the difficulty level of the language, the concreteness of information provided, subject matter, relevance with the classroom needs an addition to the time and individual understanding level of learners while planning a lesson using newspapers. Almost all the newspapers offer an online copy in this rapidly changing and developing technological era of mass communication. Thousands of newspapers and magazines, across the world, are just a click away today. Hence, a wide range of options are available for language teachers to foster the communication skills of

the learners. Hence, it is a trickier part for the teacher to prefer appropriate and fitting materials for learners from the extensive pool of information freely available and easily accessible out there. For instance, the simplest activity, to begin with, could be to make them read an article or story of their choice. Ask others to make note of important points. Make them discuss distinct wider aspects related to the article.

The learners can bring in newspapers of different languages of their choice in their peer groups or English Club. Read and comprehend to find out certain common stories/articles/essays written in a wider range of genres such as culture, politics, society, gender, opinion, national news, international news, and so on. They can proceed further to compare and contrast how many different newspapers written in various languages cover or present an essay/article or news story. A similar exercise can be done using English newspapers from different countries across the globe, too.

18.2.7 Writing Skills:

Writing skills could be learnt by integrating certain interesting writing activities using newspapers to enhance the writing skills of the learners. For instance, to begin with, the learners can prepare a summary, a précis, and an abstract of any article/story they like from the newspaper of their choice.

The learners can become members of a magazine/cultural committee of their institute. As a member they may try their hand at writing a meaningful, informative and brief article for a college newspaper or magazine. The peers in a group can come up with ideas where they can write photo essays, do interviews, cover any event at the institute, write creatively, to mention a few. This idea can also be used as an encouragement to create an individual or class blog under the language instructor's supervision.

Moreover, newspapers can also be of an immense help to the learners in learning sentence structure or different kinds of sentences. Learners can collect cut out pictures, photographs, etc. from newspapers and write different kinds of sentences that describe them. Learners can also enlist vocabulary related to the particular kind of descriptive writing sentences to enrich their vocabulary. Interestingly, the learners can also write a 'back story' of pictures and photographs elaborating a certain situation or circumstances depicted there.

The language teacher can facilitate such writing activity in the language classroom or the learners can do them in their own groups. For instance, they can be divided into pairs or groups of 3 to 4 in total. They pick a short news item from the newspaper of their choice and present a

written summary of that particular news item to their peer or group members by changing – adding or omitting some of the key information from the original one. The partners need to try and find out the truth (original text) and lies (modified text) from the original news item.

18.2.8 Vocabulary Enhancement:

Newspapers are considered authentic materials to learn various aspects of a language for ESL or EFL learners. They could be used to enhance and develop the vocabulary of learners in the language classroom learning process. Good vocabulary is a key aspect if one wants to be proficient in communication skills, of both kinds, receptive as well as productive skills. Developing reading skills can automatically facilitate other skills in a learner. Moreover, a good reader could be more confident, accurate, and self-motivated in the process of communication.

The goal of vocabulary improvement could be achieved by using a number of different yet simple activities. For instance, the learners can choose a newspaper article or essay or news story. They will further enlist all parts of speech from the article, such as nouns, pronouns, verbs, adverbs, adjectives to mention a few and can try to learn basic concept by themselves.

Students can also incorporate multimedia technology in the language learning process. For instance, prepare a list of vocabulary items from the article or news story of their choice. They can make a word cloud using a number of free online word cloud generators, such as WorditOut, Wordle, WordArt to name a few. These applications are user-friendly and easy to use. Learners can also prepare mind-maps using some free online software like Free Mind, Creately, Spicy Nodes and the list is long.

Moreover, learners can also select any word and expand its meaning across wide-ranging genres and ideas. For example, pick a random word from the newspaper and prepare a list of its wide-ranging application and usage across the disciplines and later compare and contrast these words with their peers.

During the task they can focus on different forms of words using colour pens and highlighters and try to find out and encircle more different forms of that word from the newspaper.

Check your progress

1. Mention the name of two newspapers that you have read.

_____

_____

2. Find out any two words from the dictionary that are used in 'Newspaper Reporting'.

_____

_____

18.2.9 Augmenting Grammar:

Newspapers are considered authentic materials to teach various aspects of a language to ESL or EFL learners by the language researchers. They are handy tools for augmenting, developing, and understanding the grammar of learners in the language classroom teaching and learning process. Grammar is generally considered an uninteresting and tedious aspect of teaching and learning language. Yet, grammar is a fundamental aspect of any language. It is a key to learn, understand and use a language. Hence, the inevitable significance of this characteristic of grammar oftentimes or rather most of the time forces learners to learn the rules and usage by mugging up if not by understanding. This is a complex yet vital part of the language learning process. Therefore, researchers have long been making efforts to make this teaching and learning grammar simple and interesting, like a fun and learn manner.

Newspapers as authentic and reliable materials could be excessively used in the language classroom. For instance, while discussing tenses, make learners use coloured pens and highlighters to encircle different tenses, sentence structure, forms of verbs, and sentence types in the newspaper. A similar tactic can be employed while focusing on varied grammar points. This way the uninterested grammar class could become vibrant and active.

Learners can develop a habit of highlighting newspaper headlines with a highlighter. Pick up a few headlines and discuss present, past and future tenses while comparing the current abbreviated newspaper headlines with their peers. They can, then, look closely at the use of different forms of verbs there.

The learners can prepare a list of parts of speech from a single page. They can work individually, with a peer, or in a small group of 3 or 4 people. Once the list is prepared, they can make sentences using those words. Further, the learners can also write a small paragraph of under 10 sentences by making use of the words they enlisted.

Learners can be encouraged by the language instructor to read advertisements. They can be encouraged to prepare a list of words used in there. Once the list is prepared, they can be asked to find out synonyms and antonyms of the same words. Later they can be encouraged to prepare a new advertisement with synonyms and antonyms from their list.

Depending upon the different needs of different types of learners in the same classroom, the teacher can also set different difficulty levels for them and encourage them to pursue the task. This will be an effective manner of engaging learners with different needs, interests, and the level of aptitude.

These are, however, a few activities that can be introduced to the learners by making use of the newspaper, which are handy and can be used to learn a variety of grammatical aspects of different age groups, depending upon their individual needs.

18.2.10 Benefits of Developing Newspaper Reading Skills:

Reading newspapers can expose us to a number of benefits on various fronts. The habit not only keeps us updated on what is happening around the world but also plays a significant role in developing vocabulary, reading skills, and grammar besides knowledge. It can be used to enhance the basic four language skills requirements to communicate well, they are Listening, Speaking, Reading. It helps us in developing reading skills. A good reader can become an active learner. Precisely, it is a vital habit to be developed as a part of the learner's skill development aspect. Newspaper reading on daily basis enhances vocabulary and adds more confidence in a learner. The learner may come across different kinds of words while reading. Looking for meanings of those words not only leads to the enhancement of vocabulary but also improves learning spellings and pronunciation (when one uses 'audio' to hear it, or reads phonetic script).

Newspaper reading can also facilitate in reader's professional development. It offers updated information on current novel discoveries, new projects, or research work that has been done across the world to mention a few. A number of games such as mind games from the newspaper like puzzles, tongue twisters, riddles, Sudoku, and so on could also facilitate vocabulary skills for the learners. Learners can also keep a record of unfamiliar words they come across while reading a newspaper that can later be used or incorporated while writing articles, essays, or any written task assigned to them. The language teacher can manage to create a multidimensional environment in the classroom that caters to different needs of different learners.

Learners can become skilled at communication skills if they develop the habit of newspaper reading on regular basis. Reading newspapers on a regular basis or integrating them in language classroom teaching and learning process by teachers helps them develop a positive approach to learning a language. Moreover, newspapers can be used to learn any aspect of language, make the task interesting and easy to learn. This practice not only enhances their

275

reading skills but also helps them becoming a good and confident speaker. The learners get more confidence when they have updated knowledge of things happening around them. This will encourage them to speak in front of others too. Oftentimes the key source of hesitation for learners is when they either have no or partial knowledge of the information being asked for. The idea of being mocked by their peers is a huge roadblock in their speaking practice. Therefore, they barely get an opportunity to practice the speaking skills. Speaking is something that can only be learnt and improvised by regularly practicing it. This is how newspapers can also contribute potentially to enhancing the speaking skills of the learners and help them in becoming confident speakers.

Reading newspapers on a daily basis fosters critical thinking ability, comprehension ability, and analytical ability while developing a positive and encouraging attitude in language learners. It also enhances linguistic proficiency and relevancy in the reading and writing of the learner. Newspapers have a wide variety of information to offer. This can cater to the needs of the different types of learners, who can enjoy reading based on their personal preferences. It stops them from losing interest in learning because learning should be a 'fun with learn' process. Learning becomes meaningful and mindful when the learner is able to retain his or her interest in the process of learning because learning could be a long and sometimes exhausting process. Many aspiring learners fail to sustain during the process. Hence, they quit. Therefore, newspapers could play a key role in not only enhancing the core skills of the learners but also becomes a potential source of the variety of information for different types of learners. Thus, becomes one of the easily accessible and approachable and available resources of teaching and learning the language.

Recommendations:

Newspapers are authentic resources to be used in the process of language learning. They can be used as easily available and accessible resources of information that can cater to the needs of the learners with different preferences. Depending upon the above mentioned detailed discussion on how and why newspapers can be used as effective tools in the language learning process, read the below-mentioned recommendations to incorporate them into making the learning process rapid, effective and simple,

Newspapers are easily available and conveniently accessible in the public domain. They are a comprehensive source of knowledge and information. They can become effective tools for enhancing the communication skills (linguistic proficiency and Listening, Speaking, Reading and

Writing skills). In addition, they can effectively be used to foster the critical skills and analytical skills. This is one of the ways in developing the holistic skills in the readers, too. Besides reading skills and its sub-techniques, other skills such as writing skills, grammar, and vocabulary development seem achievable goals. However, a point should be taken into consideration that the learner may require the assistance of the language teacher who has accurate knowledge on how can the learners be encouraged to use newspapers by having accuracy and mindfulness while selecting the content, keeping in mind level and understanding of learners while catering needs of the multidimensional classroom. A little precaution and self-motivation can help the learner acquire the intended learning goals in more impactful manners.

18.3   Learning Outcomes

The unit primarily aims presenting newspapers as authentic materials which is handy, easily available and accessible resource that can be used to facilitate the language learning process. Language learners are highly encouraged to make the maximum use of such tools to augment the attentiveness and interest during the language learning process. Students can get familiarised with the significant skill of communication, predominantly Newspaper Reading Skills. It is hoped that students can comprehend, understand practice, master and learn the process of communication that in turn facilitate and improves their personal skills reading communication by learning to read newspapers.

The unit mainly focuses on improving the reading and comprehending skills of the students by making them proficient readers of newspapers. Newspaper reading skills can potentially contribute to enhance all four language skills in the learners, i.e. Listening, Speaking, Reading, and Writing. Newspaper reading skills can potentially contribute to augmenting sub-skills of reading such as skimming and scanning.

18.4   Glossary

Comprehend: Understand

Predominant: Having superior strength, influence or authority

Foster: Encourage, promote, nurture

18.5   Sample Questions

18.5.1 Objective Questions:

1. What are the sub-techniques of reading skills?

    (a)   Skimming (b) Scanning (c) Skimming (d) All

2. Scanning is:

    (a) Reading minutely (b) Reading superficially (c) Both (d) None

3. Skimming is:

    (a) Quick Reading (b) Detailed reading (c) Both (d) None

4. The teacher can achieve certain language goals in the classroom while using newspapers
   only if:

    (a) The teacher is accurate and precautious enough to select the material that caters to the
         needs of learners, suits subject matter and their level of understanding

    (b) Simply by making learners use newspaper in classroom

    (c) Encouraging them to take more interest in the teaching and learning process

    (d) All of the above

5. "People learn through reading, and reading about interesting new things in one's interest
   subject, undoubtedly helps motivation" who has said this,

    (a) Paul Sanderson

    (b) Peter Sanderson

    (c) Paul V

    (d) None

State whether following statements are True or False:

1. Skimming improves our understanding_____ True/False

2. Scanning is used to grasp the central idea of something_____True/False

3. Newspaper reading helps to develop our reading habit_____True/False

4. Newspapers improve our vocabulary_____True/False

5. Vocabulary improves our language_____True/False

18.5.2 Short Answer Questions:

1. Define scanning and skimming techniques of reading briefly.

2. Write one critical definition that favours the idea that fostering reading skills is an important skill.

3. Give one example for each technique of reading skills: Skimming and Scanning

4. Mention two benefits of integrating newspapers to teach reading skills.

5. How reading skill does facilitate the language learning process?

18.5.3 Long Answer Questions:

1. Explain in detail Teaching reading skills using newspapers

2. Write a detailed note on Reading skills and its sub techniques.

3. Write a detailed note on reading skills as a tool of language teaching.

18.6 Suggested Readings

1. Aarts, Bas. *Oxford Modern English Grammar*. London: Oxford University Press, 2011.

2. Grundy, P. *Newspapers – Resource books for teachers*. London: Oxford University Press, 2013.

3. Paul Sanderson. *Using Newspapers in the Classroom*. London: Oxford University Press, 2005

4. Taylor, G. *English Conversation Practice*. London: Tata McGraw-Hill, 2001.

Unit-19: Classroom Interaction and Group Discussion

Structure

19.0   Introduction

Before we discuss anything about Group Discussion and Classroom interactions let me tell you that these two methods of teaching are more appealing and inventive for the learning of any topic. The association of the target group in these methods is highly passionate and self-interesting. Interaction between teacher and students, students and students is required in the classroom performance for captivating the communicative approach. This will preserve communication to obtain a place in classroom and helps in the teaching learning process. When teacher and student, student and student interactions occur, the instructions will attain the objective. The breach between teacher and student inside the classroom resolve. Education and learning should be always unbiased involving teachers and students. The active participation of teachers and students can enrich the process of learning. In interactions students are engaged together in striking their communicative abilities and collectively construct their identities through teamwork and consultation. Reading, questionnaire, seminars, oral presentation are basic

tools of classroom interactions which breaks the monopoly of the teaching learning and creates a healthy environment in classrooms. Group Discussion attempts to provide a chance to every participant to express their views, ideas, acquisition and comprehension of the topic. The learners receive multiple perceptions and dimensions of knowledge at a similar time in group discussion. Moreover, the skills of speaking and expressing can witness in group discussion.

19.1 Objectives

This unit has the following objectives:
- To make students acquainted with innovative methods such as classroom interactions and group discussion.
- To introduce them to the advantages, disadvantages, proper structure, implementation of these methods. In this unit, we will come across various types of groups and methods of classroom interactions.
- To make students comprehended the importance and utility of self-learning. The skills of language are always important in the acquisition of any knowledge, and this unit will elaborate the flexibility of group discussion and classroom interactions as creative and lively methods of teaching.

19.2 Classroom Interactions and Group Discussion

19.2.1 Understanding Interaction and Group Discussion:

Teaching is an interactive act, while interaction is the communication surrounded by teachers and students which sprint constantly a receptive act. Classroom interactions as a productive activity can be described as follows.

1. An educator interacts with the entire group of students.
2. A tutor interacts with a group of students, a brace, or an individual.
3. Learners interrelate with everyone, in a group, in pair as individual or class.
4. Learners learn with resources and attempt the task individually or in groups.
5. Learners can share; interact for more time with their friends, colleagues.

Unlike classroom interactions group discussion is also a creative process and can be described as follow:

1. A teacher divides the class into groups.

2. A teacher monitors the discussion as a third party in a transparent way.

3. Students express their ideas and opinions on the given topic one by one.

4. Students acquire multiple dimensions of knowledge from other participants.

5. Group discussion provides an opportunity for every participant to express themselves efficiently and the teacher as a Monitor observes everything cautiously.

6. The immediate problem is resolved by a successful organisation of group discussion.

7. The practice of discussion develops the habit of coherence and comprehension.

8. The feeling of team spirit and active involvement develops through group discussion.

19.2.2 Advantages of Interactions:

Interaction is the midpoint of communication. The essential aim of language learning is verbal or written communication. In the learning process, the interactions and co-operation of teacher and learners are highly important. Interaction should take place with a certain purpose and intensions. The classroom interaction method is vital when we all are aware about the role of teachers and students. The advantages of this method can be categorized as follows:

1. It reduces the central role and position of the teacher.

2. It appreciates the uniqueness of individuals and their skills.

3. It provides a chance to the students to articulate their opinions in significant ways.

4. It gives an opportunity to learners / students to discuss with everyone and teacher as well.

5. It gives chance to students/learners to say what they desire, to whom they crave, and how they desire.

6. It enhances the skills of raising doubts and questions.

7. It removes fear from student's mind.

8. It creates a sustainable habit of learning.

9. It promotes slow learners to become a part of mainstream learning.

10. It develops spontaneity and curiosity among students.

19.2.3 Strategies of Promoting Classroom Interactions:

Following are the useful strategies which will enhance the classroom interactions. Every method of teaching requires certain pathways and directions which will lead towards scientific

results and findings. The following discussed strategies are useful in the successful implementation of classroom interactions.

1. It improves questioning strategies. The teacher should ask the questions that can be answered by the learners then the teacher takes up his questions to the levels or abilities of the learner.

2. It attends to learners' linguistic level. The activities it offers differ as per the language level acquired by learners.

3. It implements cooperative learning. Working co-operatively can assist the expansion of learner's communal skills. Co-operative learning signifies that each associate of the group is incorporated and differences between group members are determined by the group members.

4. It develops an optimistic teacher learner relationship. Reciprocal admiration between teacher and learner is an indispensable part of the condition. The energetic virtues of classroom learning require the dependable from both, the teacher and the learner.

5. It reduces classroom boredom and nervousness. The teacher assists the learners to improve their self-worth and self-assurance and creates the comfortable and non-threatening background.

Today, classroom interactions are an integral part of teaching-learning process. The effective, healthy interactions in the classroom increase the teaching-learning performance. Good interactions not only influence the learner but also a teacher. Interactions can employ the students' active involvement in the classroom by using the appropriate teacher's converse. In brief, classroom interactions are beneficial in the teaching and learning process. Increased teacher - student, student – student interactions in the classroom will also have a positive effect in the form of activating the process of interaction. As a method of self-exploration students participate with enthusiasm and the weakness of students is limited to their classroom only. The shyness of students gets removed by constant engagement of activity and once the shyness of students is removed, the learning process gets enhanced ultimately. The traditional and secluded teaching method often brings a lack of interest and involvement of students but interactions bring fruitful results in terms of students.

Do's and Don'ts in Classroom Interactions:

It is observed that certain things should be avoided and must perform for successful classroom interactions. They can be described as follow:

Do's:

- Provide equal opportunity to every student and motivate for active participation.
- Listen to every student and avoid sarcasm.
- A student should come to class with preparation and confidence.
- Address your classmates and teachers with kindness.
- Think well before speaking and provide compliments for the best answers and responses.
- Remove your prejudices before entering the class.
- Create model tolerance and compassion.
- Spread the optimistic approach among students.
- Understand the intellectual capacity of every student.
- Do not assume anything concretely before interactions.

Don'ts:

- Avoid physical and verbal aggression.
- Don't interfere with each other's learning.
- Never accuse students of doubt and suspension.
- Don't make fun of students and their wrong answers.
- Don't make harmful remarks on anyone's looks, abilities, background, and ethnicity.
- Don't use personal remarks for wrong answers.
- Don't favour any student on the basis of personal affinity.
- Avoid raising your voice or shouting.
- Don't avoid anybody for poor performance and attendance.

19.2.4 Group Discussion:

In common terms, a group can be defined as the coming together of two or more people with a common purpose who stay joined over a period of time. In other words, the term 'group discussion' is assigned to denote a condition in which a few persons gather face to face and through free-spoken interactions among themselves exchange information or try efforts to arrive at a conclusion or collective problems. It is not easy to identify the number of participants that would make the group discussion constructive. Researchers indicate that, if the number is reserved among five to nine, productive discussions can be obtained. If the number is fewer than five, the discussion experiences from a short variety of estimation, knowledge, and skill. Besides the fixed criteria of number of participants, group discussion is the most performative method

from school level to the post-graduate level. In solving the immediate problems and bringing out innovative ideas, the corporate sector has assigned significant importance to group discussion. Management subjects now give immense significance to group discussion moreover they prescribe a special paper for students on group discussion.

There is no decided head of the group but as the discussion proceeds, one of the participants could come out as a leader. The anticipation is that, as responsible participants of the group, we would make sure the smooth stream of interaction eventually reaches a decided resolution or a strategy of action to achieve the precise rationale for which the discussion was prearranged. Every member should be provided a fair opportunity to converse with others and articulate their opinion. This would make certain crystallisation of consideration and convey dissimilar aspects of the topic beneath discussion. The participants in group discussion should not fetch any prejudices about other participants based on class, colour, and degree. Respect for every participant and at times if you don't agree with anybody then modest resistance with scientific evidence is necessary for a successful and fruitful discussion.

The essential benefit of this kind of discussion is that there is a self-imposed regulation on the discussion and improved responsibility on participants for making it useful. If the group discovers that a specific member is reticent, it is the responsibility of every member to elicit his opinion on the issue. Since the numbers of participants are fewer it should not be complicated to engage every member in the discussion. If a member attempts to dominate the discussion or to go on interrupting incessantly for a longer time, it is the responsibility of others to curb his ebullience and interrupt him politely so that others are also able to construct their contribution. The given definitions of group discussion will shed more light. All participants are expected to arrive with proper study and observations. Scientific opinions and remarks always have immense importance than unscientific statements.

Definitions of Group Discussion:

"A group of people who meet to discuss shared topics of interest"- Carl Sagan

"A conversation about somebody/ something; the process of discussing somebody/ something" - *Oxford Learners Dictionary*

19.2.5 Types of Group Discussion:

Mostly the group discussion is divided into three major types. A gist of three major types is given below for better comprehension.

a) **Topical Group Discussion**: This is based on current affairs or sensational issues such as group discussion on demonetisation of 500 and 1000 rupee notes. The discussion organised on such issues classifies topical group discussion. It has no restriction of a time outline. Such group discussion often organises to resolve the immediate issues. The striking and sensational issues always find space in such kind of discussion to clarify the immediate problem.

b) **Case Studies**: This presents a group discussion with a compound business situation that requires a resolution to be made. Such cases frequently have manifold problems entrenched in the given situation and both the individual participants and the group are required to examine the situation. In case study discussion, subject is finalised and discussions lead to immediate solution.

c) **Abstract Group Discussion**: This is named abstract because, it offers us no specific structure of the topic. Hence, no specific direction is to obtain in the discussion. The participants are required to inter-relate the topic in their possible ways and display innovative thinking in doing. This type of discussion organises without any fix and concrete subjects but the discussion of the group leads towards exposure of participants.

Characters Tested in Group Discussion:

Team Player, Reasoning Ability, Leadership Quality, Flexibility, Creativity, Listening, Awareness, Adjustment, Attentiveness, Punctuality, Correctness, Harmony

Salient Features of Group Discussion:

1. A group usually consists of two or more individuals. One individual cannot form a group.
2. It must possess a stable structure. A group can change as can its components, but there must be some level of consistency of either tenure or function.
3. A group discussion is formed with a common goal or aim therefore members of the group should share the same interest.
4. The members should perceive themselves as a group.
5. There should be a strong collective power among group members. They should bind with a genuine force.

6. Group members should take initiatives for the success of the discussion. They should take part without any pride and prejudice.

7. Members have flexibility and modification in their approach and behaviour when they participate in group discussion.

Group Dynamics:

Group dynamics is an arena of study associated with research and analysis of various forces and patterns of the configuration of little casual groups in organisation. It includes aspects such as composition, communication, and behaviour of informal groups. It also covers the study of behaviour of workgroups in organisation. As a part of discipline, group dynamics should be associated with the following points.

1. Why and how groups are formed?
2. Which forces are operative in the structure of groups?
3. How group makes a decision and solve problems?
4. How group achieves unity and handle conflict?
5. How the members modify and adapt themselves?
6. How groups influence task performance and member satisfaction?

Check your progress

1. What are the various types of Group discussions?

_____

_____

2. Mention any two characters that are tested in group discussion.

_____

_____

19.2.6 Advantages of Group Discussion:

It is true that group discussion has gained immense importance in today's life. In education, teaching, learning, research, and business, more importance is given to group discussion. Hence, there are certain advantages and disadvantages of this method also and they are explained in detail below.

1. **Updated and Collective Information**: A group should be better equipped so far as information is concerned. An individual cannot acquire all the information that is accessible in a group discussion. Participants tend to express the latest progress in the

concerning topic hence we have new things as information. It is usually observed that in group discussion all participants appear with proper study and obsess to give something innovative. Hence, a discussion often brings the latest and unknown facts to known.

2. **Variety of Views and Opinions**: A group always has the benefits of diverse views. This is because a group for all time has more than one member and every member shares his/her views and opinions as well. This is also the reason why there are varied approaches to solving problems. Every individual has a different sense and the diversity of approaches towards looking at single-subject neatly explores through the discussion.

3. **Better Suitability:** The views articulated by a group have more receipt than those from an individual. This is because the decision is not obligatory, but it is part of larger conformity. A group decision is mechanically supposed to be more democratic and the decisions of an individual can be professed as being autocratic.

4. **Proficient Suggestions:** There may be some group decisions that may need specialist estimation. The group can either comprise experts or can call them from outside to form a detached group to decide the meticulous issues. A group is always moderate and observed by experts in the concerned subjects and areas. Hence, whenever they feel the gap in the discussion, they fill with experienced opinions and remarks. The suggestions given by experts always help for the better and enhancing performance and practices of group members.

5. **Involvement:** The participants get involved with an agreed problem. This minimises their resistance. It strengthens an organization and facilitates decision making. As the participant belongs to the same criteria, they feel relax and quite familiar and involve their self in group discussion. It is also seen that, when participants have similar interests, the discussion always proceeds with passionate involvement and self-interest.

6. **Provide Encouragement to Participants:** A group regularly provides a platform for participants to present their information. Group dynamics is more probable to draw out the participation of people who may otherwise be uncertain to speak or interact. It encourages participants to take the inventiveness as they feel part of the decision-making process. As the participants belong to the same age group and qualifications, it ultimately encourages to less prepared participants to come out with proper preparation and feeling of impressive performance.

19.2.7 Disadvantage of Group Discussion:

Like advantages of group discussion, there are certain disadvantages of group discussion as well. Every system and method has few shortcomings like that the following are major barriers in group discussion.

1. **Time-consuming**: A group imbibes numerous individuals get them organised, plan and co-ordinate their meetings, defining and explaining to them the purpose of a meeting and the goals and at last reaches a solution or arrives at a decision that can be quite cumbersome. Making decision in a group may be time consuming and the time loss in group discussion is always overwhelming.

2. **Short of Responsibility**: It is difficult to assign dependability in a group in an organisation. It is often essential to define responsibility before you meet a problem while making decision in a group. It is complicated to do so if anything goes wrong with a decision made by a group. Participants frequently believe that they are not responsible for the breakdown and accomplishment of the discussion.

3. **Dominance of Individuals**: Repeatedly, discussions in a group are subjugated by few members. Although a group discussion means a collective discussion, some participants habitually manage to a position of informal leadership owing to their personality or style of participation. The feeling of responsibility mostly lacks in a group discussion because human nature reflects every participant may try to impose responsibility on other participants and a successful summative result will not come out.

4. **Compromise of Decision**: With a wish to attain in a group discussion, occasionally result is a compromise. The solution presented is not fundamentally the best. It is instead compromisingly acceptable as a mid-point to all concerned. There are diverse demands and social pressures and members may agree to a proposal without evaluating it. Such sustain is not healthy for good group discussions.

5. **Expensive**: Group discussion organisation is fairly costly in conditions of time, money, and energy. A theory says that the larger a group gets, the less is the individual contribution from each member. Organisation and supervision of all participants and arrangement of everything are always costly and irritating. It is also observed that, for conducting group discussion a lot of energy and resources are required hence, group discussion demands a lot of requirements which are not always easy to manage.

6. **Groupism**: The very word has a negative connotation. Some members of a group may commence harbouring a feeling that they are different from others. This actually heads to informal groups within the larger formal group, which may generate negative sentiments towards other groups or people outside the group. The feeling of dominance and safeguard among personalities often brings conflict. The personal affinity and enmity of few members of the group will also affect the successful outcome of the discussion. It is also seen in various discussions that members with close affinity and enmity spoil the aesthetics of actual essence.

Group Discussion: **Do's and Don'ts:**

A reasonable understanding and knowledge always play a crucial role in the success of an effective group discussion. One's proficiency in grammar, vocabulary, and accent reflect in group dynamics and the proficiency in skills proves participant as well studied and learnt. Every successful event and activity demands few manners and common comprehensions. Following discussed do's is always valuable in good discussion.

Do's in Group Discussion:

To bring out the quality and impressive results, you need to adhere to some do's and they are as follow:

- Listen to every participant attentively and try to prepare notes of important points.
- Reach the decided place before time.
- Communicate with confidence.
- Make sure that your statements and arguments are relevant to the topic.
- Stay focused in all the discussions.
- Try to speak something new and innovative that has not been said by any other participant.
- Conclude every argument with confidence and scientific approach.
- Pay attention to every participant.
- Respect every participant for his/her intellectual contribution.
- Try to give your best and not the worst.
- Note down important points of other participants.
- Keep in mind the limitations of everything.

Don'ts in Group Discussion:

The concerning authorities will be critically observing our participation during the discussion. Maintaining our special place in discussion is important at the same time, we should avoid few common and unimportant things during group discussion such as:

- Don't be passive and with lack of interest during discussion.
- Don't make excessive negative remarks and exhibit negative body language.
- Don't impose your views on others.
- Don't take anything personally.
- Don't speak for the sake of speaking.
- Don't create dramatic scenes and a fictitious atmosphere in the discussion.
- Avoid false and irrelevant statements.
- Don't perform unwanted body gestures and expressions.
- Don't stay silent for a longer time.
- Don't lose your temperament on unsatisfactory remarks.
- Don't give unnecessary instructions to other participants.

19.3 Learning Outcomes

The present chapter provides an understanding about the process of teaching-learning and anticipates that the learning process can be attractive and interesting with group discussion. It will increase the participation of students in the process of learning. Implementation of these methods will create a harmonious atmosphere in the classroom. Teaching-learning will be more students centric. Students will get acquainted with multiple perceptions of knowledge at similar time. The student-centric approach will reduce the burden for teachers.

19.4 Glossary

Interactions: Exchange of thoughts, ideas, and views

Acquisition: Gaining something

Linguistics: A science of language study

Rapport: Mutual understanding between two

Resistance: Opposition to anything

Regret: A feeling of sadness about something sad or wrong

Gratitude: The quality of being thankful

Remorse: Deep regret or guilt for a wrongfully committed action

Appreciation: Recognition, admiration

Apology: A regretful acknowledgement of an offence or failure

Excuse: Seek to lessen the blame attaching to something, try to justify

Linguist: An expert of many languages

Linguistics: The scientific study of language

19.5 Sample Questions

19.5.1 Objective Questions:

Mark the following statements whether True/False.

1. Classroom interaction is a spontaneous method of teaching and learning.

    (a) True

    (b) False

2. Classroom interactions comprehend learning and remove students' shyness.

    (a) True

    (b) False

3. Student's self-desire and motivation are crucial for interactions.

    (a) True

    (b) False

4. Two individuals can conduct group discussion.

    (a) True

    (b) False

5. Monopoly of expression is the obstacle in successful group discussion.

    (a) True

    (b) False

6. Group Discussion is a time-consuming process.

    (a) True

    (b) False

7. Classroom interaction develops a sustainable habit of teaching/learning.

    (a) True

(b) False

Yes/ No Type Questions:

1. Group Discussion is a lengthy process.

    (a) Yes

    (b) No

2. Classroom interactions often create chaos in the classrooms.

    (a) Yes

    (b) No

3. Students' active participation is a requirement of successful classroom interactions.

    (a) Yes

    (b) No

19.5.2 Short Answer Questions:

    1. What is an interaction?

    2. What is meant by Group Discussion?

    3. Who can participate in classroom Interactions?

    4. What is the role of teacher in classroom interactions?

    5. Who can proceed as a head of a group discussion?

19.5.3 Long Answer Questions:

    1. What are the various types of group discussion?

    2. What are the salient features of successful group discussion?

    3. Explain how you will organise successful classroom interactions and encourage students.

19.6 Suggested Readings

1. Bearne, Eve et al. *Classroom Interactions in Literacy*. London: McGraw Hill Education, 2003.

2. Ganguly, Anand. *Group Discussion*. New Delhi: Pustak Mahal, 2002.

3. Jasmine, C and M Luk. *Classroom Interactions and Cross Cultural Encounters*: *Native Speakers in EFL Lessons*. London: Lawrence Eribaum Associates, 2007.

4. Kumpula, Kristina and David Wary. *Classroom Interactions and Social Learning.* New York: Google Books, 2001

5. Mathur, Dinesh. *Mastering Interviews and Group Discussion*. Bangalore: CBS PUB Limited, 2020.

6. Prasoon, Shrikant. *Complete Guide to Group Discussion.* Kolkata: V&S Publishers, 2012.

Unit-20: Formal and Informal Letters and E-mails

Structure

20.0 Introduction
20.1 Objectives
20.2 Letter Writing
  20.2.1 Formal and Inform Letter Writing
  20.2.2 How to Draft a Good Letter
  20.2.3 Introduction to E-mail Writing
  20.2.4 Importance of Crafting a Strong e-mail
  20.2.5 How to Write a Good Email
20.3 Learning Outcomes
20.4 Glossary
20.5 Sample Questions
20.6 Suggested Readings

20.0 Introduction

Nowadays, the letter has become one of the most preferred mediums of a formal, professional, and official means of communication among the learned and educated people. Earlier, it was used in personal or family communication along with diplomatic/formal purposes especially in the context of distance communication [to contact or communicate those who are living away from home/homeland]. In the olden days, letters were the only earliest sophisticated mediums of communication. Even today, some people use this medium to communicate. Earlier letters were sent through special messengers, through birds like pigeons, parrots, or eagles. Over a period of time, the medium of sending letters changed according to the availability of faster and accessible mediums like sailing ships, railways, motors, airplanes, etc. With the arrival of Information and Communication Technology (ICT) and the internet, the medium of sending the letter has also changed with few modifications which are commonly known as e-letters or e-mails.

20.1 Objectives

This unit has the following objectives for students:

- To know how to write a formal letter
- To know how to write an E-mail
- To know the features of a formal letter
- To know the features of Electronic mail

20.2 Letter Writing

Letter writing is not merely a decoration of certain things in a stylish manner. It aims to convey a clear message. As Wren and Martin writes, "Every educated person should know how to write a clear and readable letter. Everyone has sometimes to write business letters of some sort and may have to face the problem of writing an important letter that will vitally affect his interest in life. The art of letter-writing is therefore not mere ornamental accomplishment, but something that every educated person must acquire for practical reasons" (299). Following is the structure of the letter:

Structure of Letter

1. The Heading
2. The Greeting
3. The Message
4. The Subscription/Conclusion
5. The Signature
6. The Superscription (details on an envelope)

The *Heading* is the address of the sender which appears on the top of the right corner followed by the date. Although there are two ways of mentioning the heading, the first 'indenting style' and the second 'block style'; the second one is the most common.

(Indenting Style)

123/A, Aayat Villa
Sector 29,

<div align="right">

Gandhinagar,

India.

17th March, 2020.

</div>

(Block Style)

<div align="right">

123/A, Aayat Villa,

Sector 29,

Gandhinagar.,

India.

17th March, 2020.

</div>

The *heading* should begin with your house address, then area /street name, city/town, region, and country (If a letter is used for the international purpose). The *margin* just opposite to the headline should be left vacant. And your next line/the *salutation* should appear in the just left side of the letter where your heading address ends.

Many letters begin with this *salutation/greeting,* "Dear" but, in an official communication or formal communication, 'Sir/Ma'am' or 'Dear Sir/Ma'am', or 'Respected Sir/Ma'am' is used. Nowadays, some people don't use "Respected" since the words 'Sir'/'Ma'am' themselves carry respect. It can also be Mr./Ms. Dr., Prof., etc. The greeting/salutation depends on the relationship between the sender and the receiver.

The message of the main *body of the letter* contains your actual purpose/message/ argument/complaint/request/wish, etc. depending on what type of letter you are writing. While writing this, you can divide your letter into paragraph forms if it exceeds one paragraph and has many things to convey. It should have the structure of 'introduction', 'purpose', and 'conclusion'.

Your letter must end with a proper conclusion. It shouldn't be left incomplete or end abruptly or just leaving by writing your name. It should have a *subscription* at the right bottom in the corner as "Yours" with 'Y' capital as in case of "Yours Sincerely", "Yours Faithfully" etc. and then you can mention your name followed by the signature. In subscription, one may also write "Regards", "Warm Regards" etc. while writing to a person with equal status. Here are a few examples of letters which will enhance your understanding of letter:

Subject: A letter from someone intending to open a book-shop and inquiring about the possibility of obtaining rare books.

227 Solonos St.,
Kolonaki,
Athens,
Greece.
24th Nov. 19—

A. L. Harrison Esq.,
'The Book Shop',
27 Newcombe Road,
Finsbury Park,
London, N.4,
England.

Dear Mr Harrison,

I have been studying the rare-book catalogue you gave me while I was in London and I feel that there would be considerable demand here for many of the books on your list.

By mid-December I shall have opened a book-shop of my own in which I hope to sell rare books. Would you please let me know whether you would be prepared to keep me supplied with books published in the early seventeenth century? I would also like to know whether lots 73 and 97 in your catalogue are still available.

My kindest regards to your wife,

Yours sincerely,
D. Lambros

(Source: L.G. Alexander's Essay and Letter Wring)

(c) *The Letter of Application for a Post*

Subject : A letter applying for the post of air-hostess.

> 596 Friedrich St.,
> Hanover.
> 14th Sept. 19—

The Employment Officer,
Home and Overseas Airways Ltd.,
Sigmund House,
79 Bremen St.,
Hanover.

Dear Sir,

I was interested to read in your magazine, 'Go by Air', that you require air-hostesses.

I am nineteen years old and am at present attending the Modern Languages School at 24 Lowen St. where I am studying English and French. I have been there since leaving the State Realschule three years ago.

I wish to apply for a post as air-hostess and am free to attend for interview on any day except Mondays and Fridays.

The Principal of my present school, Mr T. Jones, and my old headmaster, Herr G. Schultz, have kindly agreed to send information about me if you require it.

> Yours faithfully,
> Else Klein

(Source: L.G. Alexander's Essay and Letter Wring)

20.2.1 Formal and Inform Letter Writing:

The letters are broadly categorized into two categories; a formal and an informal letter. The informal letters include family letters, letters between lovers, letters with unofficial purposes, and formal letters include business letters, letters of invitation, appointment, business, offices, job, etc. Wren and Martin talk about a Friendly Letter.

"Letters to relations and intimate friends should be written in an easy, conversational style. They are really of the nature of friendly chat; and, being as a rule unpremeditated and spontaneous compositions, they are informal and free-and-easy as compared with essays. Just as in friendly talk, so in friendly letters, we can touch on many subjects and in any order, we like; and we can use colloquial expressions which would informal essay be quite out of place. But this does not mean that we can be careless and slovenly in dashing off our letters, for it is insulting to ask a friend to decipher a badly-written, ill-composed and confused scrawl; so we must take some care and preserve some order in expressing our thoughts. Above all, it must be recommended that however free-and-easy

299

maybe our style, we are just as much bound by the rules of spelling, punctuation, grammar, and idiom in writing a letter as we are in writing the most formal essay. Such ungrammatical expressions as "as advice" "those sort of things" and "he met my brother and I," are no more permissible in a friendly letter than a literary article. Mistakes in spelling punctuation and grammar at once stamp a letter-writer as uneducated." (301-302)

Here are some basic differences between a formal and an informal letter:

Formal Letter	Inform Letter
Professional purpose	Personal purpose
Use of formal language	May use the colloquial expression or informal language
It needs to be crafted with care and proper order	No matter of format or paragraphing
One must use spelling, grammar, and punctuation with utmost care to avoid a bad impression	The mistake of spelling, grammar and punctuation, may be forgiven
Official communication	Used for non-official purposes.
Formal letters begin with formal greetings such as "Dear Sir"/ "Dear Madam"/ "Dear Sir/Ma'am"/ "Dear Prof. /Dr./ Mr. /Ms.", etc.	An informal way of greetings such as 'Dear Lovely Soniya', Mr. Sono, Ms. Nandita, etc.
It has a formal style as stated above in the second example	Style can be as one writes
Formal letters end with sentences like: •I look forward to hearing from you •I look forward to receiving a full refund •I look forward to receiving a replacement •I look forward to receiving your reply	The informal letters or e-mails usually end with informal phrases or greetings such as •A lot of Love •Load of love • All my Love • Best Wishes • Well, time to go •Write soon •Love • All the best• Take care •Take care of yourself •Well, it's time to go [you may have your own greetings or phrases]

20.2. 2 How to Draft a Good Letter:

Writing a letter is not simply writing your ideas in design but it's a craft. One needs to remember the following things while drafting/crafting a letter, especially the formal letters:

- Divide into paragraphs the main body of the letter if it contains more than one idea/thing to convey.
- Use formal language, avoid typos and grammatical errors.
- Write in a complete sentence.
- Write neatly, briefly, and accurately.
- Use appropriate punctuations.
- Readability.
- Avoid ambiguity.
- Chronological.
- A formal letter ideally should be between 1-3 pages but sometimes some letters exceed this limit.
- A formal letter should avoid unnecessary words, arguments, sentences, and complexities.
- It should be straight and point to point.
- All letters should be written in a polite manner.
- In formal communication, one must avoid the informal way of writing such as the use of jokes, emoticons, comments or personal information or inquiry, etc.

20.2.3 Introduction to E-mail Writing:

There are different ways of communication; letter writing is one of the essential mediums of communication, especially in professional life. The medium of sending letters changed over a period of time. As we know that in early times it was communicated through the Eagles, Pigeons, and Parrots which later shifted to the messengers, ships, railways, airplanes, etc. Today in the time of rapidly growing technology, the medium of conveying massage is changed from traditional ways to new mediums of digital communication devices and software. Email is one of the most professional means of communication in both the government and non-government sectors. There are billions of e-mails sent every day across the globe. "Whether you count e-messages in billions or trillions, they're replacing a lot of conventional mail. E-mail does things that letters or phone calls cannot do as well or cannot do at all. It is easy, fast, simple — and cheap. It's perfect for quick answers, confirming plans, and short messages. It saves money on

phone calls, messengers, and airfreight bills" (Roman 39). Thus, it became the most efficient, affordable, accessible, and easy way of conveying or receiving a message in the world of 4G and 5G. Dawn-Michelle Baude in *The Executive Guide to E-MAIL Correspondence: Including Model Letters for Every Situation* (2009) writes, "Don't make the mistake of thinking that an e-mail is just a document you read on a computer screen. Because it's not. E-mail is designed to move or transact information as rapidly as possible from writer to reader. E-mail usually produces immediate action, often in the form of another e-mail" (9).

There are various other means of digital communication such as Messenger, Instagram, LinkedIn, Facebook, Whats App, Line, etc. but these are mostly used for informal digital communication. Email is used as a formal medium of communication to receive or send messages/letters electronically. There are informal emails too, but email most of the time is used for formal purposes. Email is not exactly as the letter as we have seen in the previous section, but it has some modifications in the message to suit the electronic version. Nowadays, different letters are sent through emails only because of their fastest delivery (within a fraction of seconds) for example, the appointment letters are sent to the select candidates via both emails as well as the hard copy. The letters are attached as 'attachment' either by scanning or the word converted soft/pdf copy.

Other email search engines like Yahoo!, Rediff mail, Microsoft Outlook will have the same format but in different designs with slightly different or advanced features. There is an option of 'cc' (Carbon Copy) and 'bcc' (Blind Carbon Copy) in the option of "To". You can enter the email address in "To" in order to send a direct email to the concerned person. "CC" is used to send a copy for respective concerned persons (if requires) for the record. And if you don't want the receiver to know about the third person in the email you may send the email by using the option of "BCC".

20.2.4 Importance of Crafting a Strong e-mail:

A good email is not just a message in the digital format, but it also shows your language, mind, accuracy, preciseness, and overall personality. For effective communication, a good e-mail is obligatory. "E-mail is the dominant communication medium" (Natalie 114). There are various obvious and hidden benefits of a good e-mail. Natalie Canavor in her book *Business Writing in the Digital Age* (2012) says, "if you wrote good, clear, appropriate e-mails, day in and day out... I am sure that efficiency and productivity would rise. Customers would buy more and behave

more loyally. Relationships inside and outside would improve" (114). She also highlights some benefits of crafting a strong email:

1. Your work life and career prospect will improve – perhaps dramatically.

2. Supervisors, colleagues, and customers will find you capable, logical, credible, persuasive, and professional, probably without knowing any.

3. You are what you write. The calibre of your e-mails adds up to create a total impression, and you have the power to make it a positive one. Not to mention that your e-mail will get the response you want much more often, whether you're asking people to meet with you or supply resources or refer you to an employer, or client (114).

Your email id should consist of your name, particularly the email id that you want to use for your official/job/professional purposes. Many students have the habit of creating interesting/fascinating email addresses. For example, if the student's name is Akbar Shaikh then he would be interested to create his email address as ash@email.com or shaikhsab@email.com, pryp09@email.com, shahensha.akbar@email.com, etc. It should be either akbarshaikh@email.com or shaikhakbar@email.com to avoid difficulties or irritations to the sender. The sender doesn't know that so and so email address belongs to Akbar Shaikh. The sender would only try to write your name and if the address doesn't come then there appears a problem.

Check your progress

1. Mention the format of a formal letter.

_____
_____

2. Mention the format of an informal letter**.**

_____
_____

20.2.5 How to Write a Good Email:

Dawn-Michelle Baude in *The Executive Guide to E-MAIL Correspondence* (2009) writes that there is a difference between English and e-mail English. Baude writes, "E-mail English is probably a little different from the English you've studied in school and read in the press. Because e-mail has to get its message across right away, some of the trappings of literary English

fall by the wayside. E-mail in English is closer to speech than it is to the newspaper or textbook. It takes cues from how we talk, preferring one-word sentences and a conversational tone to complex sentences and lofty vocabulary". Here he provided a few points that one must remember while drafting a good e-mail:

- Announce the main point of the e-mail in the first sentence whenever possible.
- Keep paragraphs short.
- Use plenty of white space between paragraphs to help the reader navigate the e-mail.
- Furnish headers to encourage skimming.
- Follow most-important-to-least-important, or general-to-specific paragraph structure.
- Keep sentences short.
- Use one-word sentences.
- Favour a subject-verb-complement sentence structure.
- Don't censure the "I" pronoun.
- Prefer direct, clear vocabulary.
- Opt for contractions.
- Feel comfortable employing the dash (—).
- Use technical language and jargon wisely.
- Be wary of SMS abbreviations in a business context.
- Shun decorative layout and inappropriate visual effects.
- Remember that your e-mail has unseen readers (249).

Kenmeth Roman and Joel Raphaelson's book *Writing That Works* mentioned few important techniques while drafting an email. They said the subject of email/ heading should be clear and compelling to read. You should cut short sentences for example: *"I'm available," for example, should be "I'm available to speak at your meeting on the fourteenth*." Instead "*Did you get my message regarding the meeting on the fourteenth? Can you come?" as opposed to "Did you get my message?"* (Roman et al 42)

- Do not copy unnecessary persons in your e-mail. Send notes only to those who need to read it.
- Avoid using the "Reply to All" button … unless there is a good reason.

- Do not join in the e-mail circus by adding your thoughts or short ideas to these never-ending e-mail threads that clog up our inboxes. Instead, when you see a monster e-mail thread starting, stop the flow and call a real face-to-face meeting to resolve the issue.
- Do not use e-mail when a quick word over a cube wall will do the trick.
- Avoid using broadcast e-mails unless required (yes, I see the irony in this).
- Try to follow this rule … unless what you are sending (a) imparts new information to someone who needs it, or (b) agrees to a request, or (c) responds to a question or (d) asks a question or makes a request, do not send anything. (Roman et al 46).

Important points that Roman et-al mentioned are when not to write an email, "Most circumstances in which snail mail is preferable to e-mail are obvious: legal matters requiring signatures, invitations to formal events, fund-raising letters... If you have to change or cancel a meeting on short notice, a phone call or fax works better than e-mail. Don't count on people checking their inbox two hours before the event. E-mail is not usually the best way to introduce you to someone. The executive contacted is probably flooded with messages and is not likely to open or read yours. It's easier to ignore or hit Delete than to say no thanks in person" (Roman et al 47).

The following model will help you to understand 'how' your email should be (a precise, clear and good). You may use the respective greetings as required; here is an example from Dawn-Michelle Baude's *The Executive Guide to E-MAIL Correspondence: Including Model Letters for Every Situation*. In this, the left side of the boxes are the indicative words of what is and should be written in an email:

(fig: 1)

20.3   Learning Outcomes

Writing a letter is one of the core mediums to present or represent one's ability, quality, education, seriousness, and perfection in his/her respective profession. It is one of the most powerful factors in the process of selection/rejection or acceptance/non-acceptance of candidate/proposal/application. Therefore, this chapter is designed to equip students who are graduating to know how to write a good letter in general, and also a good e-letter/e-mail in this digital age in particular. This chapter introduces the basic structure and techniques for writing a letter and an e-mail. Students are expected to apply these techniques and remember important points while drafting letters or e-mails.

20.4   Glossary

Bold: Bold is a style used in typed language to highlight the specific portion. "Bold is best used to contrast with other forms of stylistic emphasis in an e-mail, such as italics/ underlining and capitals. Some writers, however, use boldface type for primary stylistic emphasis, forgoing capitals and italics" (Baude 258).

Indent/ion: Indent or indention is used to draw the reader's attention. "The more indented the text is, the more detailed or specific its information" (Baude 258). It is used by pressing "Tab" on the keyboard to select a paragraph or a sentence.

Italics and Underlining: "Italicized/underlined words and sentences are the traditional way of obtaining a stylistic emphasis in a text. Italics/underlining have yielded to capitals in informal e-mail but maintain their prestige in more formal or official documents" (Baude 258).

Ellipsis: is an indication of the omission of certain information from the letter or email writing by putting three dots (…) [when it is inside the sentence and four dots if the sentence ends (….).

20.5   Sample Questions

20.5.1 Objective Questions:

1. We use four dots in ellipsis to show ….

    (a) End of the sentence after omission

    (b) Beginning of a sentence

(c) None of the Above

(d) All of the above

2. Bold is used in an e-mail to _____.

    (a) Bring text in front

    (b) To drag text in back

    (c) To hide text

    (d) To highlight something

3. ICT stands for_____

    (a) Internet and computer technology

    (b) Internet and communication technology

    (c) Information and computer technology

    (d) Information and communication technology

4. The art of letter-writing is, therefore, no mere ornamental accomplishment, but something that every educated person must acquire for_____.

    (a) Practical reasons

    (b) Everyday life

    (c) All of the above

    (d) None of the above

5. The *Heading* is the address of the sender which appear on the top of the right corner followed

by_____.

    (a) The date

    (b) The name

    (c) The relation

    (d) The reference

6. There are two ways of mentioning the heading, the first '_____' and the second 'block style', the second one is the most common.

    (a) Inclusive style

    (b) Indenting style

(c) Intentional style

(d) All of the above

7. The body of letter should have the structure of '_____', 'purpose' and 'conclusion'.

(a) Reason

(b) Intention

(c) Introduction

(d) None of the above

8. The _____ is written on an envelope.

(a) Subscription

(b) Superscription

(c) Greeting

(d) Message

9. Natalie Canavor in her *Business Writing in the Digital Age* (2012) says, "if you wrote good, clear, appropriate e-mails, day in and day out... I am sure that _____would rise. Customers would buy more and behave more loyally. Relationship inside and outside would improve".

(a) Quality and quantity

(b) Effectiveness and correctness

(c) Efficiency and productivity

(d) Effectiveness and productivity

10. _____ is the writer of *The Executive Guide to E-MAIL Correspondence* (2009).

(a) Dawn-Michelle Baude

(b) Wren & Martin

(c) All of the above

(d) None of the above

20.5.2 Short Answer Question:

1. What is a formal letter?

2. What is an Informal Letter?

3. What is an email?

4. How to highlight text in typed language?

5. What is the structure of the letter?

20.5.3 Long Answer Question:

1. Write a formal letter as an Engineer to the head of your company seeking two days' leave.

2. Write an e-mail to seek information about the admission process in any central university.

3. How writing a letter today is different from earlier days? Explain.

20.6   Suggested Readings

1. Alexander, L.G. *Essay and Letter Wring*. New York: Longman: 1995.

2. Baude, Dawn-Michelle. *The Executive Guide to E-MAIL Correspondence: Including Model Letters for Every Situation.* New York: Pentagon Press, 2009.

3. Canavor, Natalie. *Business Writing in the Digital Age*. London: Sage, 2012.

4. Das, Bikram. K. *Functional Grammar and Spoken and Written Communication in English: A Student-Friendly Edition.* Raipur: Orient Longman Private Limited. 2006.

5. Greene, John O., and Brant R. Burleson. Edited. *Handbook of Communication and Social Interaction Skills*. London: Lawrence Erlbaum Associates, Publishers, 2003.

6. Grellet, Françoise. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises.* UK: Cambridge University Press, 1981.

Unit-21: Understanding a Variety of Audio-Visual Advertisement

Structure

21.0 Introduction
21.1 Objectives
21.2 Understanding Audio -Visual Advertisements
        21.2.1 Language Learning Process in English
        21.2.2 Learning English for Specific Purpose
        21.2.3 Audio Visual Advertisements as a Tool for Learning English
        21.2.4 Advantages of using Audio-Visual Advertisements in the Language learning process
        21.2.5 Recommendations
21.3 Learning Outcomes
21.4 Glossary
21.5 Sample Questions
21.6 Suggested Readings

21.0 Introduction

Teaching and learning a language oftentimes becomes a complicated task not only for ESL and EFL learners but also for the native language speakers. Language (any) keeps growing and expanding in terms of its usage; precisely, the English language has been expanding since the spread of western trade and education through the colonial rule first and then through other regions. This brings to our notice certain apparent limitations of teaching and learning a language in an era of upgraded technology that has been rapidly evolving. The study material for the English language is designed differently for different learners, based on their specific language needs. Generally, the level of comprehension, understanding, and more importantly their need, with reference to the particular profession, a specific set of vocabulary, and skill set they require, is considered by the syllabus designers. However, audio-visual advertisements, among many different tools for learning English are considered authentic, learner-friendly, and easily accessible material to be incorporated into the routine learning process. They offer a distinct variety of possibilities and opportunities for learning a language with certain setbacks to be taken

care of. This chapter will offer a variety of broader possibilities of exploring this interesting yet sometimes complicated tool for learning a language for EFL and ESL learners.

21.1 Objectives

The unit has been designed to fulfil the following objectives:

- To familiarise students with the significant skills of communication, particularly about understanding a variety of audio-visual advertisements
- To enable students to understand and master the process of understanding a variety of audio-visual advertisements to enhance their communication skills
- To make students comprehend, understand, and become skilled at the process of understanding audio-visual advertisements to facilitate and improvise their linguistic skills
- To enable students to understand a variety of interesting tools, particularly audio-visual advertisement that can facilitate the process of teaching and learning a language for ESL, EFL, and native language speakers

21.2 Understanding Audio-Visual Advertisements

Learning language for ESL and EFL learners, in addition to, native language speakers sometimes becomes a challenging task. Learning a new language is not always an interesting and enthusiastic task. Sometimes learning a language becomes complicated, difficult, and tricky activity for a self-motivated learner. However, language learning can be facilitated by introducing certain innovative tools to facilitate the process of learning a language, such as pictures, newspapers, podcasts, visuals, films, advertisements, blogs, use of interesting multimedia technology, and the list is so long. All these tools can be used in innovative ways to suit the need of the learners while they try to achieve set language learning aims and impart the required knowledge and information.

Audio-visual advertisements are prepared by integrating sound and visual components. This electronic media includes power-point presentations, films (short and long films), television programmes of different types, drama productions just to mention a few. These tools, particularly graphics, are used to capture the attention of the target learners. Once learners begin to view the

graphic the sound/audio will provide the required information. This process has been proved quite effective, so far. In addition, the graphic will also remain associated with the memory of the learners for longer times that they associate with the concepts as a part of their learning process. These advertisements, simultaneously, will work on important aspect of the learning process.

Firstly, the learners see visuals that they can easily associate with different linguistic concepts and can work with them for future reference. Secondly, the learners can hear the correct pronunciation of the spoken words. This will add more confidence to them while offering the inner encouragement and self-motivation to speak the correct language. It has been observed that most learners avoid speaking the language owing to the fear of being mocked at, in case they make any errors in pronunciation while speaking the language. This becomes a huge hurdle for them in the process of learning a language because learning a language requires consistent, determined and continuous practice. Therefore, audio-visual advertisements, if handled professionally and used wisely in the language process of language learning, can bring positive changes and encouragement towards learning in the target learners.

Audio-visual advertisements are considered authentic materials. They can be used as interesting, easy to understand, and attention-catching tools for learners of all levels and age groups. Audio-visual advertisements offer a variety of unique, interesting, and easy to ways to comprehend ideas and information. These advertisements are very short, brief, and represented in simple ways. Audio-visual advertisements serve so many purposes at the same time. Besides being considered authentic materials, they also present common cultural references. It is obvious to understand that learners can learn and comprehend things effortlessly, which are presented with their native cultural, linguistic, behavioural, and linguistic references. Besides learning a language they can learn more about their culture, language, society, and customs, and so on.

The common and readily available many audio-visual advertisements can be used to prepare a huge variety of activities that are relevant and attention-grabbing and easy to understand and work on, at the same time. They offer so many language learning and teaching opportunities. Moreover, learners can also become independent that is a very important aspect to be considered in the solitary journey of language learning. Audio-visual advertisements facilitate the learners while learning grammar in a brilliantly simplistic manner. Learning grammar has been considered as one of the dull, uninterested yet significant aspects of learning a language. It can become a little challenging task to, sometimes, for the learners to use audio-visual

advertisements for learning linguistic and grammatical aspects, such as parts of speech, tenses, and so on, without any professional guidance.

However, audio-visual advertisements can prepare learners to learn and understand slang and certain common native language expressions that are more commonly used by the native speakers. Hence, the consciousness of the knowledge and the ability to apply that into a practical application while using a language can add more confidence to enable them to communicate in the foreign language. These linguistic tools can be used to enhance all the foundation skills of the learners like listening, speaking, reading, and writing. However, it would create a huge impact and accelerate the process of learning if the learners are taught English or any second language as a part of their curricula using such audio-visual tools by the skilled language instructor. Therefore, nowadays more and more syllabus designers and language practitioners are trying to integrate a variety of audio-visual advertisements into the language curriculum across the world.

Pictures or photographs are the effective and appealing visuals that are used in the advertisements. They are intended to make the advertisement more attention-grabbing that can attract concentration and interest of the reader and gets deeply impressed in his/her memory. The advertiser wants the reader and viewers to remember the names of particular brands and products. A human mind can record impressions and remember visuals effectively. Hence, the purpose of the advertiser could be achieved easily. Therefore, if the learner is using audio-visuals as learning aids that will prove more effective and impactful.
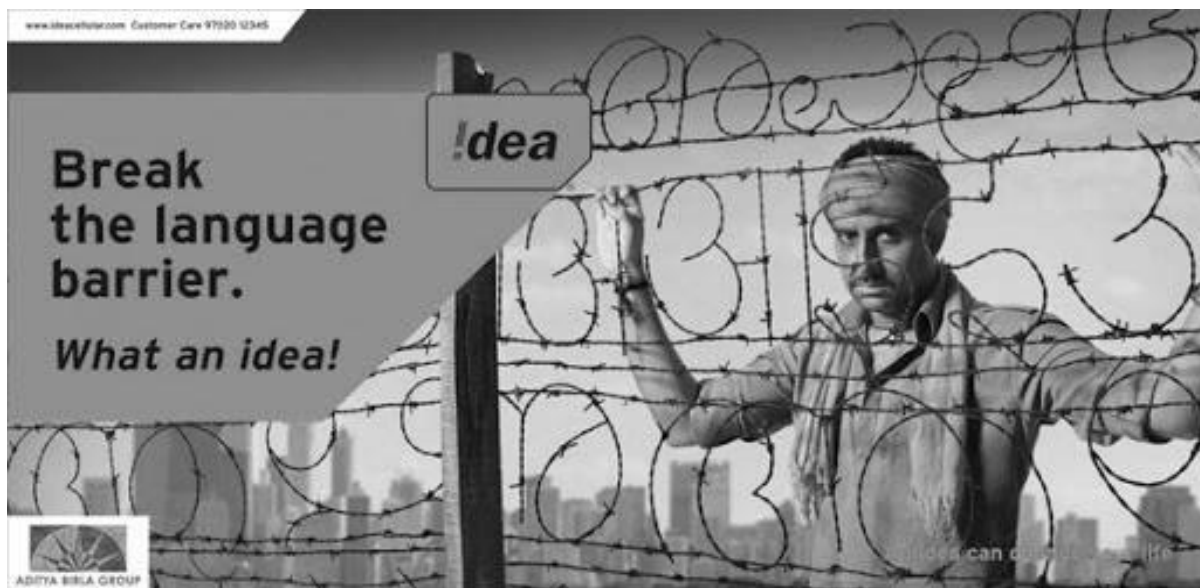
In a similar manner, the leaner can learn words and expressions of a foreign language using audio-visuals to be able to accelerate the process of communicate. The learner may collect many different kinds of advertisements from Google. The technique of learning through advertisements can help them understand and achieve the desired language goals without difficulty. The learner can minutely analyse them. Watching and listening to the advertisements that has some words and expressions can create a mental impression of the same in their mind. This task can be followed up with a brief discussion amid peers, with some more examples of the words and expressions that others may have knowledge of. In this manner, the learner will be able to learn varied grammatical aspects in an interesting manner.

A language instructor can also become instrumental in helping the learner make maximum and effective use of such aids. The teacher can bring a frozen video projection in the classroom with simultaneous audio. One frozen image and one statement of the same and follow the similar technique with selected images in one class. All the images should have sub-titles to

enable the reader to understand the audio by reading when they cannot understand the native pronunciations. Once all the images are shown with audios in parts, play the full video of all those images for students. This will help them learn, understand and remember those words and expressions for a longer time. For example, use images of the Idea phone network in the classroom to teach words and expressions. Based on the video, the teacher could also ask the learners to prepare a list of synonyms and antonyms, first on the advertisement, later the learners can be encouraged to prepare the list of words, synonyms, and antonyms and so on related to their chapter or topic prescribed in the syllabus.

(Fig:1, https://www.rediff.com/money/slide-show/slide-show-1-what-an-idea-sir-ji/20090714.html)

(Fig: 2 https://bestmediainfo.com/2010/10/idea-launches-online-reality-show-idea-language-champion/)

A teacher can bring in the advertisements of coca cola cold drink to teach, for instance, words and expressions, such as teaching parts of speech, correct usage of 'for', difference between 'for' and 'since' and so on. Here both, motion picture as well as the audio component can be brought into the classroom. The learners could be taken to the language laboratory. They can be assigned a task to find out 2 – 3 types of different advertisements on the individual level or with their peer. Then they can be encouraged to write briefly on similarities and differences between the advertisements that they have selected and presented. They can also be asked to comment on the advertisement presented by their peers across the classroom.

(Fig:3 https://www.relevance.com/coca-cola-u-k-launches-we-do-ad-campaign-ahead-of-sugar-tax/)

The teacher can present the advertisement either in the classroom or the language laboratory. After showing each short segment of the chosen advertisement, the teacher can carry out an open classroom discussion on analysing the understanding of students on the particular language component taught.

21.2.1 Language Learning Process in English:

English language is oftentimes learnt using the blended method of learning a language. Most of the time, the blended method – where classroom interactions between teacher and learners generally go in line with the use of the prescribed programme of study including textbooks, audio-video tools, and so on, in the language classrooms, in addition to, the efforts learns put in to acquire the language skills. This kind of classroom teaching and learning process

does prepare learners to, at least, manage everyday communication tasks in the foreign country, like enquiring for correct direction, conversation with hotel/bus station employees, asking for good places for sight-seeing just mention a few. However, these methods, unfortunately, sometimes without their personal input and persistence to learn the language, they may not be able to carry out a conversation in a foreign language with a foreigner.

While looking closely at the problem, one of the reasons for such lack noticed in communication skills is the practice of traditional instructional methods and techniques in the language classroom, particularly while teaching ESL and EFL learners and lack of self-motivation from learner's end. The root that causes such deficiency was determined by the method of instruction, where instructions are carried out in a formal or standard manner. Hence, learners hardly receive a little or no professional guidance as far as colloquial, grammar, syntax, and slang of the native speakers is concerned, which is an important part of everyday conversations. This deficit makes learners less confident and more hesitant to initiate the conversation. Thus, they lack communicative proficiency, a major lack in their communication skills. Moreover, lack of regular practice of using ESL or EFL languages not only keep them from polishing it but also unable them in becoming a proficient speaker to be able to carry out communication in a comfortable manner.

Even with the advent of modern and updated communication technology, the ESL and EFL language classrooms are still following the traditional blend method of teaching language. Hence, the learners who desires to enhance their communication skills does not get required self-motivation and confidence to practice the language outside the language classroom, too, which is vital to make them effective speakers and writers. Therefore, there seems a need to address this deficit in teaching and learning ESL and EFL languages to achieve the desired goals. There seem urgent requirements of introducing such a teaching technique that coordinates with the needs of the individual learners in addition to prepare them to communicate in a conversational manner and help them work on their language skills using a variety of free, easily accessible and affordable means and aids. Such techniques, however, would facilitate the learners who have not yet received an appropriate independent environment to practice and polish the language they have already acquired.

Therefore, the blend of certain interesting audio-visual advertisements from target language as a part of the language learning material, particularly for ESL and EFL learners can

offer them the much-needed opportunity to get the direct acquaintance with the target language as a part of their regular classroom teaching and learning process.

21.2.2 Learning English for Specific Purpose:

Owing to the importance of English as a global language, English for Specific Purposes and English for Academic Purposes have been gaining attention from the learners from specific discipline across the world. In order to address this need to cater to the English language requirements of the special and individual groups, specific discipline oriented courses have been designed and made available for the learners at MOOC courses. English for Specific Purposes better known as ESP is a student-centred method to teaching English as a language that aims at developing the communicative ability of a learner in a specific discipline such as business management, IT, mathematics, sciences, engineering, medicine, and humanities and so on. Such courses play a vital role in enhancing and developing linguistic skills of learners that are required for achieving success at the workplace or for professional progress. Such courses are prepared to make the learners independent and active learners with the needed language skill set for their specific needs. These English courses cater the need of their specific purpose, which is different than general English courses. This can also include EPP, or, English for Professional Purpose. For instance, English for medical students, English for engineering students, English for the students of humanities, English for management students, and Survival English for immigrants just to mention a few, are all called ESP or EPP. The skilled and experienced language practitioners and experts prepare such courses that may prove to be a guiding light for the learners who wish to learn a language all by themselves with appropriate directions as and when needed.

21.2.3 Audio Visual Advertisements as a Tool for Learning English:

Language learning is a domain where the active use of and integration of variety of audio-visual tools becomes important to achieve the linguistic objectives. Audio-visual tools are called authentic materials, too. They are freely and easily available aids. Audio-visual tools are available in a variety of ways that can be used to learn all kinds of linguistic components based on their individual needs.

Advertisements of different kinds can become significant audio-visual aids while learning different kinds of linguistic aspects in the language classroom. These advertisements can facilitate the learning of grammar, syntax, pronunciation, vocabulary, slang, and so on. Hence,

they offers ample of opportunities for the language learners to use them for learning all the different kinds of linguistics skills.

The advertisements for public awareness with a social message serves a dual purpose. Learners learn the target language while understanding the social message that is created to spread awareness in the public sphere. Learners could become instrumental and carrier to spread such important messages wide and loud. For instance, BMW came up with a captivating yet stimulating advertisement for avoiding driving while being drunk. In addition, their second advertisement on the severe consequences of drinking and driving may work as an eye-opener for the general public. People tend to take their lives for granted or perhaps do not give much thought to the aftermath of their current actions. The present plays a key role in either making or ruining your future. People may take their lives and health more seriously after reviewing the results of their one wrong action. Therefore, advertisements can fulfil twofold purposes: one of language learning, secondly making learning simple and easy while spreading awareness on key social issues that we deal with as a society. Ultimately, today's adult is tomorrow's citizen.

(Fig:4, https://samanthaalfaro.wordpress.com/2015/05/07/visual-analysis-bmw-drinking-and-driving-advertisement/)

318

(Fig: 5, http://drdsmedia2015.blogspot.com/2015/01/human-limbs-or-prosthetic-limbs.html)

Advertisements can also be used to help the learners in learning certain words and expressions in the target language. The learners can practice to find out relevant advertisements or information related to the words which are mentioned in the poster from the audio-visual advertisements. For instance, check the image shared below:

(Fig: 6, https://mrkellysplace.weebly.com/investigating-advertisements.html)

21.2.4 Advantages of using Audio-Visual Advertisements in the Language Learning Process:

- Advertisements are generally very short and focus only on the limited targeted aspects. Hence, it is easier for learner to understand and focus on it unlike TV shows or films.

- Shortness of advertisements facilitates learners to choose, use and put them in use to practice language according to their need.

- Audio-visual advertisements can be used to learn all the linguistic aspects, such as skills, listening, speaking, reading, and writing; grammar, syntax, slang, and so on.

- Audio-visual advertisements used from the target language with the audio script by a native speaker and sub-titles to facilitate viewer can help in enhancing communicative abilities of the learner. It can also boost the confidence and morale of the learner.

- Audio-visual advertisements can be used for the learners of different age groups, comprehension level, and difficulty level for ESL, EFL and even for native speakers.

- Audio-visual advertisements are created with incredible creativity and interesting tag lines to attract the attention of the viewer/audience. Hence, they can bring interest, consistency and motivation in the language learning process, which is generally dull and monotonous.

- Audio-visual advertisements can attract more learners because they can relate to the advertisements that represent their culture, language, and behavioural pattern. Thus, they are very important tools to achieve linguistic goals in the language learning process.

21.2.5 Challenges of using Audio-Visual Advertisements in the Language Learning Process:

- Some language instructors or institutions perceive the incorporation of technology as a substitute for the quality of teaching, which is a mistaken notion. In fact, technology can make the teaching and learning process more effective as a supplement tool. The active integration of technology into language learning process by the academic institutes can help learns establish their own method of self-learning language.

- The awareness of the widely free available tools for language learning should be spread amid the learners. Most of the free, easily accessible and widely available learning aids go unnoticed by the learners due to the lack of information for the same.

- The learners can also be simply provided with the information of the interesting and useful courses freely available online by their institutes.

- The learners, in most of the remote regions or areas are not techno savvy enough to handle the incorporation of technology in the language learning process. Special and regular training sessions could be arranged by the respective institutions to enhance and update the skill set of their learners.
- Choosing appropriate content is also a key. The learner can take assistance from peers or language instructor who can lead the process in the correct direction.

Check your progress

1. Write any two advantages of Audio-Visual aids.

_____

_____

2. Mention any two challenges that are faced in the usage of Audio-Visual aids.

_____

_____

21.2.5 Recommendations:

Learning a language is often considered by many as dull, monotonous, and less active activity. Learners have to put in sincere, consistent and continuous efforts to make the process of learning a language an interesting process. Academic institutes, particularly, language instructors can play a pivotal role in helping the learner in becoming a self-motivated and independent learner. The learners can be made aware of the latest language software, multimedia technology tools, films, audio-visual tools, newspapers, advertisements, and so on as a part of regular classroom activity at their respective academic institutions. The learners can be encouraged to take up free online tests at the institutes and should be directed in the direction where they can handle the learning activity by themselves. Once they are provided with the correct information and instructed about the foundational layout of the learning process, they may, depending upon their linguistic abilities and requirements decide to select the direction.

The internet is full of a huge variety of audio-visual aids and audio-visual advertisements. They target a particular audience and viewers. Not all advertisements are meant for all the age groups in their target audience. Hence, the learner should mindfully understand and analyse his/her individual need and accordingly target the learning aspect. Moreover, a trained and techno savvy teacher can become instrumental in enhancing the interest and attention of the learners towards the process of language learning.

The learners should be trained to handle latest audio-visual tools by themselves. The techno savvy attitude and training will enable them to look for more of such tools online. Learning a language is a long and tiresome lonely journey, where a student learn a language depending upon his/her level of understanding, ability and interest. Sometimes the lack of awareness, ability and lack of appropriate direction can become a real hurdle in the process of language learning for a learner. However, the practice and professional training can provide the learner self-motivation and encouragement to explore more, learn better and work on improving their language skillset, independently and individual levels, which in turn will help them in achieving successful results in language classes.

Sometimes audio-visual advertisements may create a complicated situation for learners who have only a specific and limited set of vocabulary. The learners can form a language group of their classmates or community members and do this activity in the group. A few interesting vocabulary activities can be incorporated after a detailed discussion that aims particularly at the words which are used in the audio-visual advertisements. This can help them in augmenting their vocabulary.

Audio-visual advertisements could be understood differently by different viewers. Hence, they can discuss some of the audio-visual advertisements in their peer groups, which can be followed by some quick interesting activity. It will enrich their vocabulary while helping them in understanding the advertisements at their pace.

In addition, the language instructor can also organize brainstorming as well as question-answer sessions on a regular basis with the learners in the language classroom. That will help bridge the gap between the instructor and the learner. The instructor should make a minute observation of the different types of needs of different learners in the classroom. Learners become pro-active when they are assigned tasks based on their individual/group needs and interest. This will, in addition, help them maintaining a positive, encouraging, and motivated classroom environment and accelerate their language learning skill.

21.3 Learning Outcomes

The unit primarily aims at encouraging the language learners to make maximum use of audio-visual aids to facilitate their language learning process. This unit can help learners to get familiarity with the significant skill of communication, predominantly through a variety of

audio-visual advertisements. The students can understand and master the process of communication by understanding a variety of audio-visual advertisements. Students can comprehend, understand and learn the process of communication to facilitate and improvise their comprehension and analytical skills by learning to understand audio-visual advertisements. The focus is mainly on improving the reading and comprehension skills of the students by making them understand audio-visual advertisements as a part of their language learning process. All in all, the unit enables students to understand, appreciate and master the art of effective communication skills through understanding audio-visual advertisements.

21.4 Glossary

Teaching tool: An object (such as a book, picture, or map) used by a teacher to enhance or enliven classroom instructions audio-visual teaching aids

Savvy: Here, grasp, comprehend

Techno savvy: Here, an instructor who is proficient in using modern technology in the classroom

Facilitate: Make (an action or process) easy

Slang: A type of language consisting of words and phrases that are regarded as very informal, are more common in speech than writing, and are typically restricted to a particular context or group of people

21.5 Sample Questions

21.5.1 Objective Questions:

1. Teaching a new language is a challenge_____True/False

2. Language is a complex thing_____True/False

3. Technology plays an important role in acquisition of language_____True/False

4. Electronic items can also be used as a tool for teaching_____True/False

5. Language can be acquired through non-verbal communication as well_____True/False

6. ESL means English as Second Language_____True/False

7. EFL means English as Foreign Language_____True/False

8. ESP means English for Specific Purpose_____True/False

9. Audio-visual aids can improve the process of learning_____True/False

10. LSRW means listening, speaking reading and writing_____True/False

21.5.2 Short Answer Questions:

1.What does ESP mean?

2. Should audio-visual advertisements be used in the language classroom? How?

3. Why are audio-visual advertisements used as a tool in a language classroom?

4. How can audio-visual advertisements be used to teach grammar in the language classroom?

5. How can audio-visual advertisements be used to change the aptitude of the learners in the language classroom?

21.5.3 Long Answer Questions:

1. Explain audio-visual advertisements.

2. Write in detail: Audio-visual advertisements as an effective tool for teaching English.

3. Enlist the advantages of using audio-visual advertisements in the classroom.

21.6 Suggested Readings

1. Dressman, M., and Sadler, Randall W. *The Handbook of Informal Language Learning*. London: Wiley Blackwell, 2020.

2. Dyer, G. *Advertising as Communication.* UK: Routledge, 1982.

3. Goddard, A. *The Language of Advertising*. UK: Routledge, 1998

4. Danesi, M. "Advertising Discourse". University of Toronto, Canada. *The Encyclopaedia of Language and Social Interaction.*
Doi:https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781118611463.wbielsi137

Unit-22: Writing Resume and Cover Letter

Structure

22.0 Introduction
22.1 Objectives
22.2 Introduction to Resume Writing
      22.2.1 How to Write a Good Resume
      22.2.2 Other forms of Presenting Yourself: Curriculum Vitae, Profile and Biodata
      22.2.3 Introduction to Cover Letter Writing
      22.2.4 Important points to Remember while Writing Cover Letter
22.3 Learning Outcomes
22.4 Glossary
22.5 Sample Questions
22.6 Suggested Readings

22.0 Introduction

In the contemporary era of globalization, digitalization, ICT (Information and Communication Technology) and growing unemployment among high skilled/ qualified persons, it's important to know how to present yourself nicely and keep yourself as active, updated, and focused as you can. Nowadays, everything needs to be perfect; planned, and crafted. We talk of not just communication but effective communication wherein writing did not remain simply as 'writing' but, turned the 'writing skills', similarly, listening as listening skills; reading as the reading skills; and speaking as speaking skills. And this could only happen by proper training, attention, consciousness, pointing out the mistakes/errors and practice, etc. These communication skills would also help the student to learn how to put themselves, their abilities, thoughts/ideas, qualities, qualifications, and professional skills in proper order, nicely, and aptly according to the requirements in such a highly competitive and skilled world.

Resume, Curriculum Vitae (C.V.), Biodata, Profile, Cover Letter, etc. are different types of writings that help you to present yourself professionally in front of the people/recruiters. Thus,

you need to know some basic points while drafting these documents. This chapter would mainly focus on the resume and cover letter writing. These writings are not just writing or noting down whatever you have done or doing in your studies, or professional life but it's a craft and a technique. Natalie Canavor in her *Business Writing in the Digit@l Age* (2012) observes, "Every industry is more competitive than ever before, your resume must be really good, better than those presented by other candidates for job" (271). She also says that "crafting resume and keeping it alive will be a part of your life" (271). This is one of the important things that students need to learn: how to write correctly. Your resume and cover letter should be focused, concise, clear, and impressive to secure your position. "Your goal is to present your information in a way that looks simple, accessible and easy to absorb. Creativity is usually not called for, but use fonts, layout and white space to produce an inviting document" (Natalie 275).

22.1 Objectives

Writing a resume or a cover letter is one of the most important crafts in the process of selection or rejection of candidates in various places/sectors/industries/institutions. Therefore, this chapter aims to provide basic information about how to craft a resume and a cover letter with some standard formats of these documents. It also highlights certain techniques to write a good resume and a cover letter and introduces other forms of similar writings of presenting yourself professionally in a comparative perspective.

22.2 Introduction to Resume Writing

A resume is an important formal document that presents your academic and professional information that is carefully crafted with clarity. 'Résumé' is a French word derived from "Old French *resumer* which means 'summery'. It is also written as a 'resume'. It contains jobseeker's personal details such as full name, address, educational, and technical qualifications, professional experience, extracurricular activities, hobbies, etc. depending upon the contexts, and also the page limit asked. Natalie Canavor said that one should also add "awards and recognitions, strength, social network, clubs and associations, certifications, community service (better than volunteer activities)" (275) to résumé. Many institutes/companies or recruiting bodies ask to write a resume in a stated page length mostly 1-2 or 2-3 pages. Some companies are very

particular about the structure of the resume; in fact, they provide a template to provide your details to be more focused and precise.

There are similar kinds of documents to resume such as Curriculum Vitae (C.V.), Biodata, Profile, etc. used for specific purposes. When students complete their education or they are about to complete, they start writing a resume, Biodata or C.V. These files contain the candidates' information about the date of birth, gender, nationality, religion, address (Permanent and for correspondence), marital status, educational qualification, extracurricular activities, experience, etc. Many students get confused when these documents and drafts are used interchangeably whereas, all these documents are different from one another and used for different purposes. A resume is mostly required in the industrial vacancies/sectors and C.V. is used in academics. Biodata is used for informal purposes like marriage. Example of a smart resume:

Resume sample 1:

Jin Wang
wang@gmail.com • (213) 555-6666

Education

Harvard University, Extension School
Master of Liberal Arts, Information Management Systems   May 2019
GPA 4.0
- Class Marshall Award
- Dean's List Academic Achievement Award
- Data Science Project: Financial Market Analysis Using Machine Learning
- Capstone Project: Enterprise Data Lake

University of Malaya
Bachelor of Computer Science   June 2009

Technical Skills

- Machine Learning • Python/Scikit-learn • Spark • Data Visualization
- Quantitative Analysis • Cloud Computing • Hadoop • Java/C#
- Unix Scripting • Oracle/SQL Server • PLSQL/T-SQL • Data Warehouse/ETL
- RDBMS Tuning • Network Protocols • Agile & DevOps • Web Development

Professional Experience

Rande Corporate & Investment Banking   Detroit, MI
Associate – Information Technology   September 2013 – Present
- Lead a team of 6 people to manage, operate, and support low latency post-trade brokerage platform
- Improved the performance of straight-through processing by tuning database applications
- Reduced number of major incidents by 23% through problem management
- Automate manual back-office processing through scripting and automation engine
- Actively participate and contribute to the internal data science project initiatives

Olson Financial   Singapore
Associate – Information Technology   February 2011-September 2013
- Built a new application support team of 5 people focusing on post-trading straight-through processing and data warehouse extract-transform-load processing
- Designed and implemented global application monitoring platform.
- Eliminated 80% of manual checks for trading support, and decreased SLA breaches for client reporting by 15%

(Fig:1 Source: Harvard University)

22.2.1 How to Write a Good Resume:

Resume writing has taken a digital shape these days, and there are ample varieties of resume or resume templates available on internet but still, writing a resume remains a demanding professional practice. Sometimes, you may think that your resume has enough professional formats, but your employer knows better what the plus and minus points in your resume are. Therefore, one always needs to keep updating the resume. It is also important to edit resume according to the interest of the recruiter, in a sense, you should provide the information which is relevant and beneficial for attaining a particular position by understanding the limit of pages and preciseness. One must avoid copying a resume from friends/colleagues or from online resources to avoid dullness. But one may take help from those models. It is always better to craft your own resume.

One may have a question like, what are the important ingredients in resume writing. Your resume should not be about 'What do you want to tell people about you? Rather, 'What do people or the employers want to know about you?'

Your hobbies, your affiliation, membership with academic or professional bodies, etc. apart from your qualification and ability would also contribute positively/negatively to the overall decision of the selection committee. Therefore, don't mention irrelevant information. One of the lively parts of your resume is that you keep updating the resume the way you progress even after securing your desired position.

Many students write "Resume" or "Curriculum Vitae" on the top of the information which can be avoided since you are writing or providing the asked details therein. The same is applicable in case of Biodata or profile writing.

One should also use some 'action words' in resume to show one's ability or management or leadership and responsibility. Words such as *chaired, executed, planed, managed, authorized, launched, mobilized, designed,* etc.

You can also use bullets to highlight your important points. Harvard University's Office of Career Services provided following tips in a chart for resume writing in its document titled "Resumes and Cover Letters" 2019:

Characteristics of a good resume:

Readability	Clarity and unambiguous	Correct spelling
Grammatically correct	Chronologically sound	Ideally, it should be 2-3 pages

22.2.2 Curriculum Vitae, Profile and Bio-data:

Resume and Curriculum Vitae: A Curriculum Vitae (CV) is like an extended form of a resume with more details. It is commonly known as 'C.V.'. It originates from the Latin phrase which means a "course of life". *Merriam-Webster Dictionary* defines it as "a short account of one's career and qualifications prepared typically by an applicant for a position". It is usually lengthier than a resume, ideally around 5-7 pages sometimes exceeding 15-20 pages depending upon the candidate's academic/professional details or requirements. In resume, candidates highlight their skills and experience whereas in a C.V. candidate emphasize on their qualification and academic achievements. As mentioned earlier, a resume is mostly used in industries/company/non-profit/public sector. In the USA a C.V. is used in academics – a file containing all academic activities, achievements, publications, qualifications, etc. In India too this trend of using C.V. for the academic purposes is quite prevalent. It is also used for applying fellowship/grants/academic position, etc. A C.V. may include references (one or two) from people who taught you or know you and your work. Here is a sample of Curriculum Vitae, but you can design your own accordingly:

Resume and Profile:

In many institutes or organizations, you may be asked to provide your academic information or a brief profile. It is like a resume but distinguishes from resume. Sometimes it will be in a paragraph form. It includes a person's or employee's qualifications, major achievements, expertise, awards, etc. Here is one example of an email from one of the institute's wherein it is required from the employees to update their 'profile'.

To,
The Deans/Chairpersons/Faculties,
Xxxxx xxxxx xxxx (Institute/University) Name
Dear Ma'am /Sir,
The University is updating its website and the faculty profile. It is kindly requested to provide your updated bio/profile in the attached format, along with a scanned copy of your photograph for the same. Deans may also kindly provide an updated write up of their School/ Centre and programmes offered.
Kindly consider it as urgent and oblige.

F
o
r
m

Format for profile

Name	
Designation	
School/Centre/ Special Centre	
Off. Phone	
Residence	
Email	
Personal Webpage	
Qualifications	
Areas of Interests/Specialization	
Professional Experience	
Awards & Honours	
Recent-Peer-Reviewed Journals/Books (up to 3)	
Best Peer-Reviewed Publications (up to 5)	
International Collaboration/Consultancy	
Patents (if any)	

Resume and Bio-data*:*

A Bio-data is different from a resume. It is more like an informal document or a piece of more personal information. It also contains the social, professional and academic information of a person which includes the date of birth (D.O.B), Full Name, Community, Religion, Languages known, family information, education, gender, nationality, marital status, colour, body type, height, hobbies, profession, etc. Nowadays, in India, a Biodata is mostly used in the context of marriages or selection of bride/bridegrooms and shared along with 1-2 photographs. In some countries, it is used to describe animals and their pedigree such as dogs and horses.

22.2.3 Introduction to Cover Letter Writing:

In professional life, one needs a cover letter to present oneself more effectively among the other candidates/competitors. It needs to be accompanied with an application form/proposal/ questionnaire, etc. It is a supporting one-page document to justify and brief one's suitability, ability and quality (qualification) to the required notification/position or vacancies. One must enclose this document along with the application unless it is clearly stated not to attach. It is better to accompany a cover letter with a resume because it carries more weight and introduces you effectively. "A cover letter should introduce you in a more personal, targeted way than a resume. It does not require a comprehensive overview of your career and qualifications – that's

what the resume is for (if enclosed) but, it should aim at giving insights about you that the resume format doesn't accommodate" (Canavor 151). A cover letter, as Natalie Canovar suggests, must also highlight, "your most relevant experience or credential and add a little detail". She also suggests to, "set the stage for the reader to review your resume as you would like" and "show why you are the most qualified person for the job" (151).

Check your progress

1. What details do you include in a resume?

_____

_____

2. Prepare a sample resume of yours.

_____

_____

22.2.4 Important Points to Remember while Writing a Cover Letter:

- While drafting cover letter you should also know the interest of the organization, its priorities, aims, and objectives and relate your abilities/qualities with those.

- Write some complimentary words about a person or organization whom you want to work with, their identity/fame/reputation/excellence/public image or achievements in their respective field and how you could be an asset to the recruiter/recruiting organization.

- If you have met the person earlier you can refer to that event/meet but it is better to avoid in government sectors to respect the transparency or selection. This varies according to the context, position, and place.

- Write about yourself briefly and your ability/skills, qualifications and your suitability for the required position.

- Use formal language without typos and grammatical errors.

- Encourage the reader to read your resume/C.V. (You can also request to read some special quality/achievement/work that you have done and will be useful for the advertised position).

- Conclude with the hope to take action or selection. For example, 'I look forward to hear your positive reply on this application.', 'I am sure you will like my resume and qualification...', 'Hope to work with you...', etc.

- It should not be more than one page.

- There is a common trend in writing cover letters on the top i.e. "To Whomsoever It May Concern" but it is always better to find out the exact person's name and designation and address with proper salutation and respect. You can try to contact the organization/company for more clarification in this regard (whom to address).

- Don't write in bullet forms, use paragraph form.

- Write with clarity and avoid ambiguity.

- Write your name and address on top/in right corner.

- Write company name and address after yours.

- Mention job title (specific position) that you are applying for.

- It should be concise and convincing.

- Proof read your cover letter.

- Tell your interest or why you want to work with that specific organization.

- Pick appropriate words and tone of language.

- You may ask politely to reply back.

- Close with hope and respect. Better use traditional ways such as, "Sincerely".

We write a cover letter for various purposes, especially for job/fellowship in various sectors such as IT, HR, Marketing, Banking, Teaching, Fellowship/Scholarship/Training programme, etc. As in resume writing, C.V., Biodata, and profile there are some differences among Cover letter, statement of purpose, testimonial, recommendation/reference letter, etc. (*see glossary*). Here is a model of cover letter:

Sample Cover Letter

It is OK to use either of these types of headers for your cover letter.

(traditional block:)

Tiffany Traveler
813 Johnson Drive
Los Angeles, CA 90089

March 3, 2024

Emily Annenberg
Marketing Coordinator
Focus Marketing, LLC
1391 Tweet St.
Los Angeles, CA 90089

(match your resume:)

Tiffany Traveler
813 Johnson Drive * Los Angeles, CA 90089 * (213) 123-4567 * ttravel@usc.edu

March 3, 2024

Emily Annenberg
Marketing Coordinator
Focus Marketing, LLC
1391 Tweet St.
Los Angeles, CA 90089

Dear Ms. Annenberg, (or use full name is pronoun is uncertain)

Dear Ms. Annenberg, (or use full name if pronoun is uncertain)

It was great meeting you during the University of Southern California (USC) Internship Week marketing panel on February 13. I am very interested in the Focus Marketing, LLC internship position advertised through the USC connectSC portal. I am a junior at USC majoring in Psychology and am very excited about this opportunity to combine my skills in social media and marketing to customize services for Focus Marketing, LLC's clients.

One desired strength mentioned for the Focus Marketing, LLC internship is motivation. As a leader and Marketing Chair of OUTreach, a USC community service organization, I coordinate and write articles for our weekly newsletter and maintain three social media pages, including Facebook, Twitter, and Pinterest. I increased our social media audience by 50% within 12 months by developing strategic partnerships across campus and customizing updates for each social media account daily. Part of my success is attributed to my passion for marketing our organization to the USC community. I am confident my high motivation level, strong social media and marketing skills make me an excellent match for this internship position.

I understand that creativity is a very important asset to successful product launches. Recently, I worked closely with four team members to propose a new product line of beverages during a marketing class. I designed a 3D product rendering, a print brochure and a social media ad using Photoshop. As part of the final project, our team presented the product line to a panel of marketing professionals. The panel ranked the project first place among eight groups nationally. Remarks from the panel included mention of my innovative designs. Using my creative skills to benefit the Focus Marketing, LLC team would be a great experience in my future career as a Public Relations professional.

I am highly motivated to contribute my creative, social media and marketing skills through the internship. Thank you for your time and consideration. I look forward to discussing my qualifications with you in the near future. I can reached at (213) 123-4567 or by email at ttravel@usc.edu.

Best regards,

Tiffany Traveler

(Fig:2 Source: Career Center at the University of South California.)

For more examples/models for cover letter you may refer to Natalie Canavor's *Business Writing in the Digit@l Age* (2012) which will help you to understand the varieties of cover letters. After going through various examples, you may develop a cover letter according to the position, institute, and your background.

Sample of Resume:
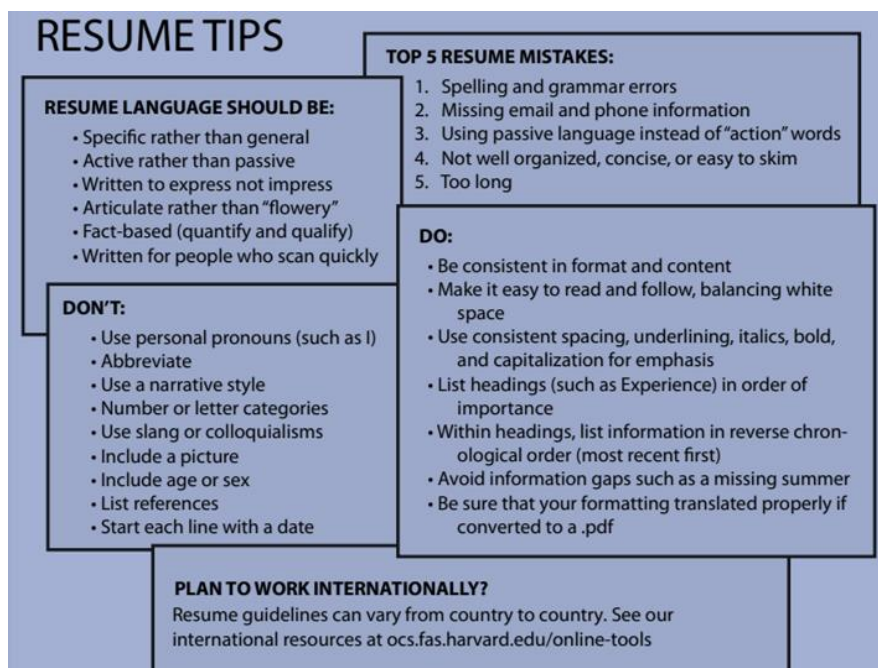
(Fig: 3, Source: Google Images)

Sample of Curriculum Vitae:

Contact
_____

Address:

Phone:
+91-------------------------

Email:
---------------@gmail.com

Languages
_____

English
Urdu
Hindi

Education

Bachelor of Science: **Computer Information Systems** - 2014
Columbia University, NY

Skill Highlights

- Project management
- Strong decision-maker
- Complex problem solver

- Creative design
- Innovative
- Service-focused
-

Experience

- **Lecturer at St. Joseph's College, Hyderabad from** 09/2015 to 05/2019

- --------------------------------

- --------------------------------

- --------------------------------

Area of Interest_____

English language teaching

English literature

Literary and Cultural theory

Sociolinguistics

Presented papers in Conferences

1. Presented a paper titled "Ecology in Poetry of Robert Frost" in International conference on "Environment and Sustainable Developments" held at University of Hyderabad from 1-2 February 2020.

2. -----------------------

3. _____

4. _____

22.3 Learning Outcomes

By the end of this chapter, it is expected that the students know the basic difference between a Bio-data, C.V. and Resume. They will realize the importance of a good resume and a cover letter and how to avoid conscious and unconscious mistakes while drafting and crafting these documents. They would also learn how to craft a resume and a cover letter to achieve their

respective career goals. The techniques and important points highlighted in the process of drafting a resume and cover letter will be definitely beneficial for students. After reading this chapter, they would be able to put their abilities, qualities, qualification, and strength in proper order so that they would sustain in this rapidly growing competitive world.

22.4 Glossary

Statement of Purpose (SOP): Statement of the purpose means a letter which states your capacity, ability, and qualification to a particular or an advertised position. It also states your ability and how that so and so programme or position will be beneficial for you. Many times, when you are applying for a conference/summer school/workshop you are asked to submit the statement of purpose or just purpose in a paragraph of a page.

Testimonial: A testimonial is another formal form of recommendation especially from the person who is directly known to you such as your teacher/professor. It extols your character, ability, and qualifications.

Character Certificate: It is a certificate, usually issued by a respectable citizen of a country or the gazette officer, to certify the candidate, his/her address and details. It also highlights the character of the candidate. It is asked in some of the government and private institutions/organizations in India.

Bonafide Certificate: A Bonafide is derived from a Latin word "bonafide" which means "in good faith". A Bonafide Certificate is an official document issued by your respective institute/organization that you belong to so and so position in their so and so organization. It certifies your claim as so and so designation. Students must be aware of the Bonafide certificate while applying for a pass, visa, passport, scholarship, loan, etc.

NOC (No Objection certificate): The NOC or No Objection Certificate is issued by your present organization/institute/company to state that you institute has no problem in your applying for another position/scholarship/visa/visit another country etc. It is a must document in the job sector be it public or private. Some organizations don't care for NOC but most organizations do not entertain any application of in-service candidates without the no-objection certificate.

A Recommendation Letter or Reference Letter: A recommendation letter is a letter generally submitted by the person whose name you mentioned in your application. Sometimes you attached reference and recommendation letter along with application or resume depending on the

situation or demand by the recruiter. In academics, students usually provide their teachers or supervisors as a reference and seek letters of recommendation from them. Nowadays these letters are submitted online as a confidential document.

22.5 Sample Questions

22.5.1 Objective Questions:

1. Resume is a _____ word

   (a) Russian

   (b) Italian

   (c) German

   (d) French

2. The length of resume ideally should be from

   (a) 1-2 or 2-3

   (b) 3-4 or 5-6

   (c) 6-7 or 7-8

   (d) Only 5 pages

3. The cover letter should be written in _____ page

   (a) Two

   (b) One

   (c) Three

   (d) All of the above

4. A resume is used mostly in

   (a) Industrial sector

   (b) Academic sector

   (c) Domestic sector

   (d) None of the above

5. The original etymological meaning of resume is _____

   (a) Summery

   (b) Story

   (c) Narration

   (d) Date of birth

6. Which of the following are not the characteristics of a good resume?

   (a) Readability

   (b) Clarity and unambiguous

   (c) Correct spelling and Grammar

   (d) Demerits/Shortcomings

7. *Curriculum Vitae* is a Latin phrase which means

   (a) Curse of life

   (b) Way of life

   (c) Course of life

   (d) Style of life

8. Natalie Canovar suggests that a cover letter should also highlight, "your most relevant ---------------or credential and add a little detail".

   (a) Hobbies

   (b) Experience

   (c) Qualification

   (d) Leadership quality

9. SOP stands for-------

   (a) Sample of planning

   (b) Sample of purpose

   (c) Statement of purpose

   (d) Statement of planning

10. NOC is an abbreviation of--------

   (a) No other certificate

   (b) No objection certificate

   (c) None objection certificate

   (d) Nothing objection certificate

22.5.2 Short Answer Questions:

1. What is a resume?

2. What is the relation of a cover letter with a resume?

3. What is profile and how it is different from a resume?

4. What are the characteristics of a good resume?

5. What is a character certificate?

22.5.3 Long Answer Questions:

1. Illustrate a curriculum vitae and how it is different from resume with a suitable example of each.

2. What are the important points that need to be remembered while drafting a good resume?

3. What is the difference between a cover letter and a recommendation letter?

22.6 Suggested Readings

1. Canavor, Natalie. *Business Writing in the Digit@l Age. London:* Sage, 2012.

2. Schaffer, Karen. *The Complete Book of Résumés: Simple Steps for Writing a Powerful Résumé*. New York: Bluerose, 2012.

3. Harvard University's Office of Career Services gives few tips for resume writing in its document titled "RESUMES and COVER LETTERS" 2019.

   https://ocs.fas.harvard.edu/files/ocs/files/hes-resume-cover-letter-guide.pdf .

   Access on 05 March 2020

Unit-23: Business Correspondence and Customer Service

Structure

23.0 Introduction
23.1 Objectives
23.2 Business Correspondence
      23.2.1 Types of Business Correspondence
      23.2.2 Business Letters
      23.2.3 E-Mail
      23.2.4 Memos
      23.2.5 Reports
      23.2.6 Agenda
      23.2.7 Presentations
      23.2.8 Customer Service
      23.2.9 Transition from Written to Digital Communication
      23.2.10 Challenges in Business Correspondence
23.3 Learning Outcomes
23.4 Glossary
23.5 Sample Questions
23.6 Suggested Readings

23.0 Introduction

Business correspondence is a very crucial component for the smooth and effective performance of any organization. Hence, the importance of business correspondence has been increasing with an increase in trade and commerce during the last decade. However, with the fast-growing trend of using digital correspondence, which is quick and efficient, the written correspondence has slightly taken a back seat. In this unit, you shall know both about conventional and the simplified digital means of correspondence and also customer service in the form of business conversations over phone, during meetings, and through presentations. We know that business correspondence plays a vital role in the present day world. Therefore, in this unit, we shall understand the same.

23.1   Objectives

The primary objectives of this unit are:

- To familiarise students with various types of business correspondences and customer services.
- The students will also know about the patterns of business correspondences and the factors and tools facilitating this social relationship.
- To familiarise students with the various customer services.

23.2   Business Correspondence

The significance of documentation in the business sector can never be questioned. Once the decisions are taken after all the meetings, conversations, reviews, conferences, and presentations, the minutes have to be recorded in the form of the written word. However, the new digital tools of word processing, shared documents, linked in platform, web, and cloud computing are now in vogue along with the following methods of documentation for planning, executing, and implementing regular business dealings.

The whole process of communication can be represented as below:

Sender
Encoded Message

Oral		Written

Receiver
Decoded Message

Listening		Reading
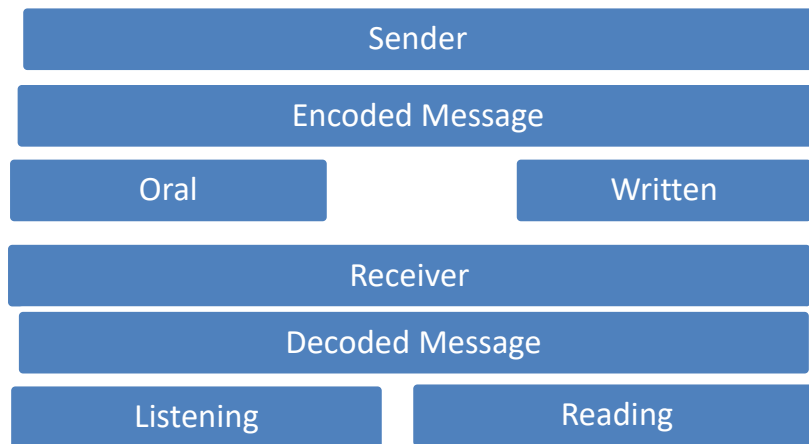
(Fig:1)

23.2.1 Types of Business Correspondence:

In the smooth functioning of any organisation/institution/office or firm correspondence plays a very decisive role. The correspondence which takes place among sellers and buyers,

managers and employees, clients and service providers, salespersons and customers, human resource developers and managers and among various groups of administrative personnel and employees happens at various levels such as downward, upward, lateral, horizontal, diagonal, internal and external. The downward correspondence is hierarchical and is from the highest level of Directors, CEOs, and Managers to the lower levels. This is carried on in the form of proceedings and memos. The management can utilize this type of communication to inculcate a sense of responsibility, demarcation of tasks and deadlines, and ensuring the implementation of assignments at the lower levels of organizational structure. Usually, the downward correspondence is related with giving directions to the subordinates in a concise manner. Obtaining employee feedback is a must to ensure that information has been communicated and there is no misinterpretation.

Check your progress

1. Who decodes a message generally in the process of communication?

_____

_____

2. Mention any two types of business communication.

_____

_____

The employees' response is in the form of reports, feedback, explanations, and other details can be termed as internal upward communication. This enables the subordinates to reach out to their superiors for reporting the progress as well as seeking guidance. Those who are at the upper levels of the organisational hierarchal structure can ensure a lucid understanding of the business tasks at the lower levels. This ensures employees' participation and involvement in policy deployment of the organisation and creates an environment of mutual trust and understanding among the management and employees. The management has to take care that opinions are invited from the subordinates and their feedback is analysed and is considered during decision making. The organised administration requires sharing of information at all levels. Horizontal correspondence refers to the information which is shared among colleagues regarding various aspects pertaining to sales, marketing, and customer service. The employees can seek clarifications and information from their colleagues which results in strengthening team spirit, improved cooperation, and understanding.
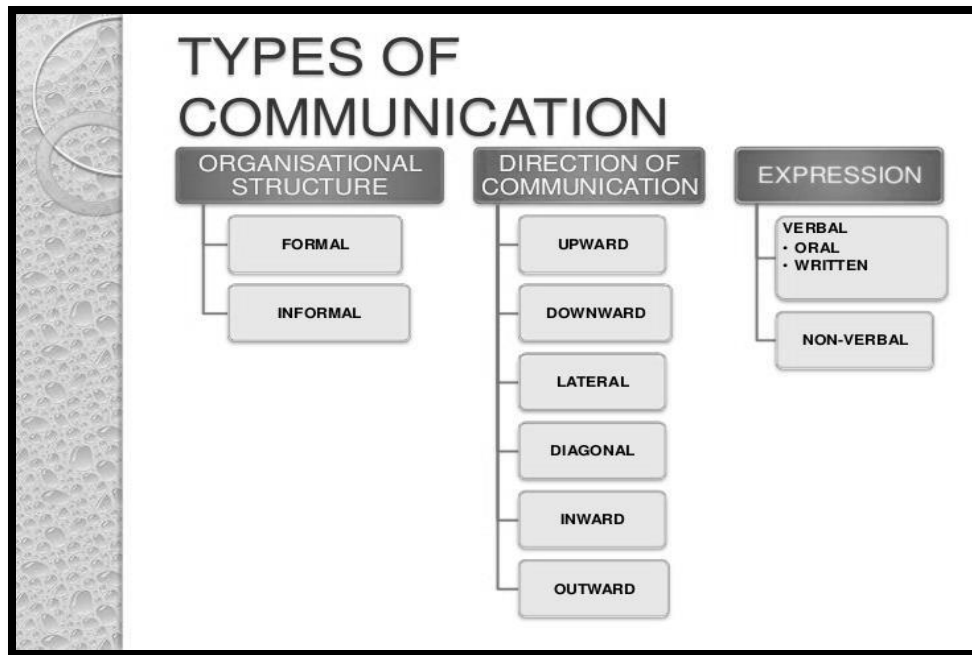
At times, regardless of the organisational structure, an employee or an employer communicates information to anyone in the sector in any direction. Such type of correspondence can be called diagonal correspondence and generally, it takes place in diverse sectors such as production, sales, marketing, finance, public relations and customer service. Grapevine correspondence on the other hand is very informal and is employed to convey information without following any strict rules and guidelines in the official format.

23.2.2 Business Letters:

In business, letters are utilized for transacting information and ideas and for communicating with clients, customers, and investors. Instead of conducting meetings in person, the business letters make it possible for the involved clients to keep in contact and take their business deals forward. These transactions can be carried out at both national and international levels as distances will no longer matter for interchanging correspondence. These letters are also useful for registering grievances and their timely redress thereby paving the way towards creating a friendly relationship between the organisation and the clients. This practice crafts a trustworthy and credible image of maintaining a friendly and responding relationship.

Model of a business letter:

<div align="center">
OMEGA MEDICAL COLLEGE
RF ROAD
BENGALURU
PIN CODE 560003
</div>

March 21, 2020

Mr. Rahul Sisodia,

Store Manager,

Amisha Medical and Pharmaceuticals Pvt Ltd.,

Dr. Rajkumar Road,

Rajaji Nagar,

Bengaluru – 560055

Dear Mr. Sisodia,

This week we are organising a Three Day Workshop on Preventive Measures and Possible Treatment Options for Covid-19. We are expecting over three hundred medical students and teachers to take part in this event.

We require 350 surgical masks and an equal number of sanitizers to distribute among our delegates. We would like to confirm whether you could supply us these requirements. When the consignment is confirmed we shall transfer the amount to your listed account.

Thank you for your time. We look forward to hearing from you soon.

With Regards

Ananya Kothari,

Public Relations Officer,

OMEGA Medical College,

RF Road,

Bengaluru -560003

23.2.3 E-mail:

E-Correspondence has become very popular, efficient, and a convenient way of corresponding these days in the personal, academic, and business world. Whenever one wants to contact an organisation all he/she has to do is to look up the website of the firm and click the link 'contact us'. But while doing so, one has to be cautious enough to adopt the right tone and language appropriate to the person whom one is addressing. The message should be very brief and precise. The subject line in the email helps the recipients to know well in advance what the message is about. One should not skip the subject line where an exact idea about the content of the e-mail has to be presented. An e-mail has the added advantage of sending and receiving files in the form of attachments. Nevertheless, care should be taken to avoid forwarding any attachments which may carry virus and phishes. The attachments which contain photographs and graphics take a longer time for downloading because of the incompatibility of recipients' operating systems.

The following are the components of an E-mail.

- From: This displays the email address of the sender.
- To: Here email address of the recipient/recipients is provided.
- Cc: This option (carbon copy) can be used to send the copy of the message to more than one recipient.
- Bcc: (Blind Carbon Copy) one can type the mail address of the recipients here which shall not be displayed to other recipients. The Blind Carbon Copy option ensures recipients' privacy.

Model of an E-mail:

To: rohitsharma001@ymail.com

Cc: roma.arni1985@gmail.com

Subject: Placement of Order

23 March 2020

Mr. Rohit Sharma,
Sales Manager,
Walden Book Links Pvt Ltd.,
Banjara Hills,
Hyderabad-500034

Dear Mr. Sharma,

Thank you for sending your catalogue. You have indeed got a very priceless collection of books. We are pleased to inform you that we are interested in placing an order for the complete collection of *Harry Potter* books. We require 50 sets of the seven volumes for our college library.

Thank you for sharing your catalogue. We look forward to receiving the consignment at the earliest.

With regards,

Mehrish Alam,
Librarian,
Apex Junior Collge,
Benz Circle,
Vijayawada-520001
Contact number: 9012341234
E-mail: Mehr98@gmail.com

23. 2.4 Memos:

A memorandum or memo is a formal letter from either the officer to the subordinates or vice versa. It is different from a business letter which is an external mode of correspondence. A memo, on the other hand, is an internal means of correspondence within the organization for sharing information. Usually, a memo is associated with admonitory message from the officer requiring explanation. However, this is not always the case. A memo can be addressed to a single individual or to an entire group. Its purpose is to gain information quickly.

Components of a Memorandum:

Letter Head

Date

To (Names and designations of the persons to whom the memo is directed)

From (Name and designation of the person issuing the memo)

Subject (Topic of memo)

Matter (The actual content)

Conclusion (A summing up of the matter and expression of the desired action)

Signature (Signature of the person writing the memo)

Attachments (If required)

Sample Memorandum:

<div align="center">

KSN Government Degree College(W)
Beside Jawaharlal Nehru Technological University
Bhairava Nagar
Anantapur

</div>

Date: 27th December 2019

To: All the members of Staff

From: The Principal

Subject: Inauguration of Mid-Day Meal Scheme in the College

      I am pleased to inform you that the Alumni Association of the college has come forward with the proposal to sponsor Mid-Day Meal to all the day scholars of the institution. Arrangements have been made to provide working lunch to 360 students who commute to the college every day. Make sure that all of you attend the inauguration ceremony on 1st January 2020 at 01:00 pm sharp in the college auditorium.

Copy to:
All HODs
Office Superintendent
The Principal

23.2.5 Reports:

      Business reports are formal reports which are written in obedience to instructions received from higher authorities. These are usually survey and field reports and are written after proper study and field visits. These reports play a crucial role in the decision-making process in the organization. The information in the report is presented in very clear and crisp style avoiding ambiguity. After the survey, the accumulated data is presented in the form of an official report. The information has to be furnished in the following order:

From (Name and address of the person compiling the report)

Date (Date on which the report is being written)

To (Name and designation of the person for whom the report is compiled)

Title (Subject of the report)

Terms of Reference (Name of the person or agency authorising the survey)

Findings of the Report (Body of the report containing the data)

Conclusion (A summing up of the research findings and the researcher's interpretation)

Signature (Signature of the person writing the report)

23.2.6 Agenda:

In the business and marketing sector, meetings are frequently held at all levels to discuss issues related to the firm. A meeting can be called successful if all the participants arrive on time and have an idea about what is expected from them. The meetings can become fruitful if they are planned meticulously. This is possible only with an effective agenda which provides the entire schedule of the meeting well in advance. Agendas must be prepared with much prior thinking and ensuring all the items which are required to be accomplished by the participants are accommodated.

Sample Agenda:

Employees' Union Syndicate Bank
One Day Capacity Building Workshop for Syndicate Bank Employees on 12-3-2020
Lalitha Kala Parishad, Anantapur

10:00 to 10:10	Inauguration
	Lighting of Lamp by District Collector Shri Gandham Chandrudu, I.A.S
10:10 to 10-30	Welcome Address by Shri S. Munawwar Basha, Deputy General Secretary, Syndicate Bank Employees' Union
10:30 to 11:00	Keynote Address by the Honourable Collector and District Magistrate
11:00 to 11:45	Effective Time Management
	Mr Ajay, Inventa Teq, Bengaluru
11:45 to 12:00	Tea Break
12:00 to 1:30	India's Digital Payment Ecosystem
	Dilip Asbe, MD & CEO, National Payments Corporation of India
1:30 to 2:15	Lunch Break
2:15 to 3:45	Future of Banking: How to Navigate the Digital Road
	Nitin Chugh, Country Head, Digital Banking, HDFC Bank

3:45 to 4:00	Tea Break
4:00 to 5:15	Indian Banking Sector's Risks & Opportunities
	Rajnish Kumar, Chairman, State Bank of India
5:15 to 5:30	Valedictory Function

23.2.7 Presentations:

Effective business correspondence includes not only e-mails, agendas, letters, memos, and reports but also inspiring presentations. A business executive has to guide his subordinates by giving instructions, directions, and explanation. Apart from these aspects correspondence in business often requires briefing, negotiating, and presentations. The business head has to explain the project to his staff and sometimes to his customers by way of an effective presentation. He can achieve his desired goal by adhering to two essential aspects of presentation – planning and preparation. One must have a clear idea about the target audience. The select people, their technical background, their intellectual level and the context should be worked upon.

Objectives of Presentation: Presentations can be made not only to convey technical and professional information but also to motivate and inspire any audience to achieve their professional goals. The content of the presentation should be well organized to suit the objectives. While informing the audience about the key idea, the presenter should ensure that the audience is interested in the talk. This can be assured by avoiding dull and monotonous speech and incorporating humor and personal touch in the presentation. The presentation should conclude by inviting queries from the audience and offering lucid clarifications.

Planning: After having a clear idea about the objectives of the presentation, the business executive should organize the content. The choice of language, references, humour, and anecdotes should not offend the select audience. The presentation should have an interesting introduction, body, and effective conclusion.

Preparation: Once the introduction, body, and conclusion of the presentation are ready, the presenter must master the speech by rehearsing it in front of a mirror. She/he should ensure that all the points and technical jargon used in the presentation are relevant and necessary. The key points have to be repeated and reinforced in simple language. Finally, the presentation must end with a brief summing up of important points.

23.2.8 Customer Service:

In the modern era of digital marketing, most of the business correspondence is undertaken orally or verbally. Organisations employ business conversations over the phone, during meetings, in video conferences, and while offering presentations. Customer service is providing support and assistance to the customers during the buying process. The employees who handle customer service represent their organisation and try to build a good relationship between the management and the customers. The help desk is available round the clock responding to queries and clarifications regarding the products and services. These support teams handle the complaints made by customers, booking and cancelling orders, giving specifications about the products, and handling returns and refunds. This service ensures that the company is meeting the demands and expectations of the customers and is satisfying them. Better the service, the stronger the customer relationship.

Phone Service: A majority of customers prefer to sort out issues and seek clarification over the phone. This requires that the organisation offer a 24 hour help desk to respond to customers and resolve their issues. Employees must be made available to take calls and respond to customers personally. This creates a sense of personalised attention and interaction on one to one level. Automated calling system often results in frustration and a feeling of being neglected on the part of customers.

E-Mail Service: In this decade of smartphones and the availability of internet, most of the customers prefer to contact companies via email instead of time consuming written communication. There should be specified sections to handle such email queries and respond to customers within twenty-four hours. This requires that the organisation must provide a valid e-mail address on their website as an online contact resource.

On-Site Customer Service: It is preferable that the organisation also provides virtual customer service which is convenient for customers who want a personal touch. The representatives from the company can visit the customers and offer clarifications or maintenance to the offered service or product.

23.2.9 Transition from Written to Digital Communication:

In this age of digitalization, both the organisation and the customers prefer digital correspondence to the conventional written communication. The first reason for this transition is that it is fast and easier. Moreover, it is cost-effective. One can reach out to multiple target customers in no time. Both the printed emails and voice messages come under digital

correspondence. This latest technology helps in contacting the customers very frequently. These online tools assist in evaluating and processing information which can be utilised for research purpose. The organisation, however, has to take care that it does not frustrate the customers with the frequency and recurrence of messages.

23.2.10 Challenges in Business Correspondence:

Business Correspondence which could be oral and written, conventional and digital, poses certain challenges for the organisation. The multi- national companies employ people hailing from diverse cultural backgrounds, nationalities and traditions. This rich diversity often poses a challenge to choose the appropriate language, signs, and body language while communicating a message. The different cultural backgrounds may result in a different interpretation of the communication other than which is actually intended. These contradictions may affect the team-work in general and the efficacy of the business in general. These cultural misinterpretations can be avoided by scrupulously following the company's ethical code of conduct and charting out an etiquette policy. Care must be taken that genuine and reliable information is given to media and customers.

23.3 Learning Outcomes

After going through this unit thoroughly, the students will get an idea about the importance and need of this huge correspondence. The students will at least get introduced to the process and tools of business correspondence. Going through the various correspondence tools like Business Letter, E-mail, Report, Memo and Agendas, students will understand the important role played by them in keep going the activities in business organisations and other offices at various levels. Having seen the formats of tools, students get an idea to write correspondence as per their needs.

23.4 Glossary

Correspondence: Communication by exchanging letters
Customer: A person who buys goods and services from a shop or business
Linked: A social network for professionals

Cloud Computing: Accessing information over internet instead of hard drive

Hierarchical: Arranged in order of rank

Colleague: A person with whom one works in a profession or business

Grievance: A cause for complaint

Phishes: Fraudulent e-mails to hack confidential information

Transition: Changeover, shift, alteration

Recurrence: Repetition

Contradiction: Disagreement, negation

Scrupulously: Thoroughly, meticulously and painstakingly

Etiquette: Manners, custom, decorum

Negotiate: Try to reach a compromise or agreement by discussion

Adhere: To hold on

Audience: Listeners, spectators

Query: Enquiry, question, doubt

Anecdote: Narrative, story

Conducive: Which tends to promote, assist and make possible

Depth: The quality of a topic or a subject to be deep or intense

Develop: Growing from a primary and basic stage to a more advanced stage

Effective: That which produces the desired effect; successful (use of)

Empathetic: Understanding and being aware of

Epistemophile: One who loves knowledge and continues to seek it

Extensive: Something extending over a wide range

Gestures: A movement of the body to show an idea, attitude or direction

23.5 Sample Questions

23.5.1 Objective Questions:

1**.** List out two patterns of business correspondence_____.

2. What is upward correspondence_____?

3. What does Bcc signify in an E-mail_____?

4. What is the full form of memo_____?

5. Are attachments a mandatory part of a memo_____?

6. What kind of information is presented in 'terms of reference'_____?

7. Which format is used for scheduling a meeting_____?

8. What is the other name for customer service_____?

9 What does Cc in E-mail mean_____?

10. The full form of E-mail is _____

23.5.2 Short Answer Questions:

1. Write a brief note on Business correspondence.

2**.** Present the various patterns of business correspondence in the form of a tree diagram.

3**.** What are business letters? Write the elements which constitute a business letter.

4**.** What is e-correspondence?

5. List out the components of an E-mail.

23.5.3 Long Answer Questions:

1**.** What is the role of effective correspondence in business and marketing? Elaborate upon the various types of business correspondences.

2. Assume that you are Sheela Gupta of Guntur. The Cambridge dictionary you purchased from Vishalandhra Book House has 50 pages missing. Compose an e-mail stating your grievance to the Sales Manager.

3. Design a 15-minute presentation on the following topics:

   (a) Introduction of Skill Development Courses in curriculum

   (b) Importance of Team-work

   (c) Use of Social Media

   (d) Drug Abuse

23.6 Suggested Readings

1. Attarde, I.P. *Handbook of Idioms &Phrases*. New York: Pentagon Press, 2006.

2. Doshi, S.R. *Life Skills*. Delhi: Global Fraternity Publishers, 2009.

3. Downing, Angela, and Philip Locke. *English Grammar*. London: Routledge, 2006

4. Farhatullah T.M. *English for Business Communication.* Bangalore: Prism Books, 2009.

5. G, Yule. *The Study of Language*. Cambridge: Cambridge University Press, 1985.

6. Jovin Ellen. *Writing for Business, Professionalism. Integrity and Power.* Boston: Nicholas Brealey Publishing, 2019.

7. Kumkum Bharadwaj: *Fundamentals of Business Communication* Dreamtech Press, 2019.

8. Lal, Mehak. *Principles Guide to English Grammar*. Delhi: Rajat Publications, 2011.

9. Lesikar R, Flatley M. *Basic Business Communication: Skills for Empowering the Internet Generation*: Berlin: Tata McGraw Hill Education, 2008.

10. Mukesh Chaturvedi: *Fundamentals of Business Communication*. Haryana: Pearson, 2012.

11. Tulsiani, Harkishan. *Practical English Grammar*. Andhra: APH Publishing Corporation, 2018.

12. Rizvi, M. Ashraf. *Effective Technical Communication*. India: McGraw Hill Education Limited, 2018.

13. Varma, Shalini. *Development of Life Skills II*. Delhi: Vikas Publication House, 2015.

14. Yule, George. *Oxford Practice Grammar*. London: Oxford University Press, 2006.

Unit-24: Interview Skills and Etiquettes

Structure

24. Introduction

Interview is a kind of interaction between two persons usually the interviewer and the interviewee. It is the last stage of any process involving employment. It is a social process of conducting a formal meeting between the employer and the employee. Interview provides an opportunity for the interviewee to see and meet the employer and at the same time, it facilitates the interviewer to meet the prospective employee. Likewise, it also gives an opportunity to the interviewer to have a glimpse of the inner traits and qualities of the interviewee.

The time allocated for the interview is usually very short in which the interviewee has to display his/ her attitude, skill, and knowledge (known as ASK principle). In this limited span of time, the interviewee has to show his potential and what kind of skill he has acquired in the long period of eighteen or twenty years of his learning. An interview is a time where the skill, knowledge, and attitude of the interviewee are at the test. The better he/she performs, the more are the chances of his/her selection.

24.1 Objectives

This unit has the following objectives for students:

- To introduce the students with interview skills
- To study the types of interviews
- To introduce etiquettes desired during an interview
- To become skilled and at preparing for an interview
- To inform about the dress code for an interview
- To expose the students to the types of questions asked in an interview
- To make them understand why an interview is essential for employment

24.2   Interview Skills and Etiquettes

24.2.1 Types of Interviews:

Interview is a means of selecting the more promising candidate for a firm of an institution. For this purpose, the candidate has to appear before a panel of interviewers. There takes place a detailed interaction between the interviewee and the interviewer. The interviewer wants to see the prospective employee in flesh and blood. He wants to see how the prospective employee looks like. The interviewer wants to hear the interviewee speak. It is a process through which the speaking skills of the interviewee are tested. The interviewer gets a chance to look at the spoken image of the interviewee. Both the parties thus get a chance to know each other before the actual enterprise. It is the best of the opportunities for the interviewee to impress the interviewer with the stock of his/her skill, attitude and knowledge. During job search, the candidate may come across several interview techniques and approaches. The types of interview may differ according to the nature and role of the establishment in which the candidate is to be employed. Based on nature, following are the types of interviews:

Behavioral Interviews:

Behavioural interview is an increasingly popular type of job interview, where an interviewee is asked to provide examples from his/her past employment of specific situations and go through how they behaved in those circumstances. In this type of interview, the interviewer asks the interviewee to describe how to handle various situations or how he/she has handled

various situations in life. The emphasis is given on his/her experience and the corresponding relevance to the position for which he/she has applied for. In this type of interview, the skills of the interviewee in terms of his/her experiences in life will help him to handle a typical situation in his/her employment. Questions asked in behavioral interviews expect the interviewee to share examples of specific situations they have faced and had used certain skills. According to the Society for Human Resource Management, the answers "should provide verifiable, concrete evidence as to how a candidate has dealt with issues in the past." The method of questions and answers in behavioral interviews is the way to let your past work performance prove what you are capable of doing in the future for his/her potential employer. The situations on which the questions are usually asked include Teamwork, Client-facing skills, Ability to adapt, Time Management skills, Communication skills, and Motivation, and values. Based on these situations, the relevant questions are asked to the interviewee.

Teamwork:

For the questions based on teamwork, the candidate is expected to describe his/her ability to work with others under challenging circumstances considering the team conflict, project limitations and diverse personalities. The candidate appearing for the interview is expected to do the following:

- Talk about when he/she had to work with someone whose personality is very different from that of his/hers.
- While doing so, the interviewee is expected to give an example of a time he/she faced some conflict during work. He/she is expected to describe in short about how he handled the situation.
- The interviewee is expected to describe a situation in which he/she strived to build relations with someone important and how he/she finally overcomes it.
- The interviewee is expected to describe a time in which he/she handled the situation differently in which some colleague had made mistakes.
- The interviewee is asked to describe a time he/she needed some important information from someone who was irresponsive in this regard.

Client-facing Skills:

The interview which the candidate faces needs contact with the clients, and then he/she must be ready for this kind of interview questions. Here the interviewee is expected to describe

an incident in which he/she successfully represented his/her team or company and rendered excellent customer service. The candidate appearing for the interview is expected to do the following:

- The candidate is asked to describe a situation when it was especially important to make a good impression on a client.

- The interviewee is expected to give an example of a situation when he/she did not meet a client's expectation. Describe in detail how you handled the situation.

- The candidate is asked to describe a situation when a customer was pleased with his/her service.

- The candidate is asked about a time when he/she had to interact with a difficult client. He/she is also asked to describe about what the situation was and how he/she handled it.

- The candidate is asked to describe a situation in which he/she was working with a large number of clients. It needs tricks to deal with a large number of clients. The candidate is expected to give details about the clients' needs that were prioritized.

Ability to Adapt:

The interviewee might have faced some crisis and have successfully overcome it. In case, he may not have overcome it successfully but, might have learnt some lesson out of it for sure. He might have taken it as a silver line that stands as a ray of hope for him. Based on this situation, the interviewee may be asked certain questions:

- The candidate may be asked about the time in which he was under pressure and how he came out of it.

- The candidate may be asked about the change that his company or team was undergoing. He may be asked to describe about the change that created an impact on him. He may be asked to elaborate about how he adapted to the situation.

- The candidate may be asked to share his experience of the first job.

- The candidate may be asked about his failing experience and how he faced it.

Time Management Skills:

The candidate may be asked to share his/her experience of the time at which he was under multiple responsibilities and he/she completed those in time. He/she may be asked the following:

- The candidate may be asked to speak about the strategies he/she adopted to meet all his/her priorities.
- The candidate may be asked to describe a long-term project which he/she managed and kept everything moving in a timely manner.
- The candidate may be expected to talk about the situation in which everything was not favourable as per his /her expectation. He/she may be asked to explain his/her strategies.
- The candidate may be asked about the situation in which he/she might have set a goal for himself/herself. He/she is expected to talk about how he/she can meet targets.
- The candidate may be asked to talk about numerous responsibilities that he/she was entrusted with and how he handled them.

Communication Skills:

So far as communication skills are concerned, there might not be direct questions asked about it but communication skills are associated with everyone's day-to-day life. However, what is observed at the time of the interview is the thought process of the candidate and his preparedness for facing interview questions. The interviewee needs to concentrate on the following:

- The candidate may be asked to cite an example of a situation in which he/she was able to persuade someone to see the things as he/she sees them.
- The candidate may be asked to share his experience to prove his convincing capacity.
- The candidate may be asked to talk about a time when he/she had to depend on written communication only so as to convey his/her ideas to his/her team.
- The candidate may be asked to cite an example in which he made a frustrated client calm and comfortable.
- The candidate may be asked to talk about one of his/her successful presentation that became a hit.

Motivation and Values:

In almost all the interviews, the questions that are asked are concerned with the motivation level and the value base of the candidate. These questions need not be directly related. However, the candidate must pay attention to the following tips:

- The candidate may be asked to furnish his professional achievements.

- The candidate may be asked to describe a situation when he saw some problem and instead of waiting for someone else to correct it, the candidate himself took initiative to correct it.

- The candidate may be asked about a situation in which he had to work in close or loose supervision. He is expected to explain how he handled it.

- The candidate may be asked about a time in which he was dissatisfied with his work and how he tried to make it interesting.

24.2.3 Situational Interviews:

Situational interviews are very similar to behavioral interviews. The only difference is that in situational interviews hypothetical questions are asked while in behavioral interviews questions asked are based on the past experience or situation. The candidates have to respond to a specific situation they may face during their ongoing work. The questions for this type of interview are specifically designed in order to check the analytical and problem-solving skills and ability of the candidate without allocating them much time for preparation.

24.2.4 Unstructured Interviews:

Unstructured interviews are interviews that are not pre-designed. In unstructured interviews, the style is conversational and the required information is gained through a free-flowing discussion. The interviewer does not ask the questions in a predetermined order. The interviewer usually has certain topics in mind which they want to cover during the interview. These interviews flow like everyday conversation and become more formal and open-ended as well towards the end. It is exactly in contrast to the structured interviews in which the pre-decided list of questions is already available.

Check your progress

1. What does ability to adopt mean?

_____

_____

2. What is meant by situational interview?

_____

_____

24.2.5 Panel Interviews:

Panel interviews consist of one applicant and multiple interviewers who are usually sourced from different sections of the organization. The objectives of each interviewer differ from that of the other affecting the flow of questions. In this type of interview, each member on the panel asks a question that might be related to a different filed or the field of the interviewer. In some cases, only one person from the panel of interview conducts the interview while the others observe. Sometimes, a panel interview turns to be a stressful interview because the panel members put the candidate under pressure.

24.2.6 Telephonic Interviews:

These days telephonic interviews are very much favoured by the candidates as well as the interview conducting team. It is often found that a large number of applicants compete for the single job role and therefore the company simply does not have resources and time available to meet everyone personally. A quick communication surely narrows down the number for the face-to-face interview. Telephonic interviews are conducted before inviting the candidate for the face-to-face interview. It is the initial stage of interview in which the companies want to know the prospective candidate better before they meet him face-to-face. One of the benefits of this kind of interview is that the candidate can take the help from his notes and put them before himself. The candidate can easily know about his preparation for the face-to-face interview. As it is the first stage before the face-to-face interview, the candidate must keep in mind that his/her first impression is of vital importance. Some people feel better in meeting in person rather than talking on the phone. The candidate, before appearing for this type of interview, should speak confidently, with a good pace, and answer all the questions that are asked.

Telephonic interviews are cost-effective way of conducting interviews. For these interviews, slots range from 10 minutes to 30 minutes. The candidates need to prepare telephonic interview as an open book exam. They must keep their Curriculum Vitae ready along with the job description and the list of references. In this type of interview, interviewer cannot see your body language as a large part of the interview is oral. At the end of the interview, don't forget to ask about the next step.

The candidates preparing for the telephonic interview should keep the following points in mind:

- During the telephonic interview, the candidates should be polite and respectful and answer the questions asked thoroughly and honestly.
- The candidates, though forced to perform under pressure, must be calm and comfortable. They must avoid being panicked and sit at a very quiet place for the telephonic interview.
- The candidates must keep in mind that if the time of the telephonic interview is pre-decided, they must inform the family members so that if they happen to attend the phone, they will do it politely.
- During the telephonic interview, the candidates should avoid eating, drinking or smoking as these noises interfere during the interview and are against professional ethics.

The candidates are expected to prepare themselves in terms of the following for the telephonic interview:

- Keep your resume in clear view, on the top of your desk, or tape it to the wall near the phone, so it's at your fingertips when you need to answer the questions.
- Have a short list of your accomplishments available for review.
- Have a pen and paper handy for taking notes.
- Turn call-waiting off so that your call doesn't get interrupted.
- If the time for the interview is not convenient for you, ask if you could talk at another time and suggest your alternative convenient time slot.
- Vacate the room of kids and pets and turn-off the stereo and the television. At the same time, the candidate is expected to close the door of the room in which he is sitting.
- Unless you are sure that your cell phone is going to have good network coverage, do not make use of it. The candidate must have the alternative of the landline phone instead to avoid call drop.
- Before attending the telephonic interview, the candidate is expected to practice and have a mock interview conducted with the help of family members or friends.

The candidates are expected to pay attention to the following things during the interview:

- Avoid smoking, chewing gum, eating, or drinking.
- Keep a glass of water handy in case you need to wet your throat.
- During the interview, the candidate is expected to smile as it is a positive sign which helps in changing your tone during interview.
- Speak moderately slow and clearly.

- Avoid interrupting the interviewer.
- During the interview, you can take your time. It is good and acceptable to take a moment or two to collect your thoughts before answering the question asked.
- Give short answers. Avoid elaboration and exemplification.
- At the end of the interview, ask the interviewer if it would be possible to meet in person.

After the interview, the candidate has to do the following:

- Take notes about what you were asked and how you responded to.
- Remember to say "thank you" which shows your interest in the job.

The candidate is expected to remember the following during the telephonic interview:

- Stay calm and positive.
- Your voice and tone matter much in the telephonic interview.
- As correct English matters much, you need to speak grammatically correct.
- Keep your resume before you.
- Keep the supporting material handy with you.
- Take down a few points which you would like to discuss with the interviewer.
- Before the telephonic interview, you must have a few mock interviews with your friends or family members.
- During the interview, you must mention your interest and passion.

Before the Day of Interview:

One day before the interview, the candidate is expected to do the following things:

- Find out as much information as you can about the company. You can do this by looking online and checking their social media handles. The same for the post you are applying for – try to find out as much as you can before you go for the interview so that you know what will be expected from you and you can start thinking of how you can tailor your abilities to those required for the position.
- It is useful to know how long the company has been established, what it does, how many staff members work there, and the turnover of the company in some cases, plus company ethics on internal promotion etc.
- Go to the company to see how to get there, how long it takes to get there so you can plan how much time you need to arrive in time and see if it is an area, building etc. that you

would have to work in. While you are there, you may also be able to see some of the existing staff coming in and going out. It could give you a good indication of how to dress for the interview.

- Plan for your interview clothes. You should always be dressed more smartly on the day of interview than you do normally. If you haven't had an interview for a long time and you have an interview suit, make sure it is clean and ironed and that it fits you well! As first impressions count for so much, at least you can look good which will make you feel better about yourself and give you extra confidence.

- Practice commonly asked questions and answers. How would you answer in your own language? This is your opportunity to practice selling yourself. Practice out loud and preferably with a friend or teacher to make sure your answers are in good English.

- Make sure you plan at least one hour for the interview plus travelling time when asking for time off work!

- Go to bed early and get a good night's sleep.

On the Day of Interview:

On the day of the interview, the following important tips are to be kept in mind:

- Dress well but be conservative

- Keep more than one copy of your resume with you

- Check out the venue of the interview at least one day before

- Reach the place of the interview before the scheduled time

- Arrange your documents in sequence

- Don't miss your food on the day of the interview

- Eat well before the interview

- Look fresh and energetic

On the Interview Table

One must give attention to the following points so as to focus on them. On the day of the interview, the prospective candidate must be careful and pay attention to certain things when he/she is on the interview table:

- Walk smartly but modestly and confidently from the entrance to the interview table

- Move your right hand forward and bow down while shaking hand

- Sit in a standard crossed legs position

- Maintain a moderate eye contact

- Do not move your hands and head aimlessly

- Do not do anything distractive

- Do not place your hands on the table

- Do not lean back on the chair

- Pick up your papers on receiving a signal from the chairperson

- Speak clearly and confidently in an unbroken tone

- If one picture is worth a thousand words, one tone is worth a million pictures

- Make use of mild and fair words

- Your tone must be confident as it is tone alone which reveals the truth. All emotions surface in the tone only.

- Keep negativity not only out of your words but keep it out of your voice too

- Control your voice all the time

- Adjust the volume of your voice

- Never speak at the top of your voice

- Do not rush too much

- Do not whisper

- Speak with your normal accent

During the interview, try to perform well or at least give the impression that you can be trained in the days to come.

24.2.7 Dress Code at Interview:

Dressing matters much for the interview. What you appear is more important than what you really are. The need for the candidate is that he should pay attention to his dressing on the day of the interview. The candidate is expected to dress himself/herself in formal dress. The men and women are expected to dress as suggested below:

Women's interview attire:

- Solid colour, contrastive suit.

- Coordinated blouse

- Moderate shoes

- Limited jewelry

- Neat, professional hairstyle

- Tan or light hosiery

- Sparse make-up and perfume

- Manicured nails

- Portfolio or briefcase

Men's interview attire:

- Solid colour, contrastive suit

- White long sleeve shirt

- Contrastive tie

- Dark socks, professional shoes

- Very limited jewelry

- Neat, professional hairstyle

- Go easy on the aftershave

- Neatly trimmed nails

- Portfolio or briefcase

In short, the candidates need to pay attention to the following:

- Look smart

- Wear a white light coloured shirt

- Avoid loud colours and flashy ties

- Hair recently cut and look neat

- Shave in the morning

- Avoid piercing dress

- Avoid high heels

- Avoid junky jewelry and accessories

- Have a modest make up and perfume

- Have a folder or brief case

24.3 Learning outcomes

After the completion of this unit, students can learn about different types of interviews. They are expected to understand as to why an interview is necessary for acquiring a job. They may be able to identify the difference between a face-to-face interviews and telephonic interview. They can map out the techniques of facing an interview. They can become aware of etiquettes of the interview to be followed in the future. They can know the dressing code for the interview. They may learn how to behave and act at the interview table. They can equip themselves with the skill of facing the interview. They can easily imbibe certain skills and techniques of interview. Upon the completion of this unit, students can equip themselves with resume preparation.

24.4 Glossary

Skill: To have personal or practical knowledge; be versed or practiced; be expert

Etiquettes: The customary behaviour of members of a profession, business, law, or sports team towards each other

Interaction: A conversation or exchange of dialogues between people

Employment: The act of employing

Interviewee: Someone being interviewed, i.e. the person answering the questions

Interviewer: One who interviews

Employer: A person, firm or other entity which pays for or hires the services of another person

Employee: An individual who provides labour to a company or another person

Facilitate: To make easy or easier

Prospective: Likely or expected to happen, to become

Allocate: To distribute according to a plan

Display: To show

Span of time: Duration

Potential: Unrealized ability

Promising: Showing promise

Panel: Board; a group of persons in capacity of conducting some official work

Flesh and blood: In person

Enterprise: A company, business, organization, or other purposeful endeavor

Opportunity: A chance for advancement, progress or profit

Establishment: A firm or organization

Relevance: State of being relevant

Evidence: Proof; facts or observations presented in support of as assertion

Motivation: The act of motivating

Diversifying: To make diverse or various in form or quality; to give variety to

Conflict: A clash or disagreement, often violent, between two opposing groups or individuals

Strive: To try to achieve a result

Irresponsive: That does not respond to stimuli

Client: A customer, a buyer or receiver of goods or services

Render: To cause to become; to pass down; to give; to give back

Excellent: Of the highest quality; splendid

Prioritize: To arrange or list a group of things in order of priority or importance

Strategy: A plan of action intended to accomplish a specific goal

Supervision: The act or instance of supervising

Hypothetical: Based of hypothesis

Resume: A summary of education and employment experience

24.5 Sample Questions

24.5.1 Objective Questions:

1. Interview is a kind of interaction between two persons usually _____and _____.

2. During the interview, the interviewee has to display his attitude, _____ and _____.

3. Interview is a process of testing _____ skills of the interviewee.

4. An interview is a means of selecting a more promising candidate for the firm._____True/False

5. The interviewer wants to see the prospective employee in flesh and blood._____True/False

6. One must be formal while appearing for an interview_____True/False

7. You should keep an extra copy of resume on the day of interview_____True/False

8. What colour should a male candidate generally wear on the day of the interview?

9. What colour should a female candidate generally wear on the day of the interview?

10. Which skill is important for securing a job_____ ?

24.5.2 Short Answer Questions:

1. Write a note on the dress code for the interview.

2. What things interviewee needs to concentrate while on the interview table?

3. Comment on the panel interview.

4. What is an unstructured interview?

5. Write a note on the situational interview.

24.5.3 Long Answer Questions:

1. Write a detailed note on the types of interviews.

2. Comment on the telephonic interview and explain the precautions to be taken during the telephonic interview.

3. Write a detailed note on the skills that are tested during the interview.

24.6 Suggested Readings

1.   Alex, K. *Soft Skill: Know Yourself and Know the World*. New Delhi: S. Chand and Company Ltd. 2009.

2.   Paul, D. S. and Kaur Manpreet. *Interview Skills*. New Delhi: Goodwill Publishing House, 2017.

3.   Taylor, T. J. *English for Job Interviews: Teacher Book*. Norway: Creative Commons Attribution licensed 2008.

4.   Wiersma, Uco Jillert. *Interview Charisma: Evidence Based Strategies to Help You Win the Job You Deserve*. Norwalk, Connecticut: Career Know Publishing, 2016.

Maulana Azad National Urdu University

Programme: Undergraduate

II Semester Examination, August/September -2021

Paper Code: **BIEN201CCT**   Paper Title: **Integrated Skills in English – I**

Time: 3 Hours   **Total Marks: 70**

Note: This question paper consists of two parts: Part - A and Part - B. Number of words to answer each question is only indicative. Attempt all parts.

Part-A contains 10 questions, of which students are supposed to answer **08** questions. Answer each question in approximately 100 words. Each question carries 05 marks.   **(8x5=40 marks)**

Part-B contains 05 questions, of which students are supposed to answer **03** questions. Answer each question in approximately 250 words. Each question carries 10 marks.   **(3x10=30 marks)**

Part-A

1. Describe the process of communication with a diagram.

2. Write a note on different non-verbal communication skills.

3. Mention the four types of the past tense with uses and examples.

4. Illustrate the four kinds of reading skills with suitable examples.

5. Discuss how you can improve your speaking skills in English.

6. Explain four major types of writing skills. Give an appropriate example for each type.

7. Draft an official notice about a webinar, with all the required details, for your department's notice board.

8. Define any five sections in a newspaper.

9. Compose an email apologizing to your teacher for late assignment submission.

10. Enlist some dos and don'ts to be followed during a job interview.

Part-B

11. Discuss some strategies to overcome barriers to effective communication.

12. Illustrate four different types of sentences according to structure.

13. Enlist all the vowel sounds in English, with one example word for each sound.

14. Suggest some tips and tricks for effective participation in a formal group discussion.

15. Create your resume for a job immediately after your graduation.

***