

DDES102CCT

Communication Skills-I

**Diploma in Employability Skills
(First Semester)**

**Centre for Distance and Online Education
Maulana Azad National Urdu University
Hyderabad-32, Telangana- India**

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1st Semester

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(SLM Based on UGC CBCS)
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Message

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Message

Maulana Azad National Urdu University (MANUU) was established in 1998 by an Act of the Parliament. It is a central university with NAAC accreditation and the mandate of the university is: (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, there has been a dearth of course material in Urdu. The non-availability of books in Urdu is a matter of concern and Urdu University considers it a privilege to be part of the national process of providing course material in mother tongue/home language as per the vision of NEP 2020. Further, the Urdu speaking community is at a disadvantage in gaining updated knowledge and information in emerging areas or newer knowledge in existing fields due to non-availability of reading material in Urdu. The unavailability of content related to the above domains of knowledge has created an atmosphere of apathy towards attaining knowledge that could significantly affect the intellectual abilities of the Urdu knowing 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/college 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, MANUU makes available course material in the form of Self Learning Material (SLM) to the students of Distance Learning. The same is also available for sale to anyone interested in gaining knowledge through Urdu. To further provide access to learning, eSLM in Urdu is available for free download from the University website.

I am immensely pleased that due to the hard work of the concerned faculty and full cooperation of the writers, the process of publications of books has begun on a massive scale. To facilitate the students of Distance Learning, the process of preparing and publication of Self Learning Material (SLM) is of paramount importance to the University. I believe that we will be able to meet the requirements of a large Urdu knowing community through our Self Learning Material 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

In the present era, distance education is recognized as a very effective and useful mode of education all over the world and a large number of people are benefiting from this mode of education. Maulana Azad National Urdu University also introduced the distance learning mode since its establishment in view of the educational needs of the Urdu speaking population. Maulana Azad National Urdu University started in 1998 with the Directorate of Distance Education and the regular programmes commenced from 2004, and subsequently various departments have been established.

The UGC has played a vital role in efficiently regulating the education system in the country. Various programs running under Open and Distance Learning (ODL) mode at CDOE are approved by UGC-DEB. The UGC-DEB has emphasized on synchronizing the syllabi of distance and regular mode to enhance the level of distance learning students. Since Maulana Azad National Urdu University is a dual mode university catering to both distance and traditional mode of learning, to achieve its goal in line with the UGC-DEB guidelines, Choice Based Credit System (CBCS) was introduced and Self Learning Materials are being prepared afresh for UG and PG programmes containing 6 blocks with 24 units and 4 blocks with 16 units respectively.

The Centre for Distance and Online Education offers a total of seventeen (17) programmes comprising of UG, PG, B.Ed., Diploma, and Certificate programmes. Along with this, programmes based on technical skills are also being started. A huge network of nine Regional Centers (Bengaluru, Bhopal, Darbhanga, Delhi, Kolkata, Mumbai, Patna, Ranchi, and Srinagar) and six Sub-Regional Centers (Hyderabad, Lucknow, Jammu, Nooh, Varanasi, and Amravati) was established to facilitate the students. Apart from this, an extension center has also been established in Vijayawada. More than one hundred and sixty Learner Support Centres (LSCs) and twenty Programme Centres are run simultaneously under these Regional and Sub-Regional Centers to provide educational and administrative support to the students. The Centre for Distance and Online Education makes full use of ICT in its educational and administrative activities, and offers admission to all its programs through online mode only.

The soft copies of Self Learning Material (SLM) for students are made available on the website of the Centre for Distance and Online Education and the links of audio and video recordings are also made available on the website. In addition, facilities of E-mail and WhatsApp groups are being provided to the students through which the learners are informed about various aspects of the program such as course registration, assignments, counselling, examinations, etc. In addition to regular counseling, additional remedial online counseling is being provided from the last two years to improve the academic standards of the students.

It is expected that the Centre for Distance and Online Education will play a vital role to bring educationally and economically backward population into the mainstream of contemporary education. In near future, changes will be made in various programmes under the New Education Policy (NEP-2020) in view of the educational needs and it is hoped that this will help in making the Open and Distance Learning system more efficient and effective.

Prof. Mohd Razaullah Khan

Director, Centre for Distance and Online Education

MANUU, Hyderabad

Introduction to the Course

In a constantly changing environment, having employability skills is an essential part of being able to meet the challenges of everyday life. The technology revolution has coincided with the tremendous shifts in world economies over the years, and these developments have an impact on home life, the workplace, and education. Students require new life skills, such as the capacity to deal with stress and frustration, in order to cope with the escalating pace and change of modern life. They also require IT skills, communication skills, and professional skills to be better equipped for job prospects along with their academic degree.

In the light of this, the Diploma in Employability Skills is an attempt in the direction to enable students/learners to cope with growing challenges and tests in their lives. The diploma programme is designed to give a sound knowledge of various skills so as to empower the prospective students for employment, apart from helping them prepare for competitive exams. It is spread over one year (two semesters) minimum duration. The objectives of the programme are as follows:

- a. to improve one's capability to be fully self-aware by helping oneself to overcome all fears and insecurities for holistic development
- b. to increase one's knowledge and responsiveness of emotional competency and emotional intelligence at place of study/work
- c. to provide opportunity for realizing one's potential through practical experience
- d. to develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others
- e. to set appropriate goals, manage stress and time effectively
- f. to manage competency- mix at all levels for achieving excellence with ethics
- g. to increase employability skills

At the end of the one-year diploma programme in Employability Skills, the learner would have mastered the skills for professional life. The learners would be able to appreciate communication and IT skills, understand the role of life skills and professional skills for entry into a job and for career growth. The one-year programme will prepare the learner for employment and career growth by developing their skills, apart from leading to refinement.

The course “**Communication Skills in English-1**” aims to introduce the learners to communication skills in English. Upon the completion of the course, you are expected to learn theoretical background to communication, improve their communication skills and learn the practical aspects of how to apply good communication skills in real-life situations. The course is divided into four Blocks and each Block has four Units.

This SLM is supplemented by audio-video lessons. You may visit IMC MANUU YouTube channel <http://youtube.com/u/imcmanuu> for the complete list of AV lessons.

With you in your journey through CDOE, MANUU!

Prof. Gulfishaan Habeeb

Programme Coordinator

Communication Skills-I

Unit - 1: Basics of Communication

Structure:

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Basics of Communication
 - 1.2.1 Definitions
 - 1.2.2 Need and Significance
 - 1.2.3 Functions of Communication
 - 1.2.4 Process of Communication
 - 1.2.5 Elements of Communication Process
 - 1.2.6 Types of Communication
 - 1.2.7 Let Us Sum Up
- 1.3 Learning Outcomes
- 1.4 Glossary
- 1.5 Sample Questions
- 1.6 Suggested Learning Resources

1.0 Introduction

The process of sending and receiving messages consisting of ideas, information, feelings, and attitudes from one person to another using any medium or channel is known as communication. The channel/medium may be text, human voice, printed paper, sound, visual, body language or airwaves. Communication is one of the basic needs for human beings to survive. The term “communication” is explained and defined in different ways depending upon various perspectives. In this Unit, we will learn about the basics of communication.

1.1 Objectives

The objectives of this Unit are to:

- overview the meaning of communication and its functions
- analyse various communication channels around them
- describe the elements of communication
- identify the basic processes of communication
- examine the different types of communication

1.2 Basics of Communication

You know, the word "communication" has an interesting backstory. It comes from the Latin word "Communis" which basically means "making things common." So, in everyday terms, communication is all about sharing and making ideas or feelings common among people. We do this by talking, using body language, and expressing ourselves.

Think of it like this: just as we need food, clothing, and a place to live, we also need to communicate. It's how we connect with others and build relationships. We chat in different languages, and this need to talk and connect starts right from the moment we're born. Babies, for example, communicate by crying to let us know what they need.

As we grow up, we get better at talking and expressing ourselves not just with words but also with gestures and expressions. This helps us understand more complicated messages. And remember, in this whole communication process, there are two main players: the person sending the message and the one receiving it. It's like a two-way street where information flows between them.

Moreover, communication is not just a one-on-one thing; it happens between two individuals, groups, or even entire nations. And it comes in various shapes and sizes, each with its own level of significance.

But why do we communicate in the first place? Well, it's all about sharing and receiving stuff like ideas, information, knowledge, experiences, thoughts, suggestions, opinions, feelings, and attitudes. So, whether it is a casual chat with a friend, a big parade, a wedding celebration, or even a festival, all of these are forms of communication events.

Now, in the modern world, we have all sorts of tools to help us communicate. Keval J. Kumar, in 2021, pointed out that newspapers, radio, cinema, and TV are what we call 'communication media.' You can add phones, computers, satellites, and the internet to that list as 'communication technologies.' And let's not forget the folks who gather and share information in the form of news, videos, and more – they're the 'communication professionals.' So, from one-on-one talks to global broadcasts, it's all part of the fascinating world of communication!

Certainly, people have countless ways to express themselves and connect with others. Sometimes, it's as simple as clapping, whistling, chanting slogans, or sharing laughter – all of these are modes of communication. And it's not just about words; some folks convey their thoughts with body language, touch, or even eye contact.

In fact, human communication is this amazing mix of all these forms of expression. It's how we connect, understand, and share our experiences with one another. But here's an interesting thing: the harshest punishment for someone can be isolation from all forms of human communication. Imagine being cut off from everyone, unable to connect or express yourself – that's tough.

And we got a glimpse of this during the COVID-19 pandemic when many countries had to impose nationwide lockdowns. Social distancing and isolation became necessary to curb the virus, but it came at a cost. People missed that essential human connection, and it took a toll on mental health. We never realized just how vital communication is for our well-being and happiness. It is a reminder of how much we need each other.

1.2.1 Definitions:

1. “Communication is the exchange of meanings between individuals through a common system of symbols”. (I.A. Richards)
2. “The transmission of information, ideas, attitudes or emotion from one person or group to another primarily through symbols”. (Theodorson and Theodorson)
3. “Communication is a social interaction through messages”. (Grabner, 1967)
4. “One mind affecting another”. (Claude Shannon)
5. “The mechanism through which human relations exist and develop”. (Wilbur Schramm)

Check your Progress

1. The term communication is derived from the Latin word “Communis” meaning?
 - (a) True
 - (b) False
2. Communication is the exchange of meanings between individuals through a common system of symbols.
 - (a) Yes
 - (b) No
3. Can we call reporters, communication professionals?
 - (a) Yes
 - (b) No
4. Is isolation from human communication described as a severe punishment in the text?
 - (a) True
 - (b) False

1.2.2 Need and Significance:

In today's world, communication has become a vital necessity, making it nearly impossible to carry out tasks without the use of communication technologies. Hence the present age is called ‘the information age’ or ‘network/digital age’. These technologies have not only

made human communication more accessible, but have also enabled interaction with objects such as computers, voice assistants, and digital speakers.

While the study of communication has typically been divided into separate academic departments like Literature, Journalism, Sociology, Psychology, and Political Science, it's crucial to understand that communication, especially in mass media, connects these different areas of study. In other words, it brings together insights from various academic fields, showing just how interdisciplinary it truly is.

Back during India's struggle for independence, newspapers played a big role in sharing news about various movements. Leaders like Mahatma Gandhi and Bal Gangadhar Tilak used newspapers to spread their patriotic message among the masses. After independence, the Indian government continued to use media to promote things like national unity, family planning, and the country's overall development, reaching people across the nation.

1.2.3 Functions of Communication:

Social Interaction: People can talk to each other and be social because they follow the ways their society teaches them to communicate. These 'ways' are like a set of codes or rules that everyone in that society understands. These rules make it possible for people to understand each other and have conversations, which is how we interact socially.

Business and Trade: Effective communication is crucial for businesses to connect with other businesses. This includes activities such as marketing, advertising, sales, and public relations. When you communicate effectively, it enables your business to establish successful relationships within the industry, ultimately leading to business success.

Exchange of Ideas and Spread of Knowledge: Communication isn't just about business; it's also about having conversations, debates, and sharing knowledge and opinions. It's what helps us spread information about education and job opportunities to those who can benefit from it.

Social-Political Development: Communication plays a huge role when it comes to reaching our development goals. And when we want to get everyone in our community on board, we need to use effective communication strategies.

Social-Cultural Integration: Talking and sharing with each other helps us all come together and learn about each other's cultures and values in a country.

1.2.4 Process of Communication:

Communication is all about sending a message from one person to another. It's like a journey. Someone creates a message, sends it through a chosen way, and someone else receives it. Sometimes it is one-way, and sometimes it goes back and forth. Experts have come up with different ways to understand this journey, like the Linear model (one-way), Interactional model (two-way), and Transactional model (continuous back-and-forth). In this journey, you have the sender (the person starting it), the message, the channel (how it's sent), the receiver (the one getting it), feedback (response), and noise (distractions). It all begins when the sender feels the need to start the communication journey.

Check your Progress

1. During India's struggle for independence, newspapers were like messengers. They helped tell people about all the important movements and what was going on in the fight for freedom.

- (a) True (b) False

2. Humans can chat and connect with each other because they talk using the language and customs of their society.

- (a) True (b) False

3. Is the process of communication _____.

- (a) Dynamic (b) Static

Imagine two friends, Abid and Rakib, meeting for the first time. Abid wants to say hello to Rakib, so he decides to use the word "Hello!" instead of "Hi!" This decision of Abid putting his message into words - we call it encoding. The sender uses a series of symbols, written or spoken language, codes to create the message. This message is intended for the receiver who is expected to understand it. Encoding is a very important aspect of communication, and a wrong encoding may lead to a communication failure.

Now, Abid needs to get this message to Rakib. He does this by speaking, and his words travel through the air to reach Rakib. Think of the air as a pathway, or channel, for the message to travel. When Rakib hears "Hello!" from Abid, that's like the message being received. But to really understand it, Rakib has to decode it. That means he needs to know what "Hello!" means in English. If he does, the message makes sense.

So, in communication, we have encoding (putting the message into words), transmission (sending it through a channel), reception (when the message is heard or seen), and decoding (making sense of it). When all these steps work smoothly, communication is successful.

1.2.5 Elements of Communication Process:

In this section, we will read about the elements of communication. There are six basic elements in a communication process. They are:

Sender

In communication, we have a sender who's like the source of the message. This can be one person or a whole group of people. They create a message that they want to share with someone else, either on purpose or by accident. For example, think of a reporter on the news. They are the senders because they are sharing a message with viewers. Or when a singer performs on stage, they are also the sender, sharing their message through music. Even in a classroom, a teacher or a student can be the sender when they are trying to get a message across.

When the sender makes the message, it is called encoding. This depends on the sender's skills, what they know, the situation, and what they believe. And how they encode the message can affect how well the other person, the receiver, understands it.

Message

A message is basically any idea or information encoded in a definite way. It can be in many forms, like words, symbols, or even how we use our body. When you send a message, it is meant to make sense to the person receiving it. Messages can be divided into two types: verbal and non-verbal. Verbal messages are when we use spoken or written words. Non-verbal messages are all the other ways we communicate without talking, like through our actions, how we move, what we wear, the tone of our voice or our behaviour.

So, whether it is words on a page, spoken words, or just how we act, messages are how we share what we are thinking with someone else.

Channel

When someone wants to send a message to another person, that message must travel through something to reach its destination. We call this in-between thing the "channel." Imagine them like roads for your message to travel on. Communication channels can be of different types. Some are mechanical, like newspapers or printed materials. Others are audio-visual, like TV or online videos. We also have new media, which includes things like social media and websites.

Plus, there are natural channels, like the airwaves through which radio signals travel. Our natural communication channels are our five senses:

Touch: For physical contact and non-verbal communication.

Hearing: For spoken words and sounds.

Taste: To experience flavours and sensations.

Sight: To process what we see in the world.

Smell: Triggering memories and emotions through scents.

So, whether it's through a printed book, a YouTube video, a delicious meal, or a friendly hug, we use these channels to send and receive messages in our everyday lives. Communication is all about using the right channel to convey the intended message effectively.

Receiver

Let us learn now about the Receiver in Communication:

Definition: The receiver is the person or entity to whom the message is directed. They play a crucial role in the communication process.

Decoding and Interpretation: The receiver's job is to decode the message and make sense of it. They do this based on their knowledge of the language and the code used in the message.

Importance: The receiver is equally important as the sender and the message itself. Without a receiver, communication wouldn't serve its purpose.

Feedback: The receiver may respond to the message with feedback. This can be in the form of questions, comments, or actions, closing the communication loop.

In summary, the receiver is a vital part of communication. They decode, interpret, and often respond to the message, ensuring effective and meaningful communication.

Feedback

Definition: Feedback occurs when the receiver responds to the sender, either verbally or non-verbally, through the same communication channel.

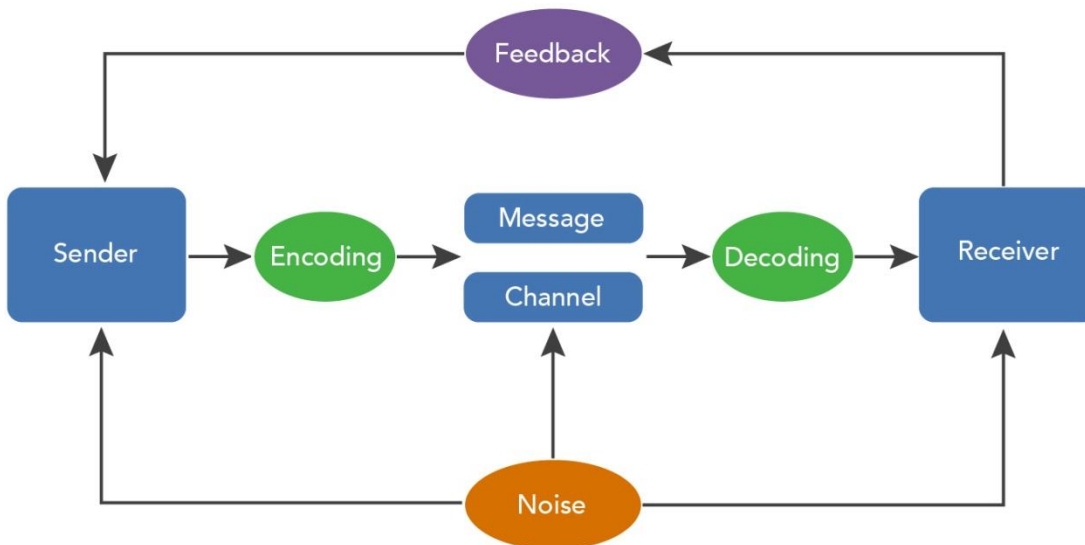
Importance: Feedback is crucial because it helps the sender understand how their message is received and interpreted. Without feedback, communication can break down.

Role Reversal: During feedback, the receiver becomes the sender, providing their own message or response. This makes communication a continuous loop.

Continuous Process: Communication continues until both parties decide to stop. Each exchange of feedback keeps the conversation going.

Variation: In one-on-one or small group communication, feedback is more immediate and direct. In mass communication (like TV or theatre), it's often less immediate but still present, like applause from a theatre audience.

In essence, feedback is a vital part of effective communication. It helps both parties understand each other and keeps the conversation going until they decide to conclude it.



Feedback in communication can take various forms:

Positive and Negative Feedback: Feedback isn't always positive. It can be positive when someone nods in agreement during a lecture, indicating understanding and interest. On the other hand, negative feedback, like yawning in class, can signal boredom or lack of engagement.

Immediate and Delayed Feedback: Feedback can also vary in terms of timing. Immediate feedback, like nodding or asking questions in real-time, helps in ongoing discussions. Delayed feedback might come in the form of an email response after a meeting.

Interpreting Feedback: It's essential for both the sender and receiver to interpret feedback correctly. Yawning during a class may indicate boredom, but it could also result from other factors like lack of sleep.

In any case, feedback serves as a valuable tool for improving communication and understanding between parties, helping them adjust their messages and responses accordingly.

Noise

Definition: Noise refers to any form of disturbance or interference that hinders the smooth flow of communication. It can disrupt the communication process at various points.

Types of Noise:

Channel Noise: This type of noise arises from disturbances in the signal or the medium used for communication. For example, crackling sound on a phone call or a poor internet connection during a video conference.

Semantic Noise: Semantic noise is related to language and meaning. It occurs when there is a barrier in understanding due to differences in language, jargon, or cultural references between the sender and receiver.

Impact on Communication: Noise can significantly affect communication by distorting the message or causing misunderstandings. It can occur at any stage of the communication process, including the source, message, channel, or receiver.

Minimizing Noise: Effective communication requires minimizing noise. This can be achieved by using clear and concise language, choosing appropriate communication channels, and ensuring a common understanding between sender and receiver.

In summary, noise is a common challenge in communication, and it can take different forms. To have effective communication, it's essential to identify and minimize noise to ensure the message is accurately received and understood.

Effect

Let us explore the concept of communication effects and its different types in a clear and concise manner:

Definition: Communication effects are the ultimate consequences or outcomes of the communication process. They represent the impact that communication has on the receiver.

Importance of Feedback: To properly analyze the effects of communication, feedback is essential. It helps in understanding how the message influenced the receiver and whether it achieved the intended purpose.

Types of Communication Effects:

Cognitive Effects: These effects involve the modification of the receiver's knowledge or understanding. For example, after reading an informative article, the cognitive effect may be an increase in knowledge about a particular topic.

Affective Effects: Affective effects are related to emotions. They reflect how communication can impact the receiver's emotions. For instance, watching a funny movie can result in feelings of entertainment, relaxation, or humour among the audience.

Behavioural Effects: These are the changes in the receiver's actions or practices as a result of communication. An example is how political campaigns can influence voters' behaviour, leading them to vote for a particular candidate.

Strategic Communication: Some forms of communication, like advertising, are strategic and aim to achieve specific effects, such as increasing sales or building brand image.

In summary, communication effects are the end results of communication, and they can fall into three main categories: cognitive, affective, and behavioural. Feedback is crucial for evaluating these effects and ensuring that communication achieves its intended impact.

Check your Progress

1. Encoding is not an important aspect of communication and a wrong encoding will not lead to communication failure
(a) True (d) False
2. Disturbance during the communication it is called noise or communication barrier.
(a) True (d) False
3. Communication always requires a sender and a receiver.
(a) True (d) False
4. Noise in communication can only occur at the receiver's end.
(a) True (d) False
5. Feedback is not necessary for effective communication.
(a) True (d) False
6. Affective effects of communication are related to changes in behaviour.
(a) True (d) False
7. Advertising is a form of communication that aims to influence consumer behaviour.
(a) True (d) False
8. Semantic noise refers to disturbances in the signal or medium of communication.
(a) True (d) False

1.2.6 Types of Communication:

There are different types of communication. In this Unit we will learn about each of them in the following subsections:

Intrapersonal Communication

When the communication takes place within an individual through reflection, meditation, contemplation it is known as intrapersonal communication. Here the sender and the receiver of

the communication is the same person. During prayers or meditation, a person gets involved in this form of communication. To take any decision of an action, the individual takes part in intrapersonal communication with himself/herself. For example, if there is a release of a new Hindi film in a nearby cinema theatre, Rakib engages in an intrapersonal communication with himself about whether he wants to go to watch the film or not. The sender as well as the receiver in this communication process is one person that is Rakib. The time taken in this intrapersonal communication in reaching a decision is instantaneous.

Check your Progress

1. How many individuals are involved in Intrapersonal communication?
(a) One person (b) Two person (c) Many persons
2. Is decision making an example of intrapersonal communication?
(a) Yes (b) No

Interpersonal Communication

A communication session that takes place between two individuals sitting face-to-face is known as interpersonal communication. The level of feedback during such communication is very high. A telephonic communication between two individuals is called mediated interpersonal communication. During interpersonal communication, the verbal, non-verbal languages along with the formal or informal purpose are considered. It is the perfect form of persuasive communication as it tends to be most intimate level of communication. Since the feedback is instantaneous, the sender can communicate accordingly. Interpersonal communications are both focussed as well as unfocussed in nature. Two people communicating with only non-verbal communication like gaze and smile are also involved in interpersonal communication. They combine words, body gestures and eye contact simultaneously during the interpersonal communication.

Check your Progress

1. How many individuals are involved in Interpersonal communication?
(a) One person (b) Two persons (c) Many persons
2. Is feedback in interpersonal communication strong?
(a) Yes (b) No

Group Communication

Group Communication occurs between three or more persons belonging to a group. Here the interaction and intimacy depend on the size of the group. If the group size grows it becomes

more monologic. Group communications are more complex than interpersonal communication. The communication taking place between more than two and less than 12 to 15 members can be called a group communication. The size of the group impacts on the intimacy of the group communication and participation. There is a continuous interpersonal communication taking place among the members of the group communication. Feedback in group communication becomes strong or weak depending on the size of the group. The members participating in a meeting, or a group discussion hold group communication. The actors of a drama hold group communication among them during the play.

Public Communication

When the sender is sending a message to a large group gathered at a particular arena, it is called a public communication. The level of feedback is weaker in public communication compared to group communication. An example of public communication is an academic seminar or conference where the speaker addresses a large gathering of scholars. The scholars can clap as non-verbal feedback during the communication process. The other examples of public communication are political rally, classroom lecture, etc.

Mass Communication

When group communication and public communication extends to reach a large, sizeable audience stationed at far off places with the support of mass media tools, it is known as mass communication. Mass communication is the dissemination of ideas, messages, and information by an identified sender to a large, diversified, heterogeneous and anonymous audience through a tool of mass media for a desired effect. The strategy of using mass communication for dissemination of messages is much more difficult than interpersonal communication or group communication. The reach of mass communication is instantaneous and vast.

1.2.7 Let Us Sum Up:

Communication is the process of sending and receiving messages or information through various channels, including printed, audiovisual, airwaves, and body language. The Six basic elements of the communication process are Sender, Message, Channel, Receiver, Noise, and Feedback.

1.3 Learning Outcomes

At the end of this Unit, you should have gained a comprehensive understanding of what communication is, including its definition and various forms of channels through which it occurs. You should be able to identify and describe the six basic elements of the communication process, including the sender, message, channel, receiver, noise, and feedback. You should recognize the significance of feedback in the communication process and understand how it helps assess the impact and effectiveness of messages. Overall, the lesson should have provided you with a foundational knowledge of communication, its elements, and its broader implications in various aspects of life and society.

1.4 Glossary

Transmission: Dissemination

Verbal Message: A message that is conveyed using words or sound

Non-verbal Message: A message that is conveyed without using words

Verbal language: The act of conveying a message through spoken or written words

Non-verbal language: The process of sending and receiving messages without using spoken or written words

Intrapersonal communication: The process of communicating with oneself, or self-to-self communication

Interpersonal communication: The process of exchanging information, feelings, and meaning between people through verbal and non-verbal means

Group communication: The process of sending and receiving messages with multiple people in a group

Public communication: The practice of sharing information with a group of people or the general public through various methods and tools

Mass communication: The process of imparting and exchanging information through mass media to large population segments

1.5 Sample Questions

1.5.1 Objective Questions:

1. Which of these is not an element of communication?
 - (a) Sender
 - (b) Message
 - (c) Communis
 - (d) Channel
2. Where do we get feedback from?
 - (a) Channel
 - (b) Message
 - (c) Noise
 - (d) Receiver
3. Why is feedback important in communication?
 - (a) It helps create more noise in the communication process
 - (b) It allows the sender to dominate the conversation
 - (c) It helps assess the impact and effectiveness of communication
 - (d) It is unnecessary in effective communication
4. What does the term "encoding" refer to in communication?
 - (a) The process of decoding a message
 - (b) Putting the message into words or symbols
 - (c) The act of receiving a message
 - (d) The use of non-verbal communication
5. Which category of communication effects involves changes in the receiver's emotions?
 - (a) Cognitive effects
 - (b) Affective effects
 - (c) Behavioural effects
 - (d) Linguistic effects

1.5.2 Short Answer Questions:

1. What do you understand by the process of communication?
2. What is the need and significance of communication?
3. What is the importance of feedback in a communication process?

4. Define "noise" in communication and provide examples of both channel noise and semantic noise.

5. Mention the different types of communication.

1.5.3 Long Answer Questions:

1. Discuss the elements of communication.

2. Explain the different types of communication.

3. Explore the role of communication in social, cultural, and political development, as mentioned in the lesson. How can effective communication contribute to these areas, and why is it crucial?

1.6 Suggested Learning Resources

1. Beebe, Steven A., Susan J. Beebe, and Diana K. Ivy. *Communication: Principles for a lifetime*. Boston, MA: Allyn & Bacon, 2010.

2. Ghosh, Subir. *Mass Communication Today: In the Indian Context*. Profile Books (GB), 1996.

3. Kumar, Keval J. *Mass Communication in India*. Jaico Publishing House, 2020.

4. McQuail, Denis. *Mass Communication Theory: An Introduction*. Sage Publications, Inc, 1987.

Unit - 2: Methods of Communication

Structure

2.0 Introduction

2.1 Objectives

2.2 Methods of Communication

2.2.1 Verbal Communication

2.2.2 Non-Verbal Communication

2.2.3 Some Forms of Non-verbal Communication Techniques

2.2.4 Strategies of Communication

2.2.5 Let Us Sum Up

2.3 Learning Outcomes

2.4 Glossary

2.5 Sample Questions

2.6 Suggested Learning Resources

2.0 Introduction

Communication is an important means of sharing and receiving information, ideas and messages between individuals and group of individuals. Mass Communication is the sending of information to a large, diversified, and scattered mass audience for the desired effect. Hence, the methods used in creating and sending these messages in very important for their proper reception and effect. The methods or techniques of communication range from the use of verbal and non-verbal language to various types of visuals and audio presentations. This Unit discusses the importance of using various methods of communication. This Unit also deals with defining and explaining a range of various methods of communication.

2.1 Objectives

The objectives of this Unit are to:

- get an overview of the methods of communication
- understand the various types of communication methods
- identify the significance and scope of methods of communication.

- utilise various methods of communication in different circumstances to communicate effectively.

2.2 Methods of Communication

Human beings are known to communicate with each other using varied forms of language and techniques. This is a necessary requirement given the need for effective and barrier free communication. Many countries have fought battles due to miscommunication. Communities have clashed with each other due to lack of proper communication with each other. A leader who can communicate successfully with his/her audience is able to influence more. Hence, knowledge and proper use of communication techniques is a necessity for individuals. If a reporter goes for covering any incident and fails to use his/her communication skills to establish sources for the report, then the communication technique used by him/her is a failure.

During an interview, the interviewee is judged more on his/her communication skills and techniques rather than their knowledge. The use of proper communication techniques is also important for corporate houses to meet any crisis. For example, when Maggi was accused of having lead content in the instant noodles, it was its communication techniques that helped it face the crisis. It immediately used various forms of communication both written as well as audio-visual to reach out to its customers to regain their trust in it. Any company's brand image and identity depend solely on its communication techniques. Hence, as individuals too we need to know of the various communication techniques that will benefit in creating an impression among our peers and acquaintances.

2.2.1 Verbal Communication:

Verbal communication is also called oral or written communication. In simple terms, it is the use of written or spoken languages to communicate with the receiver/ receivers. Verbal communication consists of two segments written communication and oral communication. Since ancient times, the written word has earned more importance for formal communication. Even today when something is communicated in the written formal it holds more value as it can be referred to again at a future date. It is known that today's written communication is tomorrow's history. Hence, letters written by our national leaders, freedom fighters, kings or historical figures form the base for historical documents. Some examples of written communication are letters, e-mails, faxes, memos, reports, and other written messages. It can be written using pen

and paper or typed in a computer or device. Another form of verbal communication is oral or visual communication. Oral communication is the use of spoken words, exclamation, sounds etc while visual communication involves the use of pictures or images. Pictures such as photographs, paintings, graphs, animation, and videos are some of examples of visual communication.

Written Communication can be used in many ways in the contemporary times. It is one of the most common forms of formal communication. Every day, we come across newspaper which used written communication to inform us about various incidents. We also use written communication through mails and letters for official communication. Social media account such as Facebook, Twitter use written communication as well as messaging apps like WhatsApp, Telegram etc. However, written communication plays little role in solving personal issues among individuals due to its formal nature. Hence, individuals must use informal non-verbal communication also at times to create a two-way successful communication.

2.2.2 Non-Verbal Communication:

When people communicate with each other with signs and body gestures, it is called non-verbal communication. Body language like erect or bent posture, eye contact, touch, smile, wave are all examples of non-verbal form of communication. If the spokesperson of a company appears in shabby dress and uses wrong body language, then he/she fails to maintain the image of the organisation. To motivate the team members, the leader of the team must use non-verbal gestures such as a pat on the shoulder or clap. Thus, non-verbal communication plays an important role in inter-personal, group communication as well as public communication.

Check your Progress

1. Verbal communication consists of two segments written communication and oral communication.

- (a) True (b) False

2. Use of signs and body gestures is called non-verbal communication.

- (a) True (b) False

2.2.3 Some Forms of Non-verbal Communication Techniques:

Kinesics: Kinesics is the use of body movement to communicate. All our communication uses some form of body movement. These body movement sends additional intended or unintended information to the receiver.

Facial expressions: Facial expressions form an important form of kinesics as they reflect ones emotions. Facial expressions of grief, anger, laughter also are part of non-verbal communication.

While using spoken words, a person also uses facial expression to emphasise his/her emotions. Dancers extensively use facial expressions to convey messages to their audiences.

Gestures: Gestures are use of body movements to convey certain associated messages. Sometimes body gestures are conscious and sometimes involuntary. However, body gestures may be interpreted differently in different cultures. For example, when British or American people meet, they handshake as a form of greeting, but Chinese bow to greet. So, if David from America meets Huen from China for the first time and try to greet him with a handshake, Huen may bow down. So, this body gesture of Huen may confuse David who did not have any knowledge of the culture of Huen. Hence, sometimes due to lack of knowledge of culture, communication faces a barrier even if it is just a gesture. Similarly, a thumbs up body gesture by using a pointed thumb may also get interpreted differently in different geographic regions.

Posture: The term “posture” means the position of the body of the sender during the communication. Various postures convey various meanings. For example, erect posture of a person conveys attentiveness while a slouched posture means tired. Posture is an important element of non-verbal communication as it creates the image of the sender in the mind of the receiver. During interviews, it is very important for the interviewee to sit erect.

Clothes: Clothes and costumes of a person also convey the message about the occasion of the communication event or his/her personality. A shabby dressed person does not look professional and confident.

Eye Contact: Eye contact also supports a successful communication during inter-personal or face-to-face communication. Discomfort and nervousness are conveyed if the sender does not meet the eye contact of the receiver of the message.

Check your Progress

1. Kinesics is the use of body movement to communicate.

- (a) True (b) False

2. Facial expressions are verbal communication.

- (a) True (b) False

Once we are aware of the various techniques of communication, we should start developing the following skills to enhance our social skills. We should use language to provide information or give feedback. It is a necessity to take turns in a conversation and be a good listener. Further, we should also not deviate from the topic and try to combine both verbal and

non-verbal communication skills to maximise the communication impact. We also use language depending on the social situation. For example, sometimes we use language that would convey the purpose such as request, demand or greeting. Further, a good communicator will also adapt to meet the capability of the listener. This strategy is best applied in advertising and communication for development. The rules of communication with respect to personal space is also different in different parts of the world. In some cultures, greeting by kissing or hugging is a norm but in other cultures only bowing down to greet is the norm.

2.2.4 Strategies of Communication:

It is an essential skill of an individual to communicate effectively using both verbal as well as non-verbal languages. Effective communications skills are a prerequisite in personal life, in media as well as in any organisation. Hence some of the skills of effective communication are presented as follows:

Listening: One of the most key elements of effective communication is the ability to listen more than speaking. A good communicator listens to his receiver and then selects the language and wordings of his communication to build trust and relationships. People who talk without listening to their receivers are not preferred in social circles. A good communicator should practice active listening and then engaging with the receiver both verbally as well as non-verbally.

Be Clear and Be Concise: During the communication process the sender should try to send messages in very clear and concise manner. The message should include as simple words as possible for easy understanding by the receiver. Hence the message should be conveyed in as few words as possible. Further, the message needs to be in clear language. If the message uses confusing words, it confuses the receiver and loses its actual intention. For example, when we read news in a newspaper, we find the information to be drafted in a clear and concise manner. The initial paragraph will cover most of the important information of the news story. The later paragraphs cover the other elements of the news item. This is done to cater to the busy newspaper reader who does not want to waste time in getting the most important information. Hence journalists are trained to be very clear and concise in their message drafting.

Be Personable: For successful interpersonal communication, the sender needs to be conscious of letting the fear and discomfort, if any, of the listener. Hence, when communicating face-to-face with someone, it is advised to use a friendly tone and have a smiling face. This will help the receiver to open and engage more during the communication. In group, public or mass

communication the sender must gather information about the preference and dislikes of his/her audience to have effective communication.

Be Confident: Another strategy for successful communication is to be confident in delivering the message. All successful national leaders are good communicators. Leaders like Mahatma Gandhi, Pandit Jawahar Lal Nehru communicated with the masses with utter confidence so that the mass audience would trust in them and follow their ideals for the fight against the British. Confidence also comes from knowledge about communication. If the communicator lacks knowledge on the subject or issue of the communication event, their receivers will not be interested in listening to them anymore.

Empathy: Another requisite element of a successful communication is having empathy. Empathy means to have the ability to understand and share the feelings of the receiver of the message. Empathy helps in communicating with the receiver by feeling one with his/her emotions and context. For example, if a journalist goes to cover an incident of accidental death of a male member of a family. He should avoid asking questions to the wife or children of the deceased when they are mourning. It is very important to respect their emotions at that moment and avoid asking them embarrassing questions or creating emotional distress. But during unethical reporting in television, we often see this kind of misbehaviour from the reporters who ask questions like how they are feeling about the death of the male member of their house.

Always Have an Open Mind: To communicate effectively, the sender needs to keep an open mind. In this way, they can relate to the target group and be involved. Hence the message should not be sender-centric but receiver centric. This will maximize its effect. This can be achieved only if there is ample knowledge about the receivers, their age, education, and interests.

Convey Respect: Conveying respect during communication with the receivers is another very important factor for achieving successful communication. It will make the receivers engage more openly in the communication if they feel their views are respected. Listening before speaking and listening enough is the best way to show respect in communication. One should avoid interfering while others speak during communication. This will dull the atmosphere and force the other participants in the communication to withdraw from the communication. Even written communication should be carefully drafted and checked for grammatical errors before sending it to the receiver for avoiding misinterpretation.

Give and Receive Feedback: Another factor of successful communication is giving and receiving feedback. It is important to give and receive appropriate feedback in an organisation to

maximise the performance of the employees. It is an essential communication skill, particularly for those of us whose roles include managing other people. The manager needs to provide unbiased feedback to his subordinates from time to time. This will boost the morale as well as the confidence of the subordinates. For providing and receiving feedback the communicators should keep their channel of communication open. However, feedback will remain ineffective if it is not incorporated within the system of the organization's activities.

The Selection of the Medium: Another successful way of communication is using the best medium for sending the message. Sometimes using the wrong medium may harm the communication process. For example, if a message is designed for creating awareness about pulse polio immunization in India and the medium chosen is only internet advertisement then it will not be successful communication. Here the audience is the parents of less than 5-year-old children and their family members. Hence along with mass mediums such as television, radio and newspaper advertisements, word of mouth medium should also be used for pulse polio immunisation. The ASHA worker and the Panchayat members may be used for such communication.

Check your Progress

1. During the communication process the sender should try to send messages in a very clear and concise manner

- (a) True (b) False

2. Using the wrong medium will not harm the communication process.

- (a) True (b) False

Communication skills have a very important role to play in a person's life. At every step, the person needs to interact with other people for business, for seeking job, socialization and relationship building. From the birth of a child, it starts communicating by crying. The child's cry is the only means to communicate his/her hunger, need for comfort, need for a change of diaper, etc. as the child grows up he/she starts learning language and acquiring knowledge of cultures and context. Based on these frames of reference individual shapes his/her communication skills. Therefore, the need for various strategies of communication changes with the change in the phases of an individual's life.

Possessing good communication skills is as important as possessing proper motor skills. It is needed to ensure that our messages are understood by everyone around us. Possessing good communication skills will also ensure better opportunities and the development of confidence.

Communication skills help us develop and maintain friendships and goodwill in society. If a company faces a crisis, it is the communication skills of the company's crisis communication expert to handle the situation properly to safeguard its image. It will be easier for the company to spring back into action and manage its image and corporate identity through good public relations skills. In other words, its communication skills.

Communication should be always receiver centric. The communicator's ability to listen to its intended audience by recurrently taking feedback and conducting research on the various socio-demographic factors helps in strengthening communication strategies. During the nationwide lockdown during the COVID-19 pandemic in the year 2020, people suffered from mental anxiety and depression due to a lack of communication.

Strategic use of both verbal, as well as non-verbal communication, falls under the purview of good communication skills. During the election campaign, we notice that the political leaders use sloganeering, pamphlets, and audiovisual tools along with their expressions, body gestures, and voice to reach out to their prospective voters. If the political leader is successful in using the strategies of communication properly then they can hope to receive better results than their rivals who lack communication skills.

A student who communicates more in class will have better chances of not suffering from mental stress and anxiety. He/she should communicate their worries to their teacher and seek help and guidance. This is only possible if the student knows his/ her strength in communication. Good communication also helps an employee develop himself /herself as a leader at the workplace. Strategic use of communication also develops good relations and camaraderie with all fellow employees. This is achieved with the proper use of non-verbal as well as verbal communication skills.

Good teachers can communicate effectively with their students making a lifelong impact on the student's life. Hence if someone desires to choose teaching as a career in his/her life they should start developing good communication skills. In order to communicate with the students without confusing them a person needs to learn the techniques of communication. It is not that communication techniques are needed for media and journalism professionals but for everyone irrespective of the job profile.

Check your Progress

1. Communication should be always receiver centric.

(a) True

(b) False

2. Communication skills do not help us develop and maintain friendships and goodwill in society.

(a) True

(b) False

2.2.5 Let Us Sum Up:

In this Unit we have come across the need for and importance of learning various techniques of communication. We have understood that there are two broad umbrellas of communication techniques: verbal consists of written, spoken, or visual messages, while non-verbal consists of body gestures, facial expressions and even eye contact. Once we are aware of the various techniques of communication, we should start developing the following skills to enhance our social skills. We should use language to provide information or give feedback. It is a necessity to take turns in a conversation and be a good listener. Further, we should also not deviate from the topic and try to combine both verbal and non-verbal communication skills to maximize the communication impact. We also use language depending on the social situation. In business management and media, marketing, advertising, and sales are the departments that must be excellent in communication. Their success will ensure products and services are sold resulting in profits. Hence using strategic communication ensures getting new customers as well as retaining older customers.

2.3 Learning Outcomes

At the end of this Unit, you should have been able to understand the methods of communication and effective strategies for communication.

2.4 Glossary

Verbal: Expressed in spoken words; oral rather than written

Non-verbal: Not involving spoken language

Kinesics: The study of the way in which certain body movements and gestures serve as a form of non-verbal communication

Concise: Compact

Empathy: The ability to imagine how another person is feeling and so understand his/her mood

2.5 Sample Questions

2.5.1 Objective Questions:

1. Which of these is not a form of verbal communication?
 - (a) Written letters
 - (b) Smile
 - (c) Pictures
 - (d) Video
2. Which of these is not a non-verbal form of communication?
 - (a) Kinesics
 - (b) Facial expression
 - (c) Photograph
 - (d) Gestures

2.5.2 Short Answer Questions:

1. What do you understand by verbal communication?
2. What is the need and significance of non-verbal communication?
3. What is the importance of empathy in communication?

2.5.3 Long Answer Questions:

1. Discuss in detail the different types of non-verbal communication.
2. Explain the nine techniques of communication.
3. Examine the strategies for communication.

2.6 Suggested Learning Resources

1. Aggarwal, Vir Bala, and V. S. Gupta. *Handbook of Journalism and Mass Communication*. New Delhi: Concept Publishing Company, 2001.
2. Beebe, Steven A., Susan J. Beebe, and Diana K. Ivy. *Communication: Principles for a lifetime*. Boston, MA: Allyn & Bacon, 2010.
3. Ghosh, Subir. *Mass Communication Today: In the Indian Context*. Profile Books (GB), 1996.

Unit - 3: Channels of Communication

Structure

- 3.0** Introduction
- 3.1** Objectives
- 3.2** Channels of Communication
 - 3.2.1** Importance of the Channels of Communication
 - 3.2.2** Upward-Downward Communication
 - 3.2.3** Horizontal-Vertical Communication
 - 3.2.4** Advantages of the Channels of Communication
 - 3.2.5** Limitations of the Channels of Communication
 - 3.2.6** Uses of the Channels of Communication
 - 3.2.7** Let us sum up
- 3.3** Learning Outcomes
- 3.4** Glossary
- 3.5** Sample Questions
- 3.6** Suggested Learning Resources

3.0 Introduction

Communication is how people in the society or in an organization get connected to one another. It is the means of expression of our thoughts and emotions with the people around us. Communication strengthens relations among people. Throughout our life, we must be involved in various communication situations – at home, among friends, in the market, and at the workplace. Based on these situations, communication can be categorized as formal communication and informal communication. Formal communication refers to that communication which interchanges and exchanges information officially. In formal communication, the flow of information is regarded as controlled and deliberate. Formal communication is seen in the educational institutions and various government and private organizations. Informal communication refers to any communication which takes place outside an organization or institution. It is not as systematic and controlled as formal communication.

3.1 Objectives

The objectives of this Unit are to:

- study communication system

- observe various types of communication
- get acquainted with the channels of communication
- explore the importance of communication
- understand the limitations of the channels of communication
- find out the uses of the channels of communication

3.2 Channels of Communication

3.2.1 Importance of the Flow of Communication:

When in a number of subsystems within a system, users exchange and share important information, it is called the channels of communication. It is an uninterrupted passing on of information from one end to the other, from one person to the other. The flow of communication requires a sender, a message, and an intended receiver, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication. Flow of communication can occur across vast distances in time and space. Channels of communication requires that the communicating parties should share a common frame of reference.

The flow of communication is an integral part of formal communication in the sense that if the message or information sent by the higher authority is not correctly understood or decoded, it badly affects the work process and development of an organization or institution. Communicating well in an organization or institution has become an important basic skill in modern times. Each one of us has definite and different roles to perform, and communication makes it possible for us to discharge our responsibilities at our best. Uninterrupted flow of communication plays a vital role in the success of any organization. Without effective communication, an organization can't function. If the flow of communication, in any form, is disturbed, it creates a lot of problems for everyone associated with it. In modern times, for example, if there is a breakdown in the internet services, the flow of communication is blocked in the form of data. No communication occurs between the senders and the receivers. As a result, the whole business of the organization comes to a standstill.

So far as an individual is concerned, the flow of communication is crucial in his/her personal life also. Each individual employee needs to work a lot in various capacities based on the flow of information, data transfer, reports, and decision making. All these can only be

possible with the help of an undisturbed flow of communication. In the absence of good communication, one's professional career also gets affected.

3.2.2 Upward-downward Communication:

When the channel or flow of communication is from superior authorities to the juniors or subordinates, or assistants, it is known as downward communication. The flow of information in this type of communication is from the top level to the bottom level. The information in this case can be either in oral or written form. It can be in the form of notices, circulars, telephonic messages, or announcements. Through this type of communication, the superior authorities in an organization may inform their subordinates about their tasks, or their roles in the organization, which could create a sense of belonging as well as provide an identity to the subordinates. This very sense enables one to work seriously and punctually in order to achieve the goals of the organization.

The objectives of downward communication may be shortlisted as under:

- To instruct the subordinates
- To provide information to the subordinates in order to make them understand their task
- To develop a better understanding between the employee and the employer
- To boost the morale of the subordinates
- To provide feedback to the subordinates about their performance
- To educate the subordinates about the goals, targets, and ideology of the organization

It is observed that now-a-days, business organizations do not make use of long and complex channels for communication. For getting the task done in a proper manner, business organizations tend to make use of simpler communication. The language used in this kind of communication must be simple, lucid and to the point. It should not be such that it may lead to misunderstandings or confusions.

3.2.3 Horizontal-vertical Communication:

Horizontal communication is known by various names as sideways communication, lateral communication, crosswise communication, inter-scalar communication, and a third flow of directional communication. The communication is said to be horizontal when it takes place among the employees of the similar rank. It is mainly informal and is reflected in meetings, conferences, seminars etc. For example, crosswise communication happens between functional

executives, among sections of officers in a department working under one top superior, at meetings of General Managers or various units of the company, or between territorial sales managers. It takes place between two or more persons who are linked to each other by equal status or quality of relationship.

For circulating or sharing information among the people of a similar rank and official position, horizontal communication is used. Horizontal communication is the lateral informal flow that takes place within and between departments. In other words, it is the communication among equals. The system relates to the communication between the people of one level or of one department with the people and departments at the same level. Henry Fayol remarks that horizontal communication is a 'bridge' or 'gang plank'. The specific feature of this type of communication is that it does not appear on the organizational chart. Myers and Myers state thus about horizontal communication: "When two sub-systems choose to communicate horizontally, then it is altogether possible that they will create a whole set of new messages up both the "legs" of the "high crotch" system just to tell their bosses what they communicate about. Care taken by superiors of the sub-system coalitions, we believe, may in some instances, add measurably to the message load in the total system."

In general, horizontal communication is related to interdepartmental communication within an organization. With horizontal communication, the flow of information is speeded up and helps to promote understanding among the persons of the same rank. It enables the persons involved in this type of communication to exchange information and coordinate their activities without referring all matters to the higher level of management. In some cases, horizontal communication can be of an informal kind. It can be both written and oral. It helps in bringing together the related but different parts of an organization. It results in organizational cooperation and coordination within an organization. It serves to achieve goals and targets of an organization.

For the effective functioning of any organization, horizontal flow of communication is extremely necessary. It is because departmental cooperation is possible only through horizontal exchange of information. The following are the characteristics of horizontal communication:

- Coordination: Exchange of information among the people of equal rank and position is one of the essentials of coordinating functions.
- Internal functioning: Horizontal communication takes place within the organization, particularly between line and staff departments.

- **Common Understanding:** It is the communication between people of equal positions due to which communication flows very easily between them. This solves the problem easily and effectively.

- **Informal:** Horizontal communication ensures speed, quick decisions, and readiness to accept the tasks. This type of communication is more likely to be informal in some respects and formal with respect to some other aspects.

- **Applicability:** This type of communication is applicable in all types of organizations as it smoothens the working of the system.

In terms of its importance, horizontal communication bears the following points of importance:

- Horizontal communication can provide information even if the other formal systems of communication fail, as it is informal in nature.

- Since this system of communication works on different levels and facilitates exchange of information, it has the potential to solve the problems of the departments or sections or groups of people.

- Horizontal communication enables people of equal status in an organizational hierarchy to exchange information freely and frankly. This type of communication is known for its accuracy, quickness and faster passing of information. The information received through this type is useful and time-saving.

- Horizontal communication saves time of the superiors as well as the assistants, because it does not refer every information to the superiors or the higher organizational authorities. In this way it saves valuable time for both.

- Horizontal channel of communication helps to promote cooperation among the employees. It promotes emotional and social support among the employees of the same cadre or position. In fact, subordinates at different levels encourage this channel as it is an interaction among organizational peers.

Horizontal communication has its limitations as well. These are enumerated below. Due to the following limitations, horizontal communication is not always recommended.

- This type of communication bypasses the actual channels of communication and the information flows among people of the same level or status. It may give rise to conflicts or misunderstandings sometimes.

- Since it is informal in nature, the formal form is affected. Thus, it may create some confusion among people of the same rank and position.

- Due to its informal nature, horizontal communication may lead to disruption in the organizational hierarchy which may result in ignoring, conflicts or message overload etc.

Several media are used by the executives in attempting to communicate with others. The persons involved in this type of communication may contact them personally or by way of written media. There are many media from which to choose for the horizontal flow of information. The media used in horizontal communication are handbooks and manuals, annual reports, bulletin boards, and posters, labor union representations, letters and memos, instructions, house organs, conferences and meetings, and telephonic messages.

Vertical communication is that communication which occurs between two individuals who are at different positions of the hierarchy within the same organization. It follows a linear system where information flows from one individual to the next as per their titles. In this type of communication, the information or message flows between or among the superiors, supervisors, leaders, or manager to subordinates, employees or team members of different levels of an organizational structure in the downward or upward direction.

Downward communication is a type of vertical communication which involves the dissemination of information from the senior management to associates. The management shares information through E-mail, and it is not generally directly shared with the employees. Downward communication is supposed to be a very effective type of communication when the top managers communicate directly with the supervisors, who relay the information or instructions to the staff. The following may be regarded as the purposes of downward communication:

- To implement new objectives and announce the same to the staff
- To explain new organizational procedures to the new employees
- To socialize with the staff and build a friendly and cooperative atmosphere with them

Upward communication is another type of vertical communication. In this kind of communication, the information flows from the associates or subordinates to the senior management. This type of communication is used by the employees to update the supervisors or managers by providing work reports or by sharing important information. Some purposes of upward communication may involve the following:

- To update the senior management about the difficulties and issues encountered by the staff
- To suggest changes to improve workflow and productivity in the organization
- To provide updates about results
- To inform the top-level management about any grievances and complaints

Improvement of upward communication channels depends on the leadership qualities of the top-level management. The person who leads the organization must be mentally prepared to listen to opinions, make decisions after considering the suggestions offered by the staff, and listen to the grapevine to get information about the mood and biases of the staff.

Advantages of Vertical Communication:

The following are the advantages of vertical communication:

- Vertical communication helps to convey messages effectively from the top-level management to the bottom-level management or vice versa.
- Vertical communication helps in maintaining good relations between the superiors and the subordinates since the flow of information is effective and organized.
- It helps to maintain discipline because this type of communication involves a chain of commands.
- It is useful for delegating duties to the staff and avoiding too much authority to be concentrated within the hands of a few individuals.
- It helps the top-level management in conveying and explaining the policies of the organization to the newly appointed employees.
- Vertical communication helps in collecting information and work reports which further helps the seniors and the supervisors in making decisions.
- Through vertical communication, the top-level management can easily share confidential information with the supervisor instead of sharing with the whole staff.
- Since the staff needs to report information to their respective superiors, respect is maintained as everyone understands each other's position.

Disadvantages of Vertical Communication:

The following are the disadvantages of vertical communication:

- Vertical communication can make the employees complacent as they work under the impression that their work is monitored and checked and corrected before it is finalized.
- Employees at the lower level may develop a sense of being neglected as there is too much of a barrier between the top-level management and the lower-level staff.
- Vertical communication may cause delays, thereby creating disturbance in workflow.
- If the staff lacks respect for the top-level management, the chain of command is expected to get broken. The reputation of the organization is at stake.
- There is a possibility of the subordinates being neglected by the top-level management, so far there are chances that the top-level management may tend to neglect the bottom-level employees.

3.2.4 Advantages of the Channels of Communication:

The channels of communication enable the flow of information from one end to the other. The flow of communication can take place through any channel. The advantages of the channels of communication are as follows:

- Time is the most important factor that needs to be utilized properly. If the communication takes place smoothly, it saves plenty of time at both ends – the receiver's as well as the sender's.
- If the communication flows smoothly, it helps in understanding the information or message easily. This advantage of easily understanding the message can be achieved by making the message lucid and clear and free of any confusion or misunderstanding.
- If the listener listens carefully and understands completely, it means that the flow of communication has taken place smoothly and properly. The advantage of the free flow of communication is that it is received easily at the other end.
- The flow of communication enables and helps in quick and speedy communication.
- In huge organizations, modern mechanical devices are used for the flow of communication. These devices do not disturb the work of others but still communication takes place without making any noise. Though the flow of communication takes place, silence is maintained in the office.

- The flow of communication enables the sender to make use of a language that is known to the receiver. The flow becomes more effective if it is done in the known or acquainted language.
- The flow of communication largely depends on the media through which communication takes place. If the media carrying the message is accurate and speedy, it facilitates the smooth flow of communication.
- The flow of communication can properly be attained if the receiver receives and responds to the message in time. For the flow of communication, it is necessary for the receiver to accept or reject the message. He/she must convey either way to the sender.
- The flow of communication becomes more advantageous when it is free of any distortion.

3.2.5 Limitations of the Channels of Communication:

The limitations of communication can be summarized as follows:

The flow of communication is a complex process which is marked by the delay in the process. While communicating, the information flows through different levels of hierarchy. As a result, by the time information reaches various levels and to different segments of organization, it may have lost its significance and utility.

Sometimes the channel of communication is affected by distortion of information. Flow of communication needs to go through various levels of authority which causes some or other kind of interruption leading to distortion of information. It is human tendency that they manipulate information. Therefore, whenever information is passed from one individual to another or from one level to another, the authenticity of information is lost.

In many cases, messages are sent without a necessary explanation and clarification. As a result, the subordinates do not understand the meaning of the message properly and accurately. The subordinates are always at the receiving end of the message. When any message is sent without necessary clarification, the flow of communication gets affected.

Lack of feedback is another limitation of the channel of communication. Superior/senior authorities at the organizational levels usually do not give much importance to the subordinates. Hence there is no scope left for the subordinates to give their own feedback. In such cases, there is even negligence on the part of superior/senior authorities towards their subordinates which results in ineffective communication.

Due to rigid hierarchy in the channels of communication, the lower-level employees rarely get a chance to discuss any matter with the superior authorities. Moreover, the subordinates are made to follow the instructions which creates frustration in the minds of the employees and hence affects the flow of communication badly.

Lower-level employees are more concerned with the information about salary, incentives and job protection and other related information but the organization and the administration prefer that such employees only follow the instructions. The resultant clash of interests and priorities leads to unhappiness and hence causes interruptions in communication.

3.2.6 Uses of the Channels of Communication:

The following are the uses of the channels of communication:

Precise and to-the-point information sent to the person concerned in the administrative hierarchy changes the efficiency and devotion of the employees. Accurate and well-defined information helps to boost the loyalty of the employees since an employee is associated with his/her workplace physically and mentally.

With the smooth flow of communication, confrontation between the departments and among the employees can be avoided or at least minimized. Confrontation among the employees in an administration can badly affect the work efficiency of the employees.

Another use of the channels of communication arising out of well-designed and well-conducted communication is that they give rise to the development of positive attitudes among the employees towards their work. If the positive attitude is developed among the employees, confrontation among them can be resolved which leads to productive output of the establishment.

The employees in an establishment need to notice opportunities at their workplace. Smooth flow of communication provides this opportunity to the employees in this direction. The organization should take care of achieving a stable and well-organized establishment. The administration should respect its employees, provide them an opportunity for expression, and encourage them to lodge their opinions. It means that only the flow of communication can do this.

3.2.7 Let Us Sum Up:

In this way, the channels of communication lead to the success or failure of an organization. To sum up, communication is an inseparable component of any administration as well as day-to-day life. The smoother and hurdle-free the communication, the more beneficial and fruitful it is for the administration.

3.3 Learning Outcomes

Dear Learners, at the end of this Unit we should have learned about the communication system at large, the importance of the channels of communication, upward-downward communication, horizontal-vertical communication, advantages of channels of communication, limitations and uses of the channels of communication.

3.4 Glossary

To interchange:	To exchange or mutually give and receive.
Deliberate:	Something done on purpose.
Intent:	The state of someone's mind at the time of committing an act.
To dispose of:	To get rid of something.
To discharge:	To get free of something.
Uninterrupted:	Without any disturbance.
Breakdown:	A failure, a collapse.
Standstill:	To come to a stop.
Facilitate:	To make easy.
Ideology:	Philosophy or body of beliefs;
Lucid:	Clear, easily understood.
Territorial:	Belonging to territory.
Gangplank:	A board used as a temporary footbridge between a ship and a dockside;
Bypass:	To pass around something.
Hierarchy:	A body of authoritative officials organized in nested ranks.
Bias:	Inclination towards something.
Delegate:	A person authorized to act as representative for another.
To manipulate:	To influence, manage, direct, control or tamper with something.
Rigid:	Stiff, fixed.
Precise:	Exact, accurate.
To boost:	Something that helps, or adds power or effectiveness or assistance.
Confrontation:	An act of confronting or challenging another, especially face-t-face.
Efficiency:	Quality of producing an effect

3.5 Sample Questions

3.5.1 Objective Questions:

- In formal communication, the flow of communication is regarded as _____.
 - Controlled and deliberate
 - Uncontrolled
 - Vague
 - Waste
- Apart from a sender and a message, the flow of communication requires which of the following?
 - Boss
 - An intended receiver
 - Public
 - None of these
- In the absence of good communication, one's _____ gets affected.
 - Reputation
 - Bank balance
 - Nothing
 - Professional career
- The flow of communication from superior authorities to that of juniors is known as _____.
 - Horizontal communication
 - Downward communication
 - Vertical communication
 - Grapevine communication
- A communication is said to be _____ when it takes place between two subordinates of the same authority.
 - Horizontal communication
 - Downward communication
 - Vertical communication
 - Grapevine communication
- Communication is a _____.
 - Means of expression
 - Source of livelihood
 - Lighthouse
 - New version
- Formal communication is practiced at _____.
 - Marketplace
 - Vegetable market
 - Educational and government organizations
 - Home
- Downward communication is the communication from _____.
 - Husband to wife
 - Senior management to associates
 - Friend to friend
 - Man to woman
- Upward communication is a type of _____.
 - Vertical communication
 - Horizontal communication
 - Grapevine
 - Informal communication

10. In upward communication, the message is sent from _____ to _____.

- (a) Home to office
- (b) Office to home
- (c) Boss to assistant
- (d) Subordinates to senior management

3.5.2 Short Answer Questions:

1. Write on the advantages of the flow of communication.
2. What are the advantages of vertical communication?
3. Enumerate the characteristics of horizontal communication.
4. What are the objectives of downward communication?
5. Write a short note on the importance of communication.

3.5.3 Long Answer Questions:

1. Write a detailed note on downward-upward communication.
2. Write a note on horizontal-vertical communication.
3. Enumerate the limitations of the flow of communication.

3.6 Suggested Readings

1. Aswathappa K., *Organizational Behavior*. Himalaya Publishing House, Mumbai, 1997.
2. Malviya, Gajanan and Shukla R. N. *Communication Skills*. New Delhi: S. Chand and Company, Ltd., 2012.
3. Mamoria C. B., *Personnel Management*. Himalaya Publishing House, Mumbai, 1997.
4. Moorhead Gregory and Griffin W. Rocky, *Organizational Behavior*. AITBS Publishers and Distributors, New Delhi, 1999.
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6. Robin P. Stephen. *Organizational Behavior*. Prentice Hall of India, New Delhi, 1998.

Unit - 4 Barriers to Effective Communication

Structure

- 4.0 Introduction**
- 4.1 Objectives**
- 4.2 Barriers to Effective Communication**
 - 4.2.1 Kinds of Barriers to Effective Communication**
 - 4.2.1.1 Physical Barriers**
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4.0 Introduction

The process of sending and receiving messages, ideas, and information from one person to another using any channel is known as communication. The channel may be printed paper, audio-visual medium, airwaves, or even body language. Communication is one of the basic needs of human beings to survive. Hence the term “communication” is explained and defined in as many ways as possible from various perspectives. In this Unit, we will learn that during any communication event there are possible chances of barriers and obstacles that do occur. Sometimes these barriers can be avoidable and sometimes cannot be avoidable. In this Unit, we will study the barriers to effective communication, barriers to effective communication within an organization, and procedures for overcoming them.

4.1 Objectives

The objectives of this Unit are to:

- get an overview of the meaning of barriers to effective communication
- understand what causes the barriers to effective communication
- analyse various types of communication barriers
- identify the basic steps to overcome the barriers to effective communication

4.2 Barriers of Communication

The term barrier means a disturbance or a rupture in a process. Hence barriers to effective communication means the disturbances that either occur in the channel, message or within the sender and receiver during the communication process. Although this may be the result of different reasons the most primary ones are due to physical barriers, system design faults, or additional barriers.

4.2.1 Kinds of Barriers to Effective Communication:

It has been found that there are several barriers to effective communication. These barriers are of different kinds and possess various kinds of characteristics. Some of them are physical barriers, mechanical barriers, linguistic barriers, psychological barriers, etc. The barriers in the communication process are also termed noise. The term noise does not always mean loud sound but any kind of interference in the form of mechanical, linguistic, psychological, or physical. Sometimes the noise appears in the sender or receiver due to their different context and psychological background, personal biases. Sometimes the noise appears in the message if the language used to create the message is not like the receiver. Further, if there is any error in the channel due to technical fault the message will also suffer from poor reception by the receiver/audience. Below we will discuss some of the most important barriers to effective communication:

4.2.1.1 Physical Barriers:

Physical barriers are disturbances that occur in the environment. During communication, the sender or the receiver feels physical stress like fever, or stomach discomfort then it can cause a barrier in sending and receiving information properly. The sender or the receiver suffering

from any physical stress will not be comfortable continuing the communication process and will end the communication. Moreover, if the place where the communication is taking place suffers from external noise or disturbance or there is a sudden change in the weather then this can also act as a physical barrier to effective communication. Further, the place of communication also impacts the communication process.

Hence the communication should be conducted in a clear and peaceful area because external noise may also lead to a barrier in receiving the message. Kumar (1994) noted four types of physical barriers that are competing stimulus, environmental stress, subjective stress, and ignorance of the medium. The term competing stimulus means interference in the form of loud noise, traffic sounds and animal sounds. For example, if a journalist must report on an incident where loudspeaker playing music in the background, it will create physical interference in the form of competing stimulus. Again, during high temperatures and poor ventilation, the audience sitting to watch a play will feel discomfort. This will lead to a physical barrier. Further, ill health or effect of medicines might also interfere in the physical capability of the communicator in sending and receiving information during a conversation. Ignorance of the medium is lack of awareness about the physical features of instructional material or channel used for communication. For example, ignorance of the medium will occur if technical maps are used for a meeting with the workers who do not know how to use the maps.

Check your Progress

1. Barriers to effective communication means the disturbances that either occur in the channel, message or within the sender and receiver during the communication process.

(a) True (b) False

2. Physical barriers are disturbances that occur in the environment.

(a) True (b) False

4.2.1.2 Linguistic/Semantic Barriers:

When the barrier occurs in the language used for encoding the message it is called a linguistic/semantic barrier. The semantic barrier is also known as the linguistic barrier. In most cases, the semantic barrier poses a depressing factor. In a multi-linguistic and multicultural country like India, people coming from various linguistic and ethnic backgrounds face difficulty in communicating with each other. Hence, they try to cope by using the national language which is Hindi. Again, even when communicating in the same language it is vital to use appropriate words to avoid hurting sentiments. Language and vocabulary that is used in communication

should be understandable to the persons. But sometimes it can also act as a barrier to effective communication. If a person speaks only Punjabi and does not understand Urdu or Marathi, but he/she can still manage if they know Hindi. Sometimes meanings are associated with words depending on the mental status and biases of the people. For example, the term Mahatma will immediately denote Mahatma Gandhi to Indians than to New Zealanders. Hence, using language and words that are understood to the listeners is also important to reduce barriers to effective communication.

4.2.1.3 Cultural Barriers:

Apart from physical and linguistic barriers, communicators also sometimes have cultural barriers. Sign languages and body gestures have different meanings in different cultures. A thumbs up gesture might be understood as a like symbol to those who use Facebook, but for very rural people who are unaware of the icons used in social media, it will signify a slang gesture. The non-verbal signs are used differently in urban and rural areas in India.

Check your Progress

1. Language and vocabulary used in a communication should be clear to both the sender as well as the receiver.

- (a) True (b) False

2. The non-verbal signs used differently in urban and rural areas act as cultural barriers.

- (a) True (b) False

4.2.1.4 Psychological Barriers:

Another barrier to effective communication is psychological barriers. Hence it is very crucial to understand the mental state of a person before starting the communication. If a college professor takes a class for kindergarten students in a school, the toddler students may not understand his lecture. This is because the mental capacity of the toddlers does not match the level of the academic lecture of the speaker. This also applies to a case where someone is talking to a receiver who is least interested in the topic of the conversation. This then leads to psychological barriers. On several other occasions, anger or frustration also acts as barriers to effective communication. Such emotional outbursts or state of mind hampers in the communication of the sender or the receiver. A logical mind is necessary to encode, decode and interpret messages properly.

Further personal biases also create barrier in effective communication. Due to our biases, we take sides on a specific issue or topic of discussion and hence this impacts on our logical

reasoning. Biases also hamper in verification and judging the authenticity of the information. Hence, issues such as fake news crop up due to biases. People also communicate using their frame of reference. The frame of reference is our mental frame through which we view and perceive the world. No two individuals will have the same frame of reference, but in order to have an effective communication, the sender and the receiver should have some similarity in their frame of reference. Kumar (1994, p.31) notes that “a frame of reference is a system of standards and values, usually implicit, underlying and to some extent controlling an action, or the expression of any belief, attitude or idea”. The frame of reference also has a larger role in creating self-image, resistance to change and fear of new innovations among the audience. Again, during the development of communication campaigns if the receivers of the awareness campaign are defensive and are not interested to change the communication suffers from psychological barriers. These kinds of psychological barriers were witnessed during the COVID-19 pandemic when people refused to maintain social distancing and wearing of masks. In a later stage when the vaccines were developed, it was again noticed that a group of people refused to receive the COVID-19 vaccines due to their fear and defensiveness to adopt changes.

4.2.1.5 Mechanical Barriers:

It is a kind of barrier that occurs in the channel of communication. When there is a disturbance in the reception signals of the network or breakage of the wires the pictures appearing on the television get distorted. This leads to poor transmission of programs and content to the audience. This breakdown or wear and tear of machines are known as a mechanical barrier during mediated communication like television broadcasts or Radio broadcasts. Again, due to absence of proper internet connectivity in difficult terrains such as high hilly regions or forest areas also interrupts online communication. Hence when the fidelity of transmission gets interrupted due to any technical damage or breakdown it is called a mechanical barrier.

Check your Progress

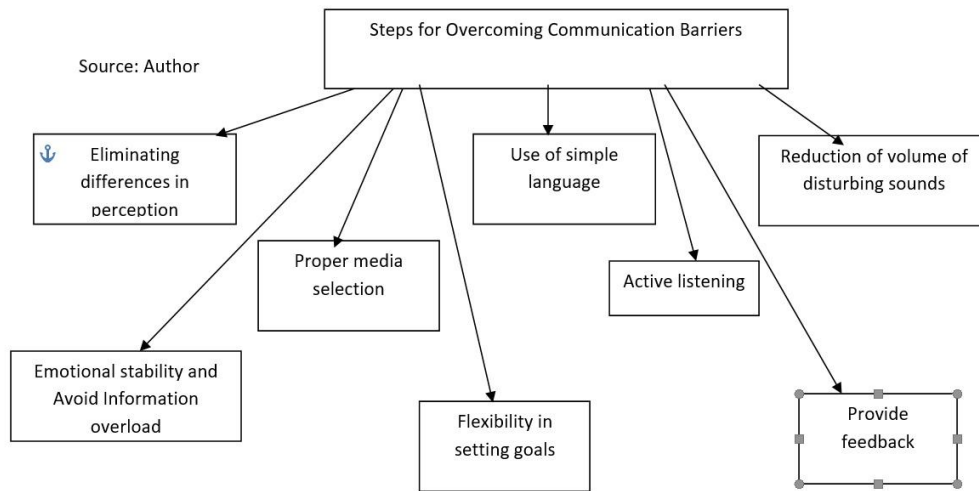
1. Emotional outburst or state of mind hampers in communication of the sender or the receiver.

- (a) True (b) False

2. People refused to maintain social distancing and wear masks during COVID-19 due to psychological barriers.

- (a) True (b) False

4.2.2 Overcoming Communication Barriers:



There are steps to reduce the interference and disturbances that appear during the process of communication. These steps are listed in the above diagram and which are explained as follows:

4.2.2.1 Eliminating Differences in Perception:

During the communication process, the sender and receiver should try to eliminate their differences in perception. This can be ensured if their frame of reference intersects on certain common grounds of understanding. Further, during the communication process, the receiver should be more empathetic toward the receiver's knowledge level and capacity of understanding the message. These factors will help in reducing the barriers to communication. As both the sender and receiver take turns of both encoding and decoding the messages, the responsibility to communicate without conflicting perceptions lies on them.

4.2.2.2 Language:

Language plays a huge role in the communication process. It can be verbal language such as written, spoken, pictorial, visual, audio-visual. It may be non-verbal language too like body gestures, facial expressions, posture and eye contact. Different individuals hailing from different ethnic and regional backgrounds have different knowledge and understanding of different languages both verbal as well non-verbal. Hence the communicators should try to encode their message in a universal language. An awareness campaign on hand sanitisation during COVID 19 pandemic will be accessed by more mass audience if conceptualised in Hindi language. But the same message will have more impact on the audience of West Bengal if it is created in Bengali language. Use of jargons, complicated words should be avoided.

4.2.2.3 Reduction in volume of disturbing sounds:

Ambience sound is the surrounding sound that we hear around us. It can be the cawing of the crow, a plane's sound, horns from the traffic on the road or a loud music playing in the locality. Sometimes these ambience sound causes barrier in effective communication. If we are talking to someone over telephone and there is a piece of loud music being played in our neighbour's place, we will not be able to hear what the person at the other end is speaking. Similarly, a loud cawing of a crow during a recorded interview taken by a journalist will also hamper the quality of the recording. Hence it is necessary to identify the sources of noise and then take adequate steps to reduce them or change the location of communication.

4.2.2.4 Active Listening:

Another step of reducing the barrier in communication is listening to the message and the sender. Active listening is listening to the speaker with some prior knowledge on the subject. The continuous engagement of the listener during the communication process by asking questions and repeating for clarifications would minimise barriers of communication.

4.2.2.5 Emotional State:

In order to avoid psychological barriers, the communicator should have a balanced state of mind and emotion. Feeling of distress, uneasiness and anxiety should not be reflected through body language or verbal language used by the communicator. This will immediately hamper the reception of the message. Further too much information should not be disseminated at one go. This will confuse the listeners and make them feel overloaded with information.

4.2.2.6 Proper Media Selection:

For ensuring a smooth communication system the medium or channel of communication selected should be proper. Selection of media should be made depending on the target audience and time required for the message dissemination. Hence in order to broadcast a news of national importance should be sent through mass media channels such as newspapers, radio or television. Again, the medium selected for a niche audience to access the information is the internet. But if a behaviour change communication message is intended then the medium should be face-to-face communication

4.2.2.7 Provide Constructive Feedback:

Barriers to effective communication can also be minimised by providing constructive feedback. Continuous feedback from the receiver/audience will help improve the quality of content of the message. For example, negative feedback will do more harm than not providing

feedback at all. So, we should keep the objective of providing feedback in mind. The feedback should be targeted for bringing change in the content of the message or to encourage the communicator to continue to deliver such contents. For example, ratings in online news portals, likes and subscription and comments can act as engaging ways to provide feedback to YouTube influencer and online entertainment and lifestyle content creators.

4.2.2.8 Flexibility in setting goals:

The last but not the least point in eliminating barriers in communication are flexibility in setting goals of the communication process. The goals set should be realistic and not too ambitious.

4.2.3 Let Us Sum Up

Effective communication is necessary for various reasons. Using mass media as a channel for communication leads to spaces for barriers in language, cultural, semantic and even mechanical. So, at different points of time during the communication process, be it linear communication or non-linear model of communication the competing stimulus, psychological barriers and cultural barriers always emerge from somewhere to disturb. But to curb the menace of all the above-mentioned barriers, we try to keep our perceptions as bias-free as possible.

There are many kinds of barriers occurring at different elements of the communication process. When the barrier occurs in either the sender or the receiver, it is most of the time a physical barrier, psychological barrier, or cultural barrier. When the barrier occurs in the channel it is called a linguistic or semantic barrier. When there is a difference of opinion between the sender and receiver of the message due to personal biases and ideological differences, it is called a psychological barrier to effective communication. Anger, frustration, and favouring a particular ideology also hamper a smooth communication process. However, these barriers can be overcome to a large extent by taking certain measures such as designing the message by keeping the receiver's knowledge, attitude, and practices in mind. Further, the use of simple language, avoiding jargon and technical words, and avoiding double-meaning verbal and non-verbal language can reduce the barriers. Another important step to improve the communication process in subsequent stages is to take continuous feedback from the audience, or the receiver.

It is essential to overcome the barriers by identifying the causes that give rise to them, some of the barriers are avoidable whereas some are unavoidable. Some of the barriers can be avoided by keeping an open mind, reducing personal biases, learning more languages, and constructing a message receiver-centric. Again, developing the writing and speaking skills of

these communicators is also a necessity for reducing semantic and linguistic barriers. Finally, it can be stated that barriers do come up within the course of communication, but in order to effectively communicate, individuals should possess efficient speaking and listening skills. Always use of simple language should be encouraged and thereby avoiding the usage of technical terms and jargon.

4.3 Learning Outcomes

At the end of this Unit, you should have understood the different kinds of barriers to effective communication and you should have also learned how to overcome the communication barriers.

4.4 Glossary

Jargon: Special words and phrases that are used by particular groups of people, especially in their work

Empathy: The ability to imagine how another person is feeling and so understand his/her mood

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

4.5 Sample Questions

4.5.1 Objective Questions:

1. Which of these is not a form of physical barrier?
 - (a) Environmental stress
 - (b) Physical ill-health
 - (c) Frame of reference
 - (d) Ignorance of the medium
2. Which of these is not a psychological barrier?
 - (a) Ill-health
 - (b) Frame of reference
 - (c) Loud sound
 - (d) Defensiveness and fear

4.5.2 Short Answer Questions:

1. What do you understand by physical barriers?
2. What is the significance of frame of reference?
3. What do you mean by mechanical barrier?
4. Mention the different types of barriers to effective communication.
5. State how the barriers to effective communication can be overcome.

4.5.3 Long Answer Questions:

1. Discuss with examples the barriers to effective communication.
2. Explain the steps in reducing the barriers to effective communication. Justify with examples.
3. Examine in details the barriers to effective communication and suggest means to overcome them.

4.6 Suggested Learning Resources

1. Aggarwal, Vir Bala, and V. S. Gupta. *Handbook of Journalism and Mass Communication*. New Delhi: Concept Publishing Company, 2001.
2. Beebe, Steven A., Susan J. Beebe, and Diana K. Ivy. *Communication: Principles for a lifetime*. Boston, MA: Allyn & Bacon, 2010.
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Unit - 5: Listening Skills

Structure

5.0 Introduction

5.1 Objectives

5.2 Listening Skills

5.2.1 Listening Skills

5.2.2 Types of Listening

5.2.3 Importance of Listening

5.2.4 Strategies to Improve Listening Skills

5.3 Learning Outcomes

5.4 Glossary

5.5 Sample Questions

5.6 Suggested Learning Resources

5.0 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 to 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. In this Unit, we will discuss listening skills and the types of listening.

5.1 Objectives

The objectives of this Unit are to:

- familiarize you with the importance of listening skills
- provide an overview of different types of listening skills
- introduce some useful strategies for effective listening

5.2 Listening Skills

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: To convey the message, there should be a 'messenger', 'a medium' (of conveying), 'message' and the 'process of receiving/listening' and the 'receiver/listener'.

5.2.1 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.

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?

5.2.2 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:

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?

5.2.3 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 (Liubinienè 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:

It helps to enhance the ability to understand/ interpret/criticize/ analyze.

It develops an interest in the message.

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.

Importantly, effective listening avoids confusion and conflicts.

It helps in personality development.

5.2.4 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?

5.3 Learning Outcomes

At the end of this Unit, you should have gained knowledge about listening skills and the different types of listening. Apart from this, you should have also learned about the barriers to listening and to improve listening skills.

5.4 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

5.5 Sample Questions

5.5.1 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

5.5.2 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. What are the different types of listening?

5.5.3 Long Answer Question:

1. What are the differences between listening and hearing?
2. How do different strategies help in improving listening skills?
3. Illustrate the significance of effective listening in day-to-day communication?

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5.6 Suggested Learning Resources

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Unit - 6: Barriers to Listening

Structure

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Barriers to Listening
 - 6.2.1 Physical and Environmental Barriers
 - 6.2.2 Physiological Barriers
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 - 6.2.4 Linguistic Barriers
 - 6.2.5 Cultural Barriers
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- 6.4 Glossary
- 6.5 Sample Questions
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6.0 Introduction

Effective communication relies heavily on listening abilities, which promote mutual understanding, empathy, and trust. Active listening entails understanding and processing information in addition to hearing it, allowing for meaningful interactions. By enabling the listener to understand not just the words but also the feelings and intentions that underlie them, it fosters clarity and lessens miscommunication.

In both personal and professional contexts, having excellent listening skills is essential for fostering relationships, teamwork, and problem-solving. For example, in the workplace, attentive listening guarantees that directions are followed precisely, disagreements are settled amicably, and creative ideas are recognized.

Reducing barriers to listening is essential because environmental difficulties, biases, and distractions can skew the intended message. These obstacles result in misunderstandings, lost chances, and tense relationships. Focus, empathy and the creation of supportive surroundings can help people overcome these barriers and greatly enhance communication results, strengthening bonds and promoting a cooperative and respectful culture.

The barriers to effective listening can be categorized into several types, including cognitive, physical, psychological, and linguistic (Guo, 2022). In this Unit, we will explore various barriers to listening and understand how we can overcome them.

6.1 Objectives

The objectives of this Unit are:

- To introduce different types of barriers that hinder effective listening.
- To explain how dialects, slang, cultural differences, accents, and vocabulary gaps can affect listening comprehension.
- To make students aware of how distractions, emotions, or external noise impact listening ability.
- To equip learners to identify and overcome listening barriers in real-life situations.
- To encourage learners to develop strategies for becoming better, more engaged listeners.

6.2 Barriers to Listening

Listening is a crucial skill for effective communication, but various barriers often hinder its efficacy. These barriers can be broadly categorized into physical, psychological, cultural and linguistic factors.

6.2.1 Physical and Environmental Barriers:

Physical and environmental barriers to listening are external factors that disrupt or block our ability to focus on and understand what someone is saying. These barriers include external distractions like noise, distance, poor audio quality, interruptions, overcrowded spaces, etc. A cluttered setting with frequent disruptions makes active listening difficult. A loud environment or technological issues during meetings can disrupt the listening process. Let us understand some importance physical and environmental barriers.

Noise

Imagine you are sitting in your classroom, and the teacher is explaining an important topic. Suddenly, there is a loud construction noise outside because a new building is being built. The constant hammering and drilling make it hard to focus on what the teacher is saying. This is

an example of a physical barrier caused by external noise. Another common example is during a school assembly when announcements are made on a poor-quality microphone. If the sound system is not clear, you might miss important details, even if you are trying hard to listen. Similarly, street vendors shouting or honking vehicles can also make it difficult to concentrate.

Distance from the Speaker

Let us say you are at a college function, sitting in the last row of the auditorium where the principal is giving a speech. If the sound system is not loud enough or the principal is not speaking clearly, the words may not reach you properly. This physical distance becomes a barrier to listening, even though you are physically present.

Poor Technology or Equipment

Nowadays, many institutions and companies in India and across the globe use technology like smart boards and projectors. But what if the projector's sound is not working properly during a session? Even though you are interested, the bad-quality equipment prevents you from fully understanding the content. Therefore, faulty tools act as a barrier.

Weather Conditions

Hot and humid weather, common in many parts of India, can be a huge distraction. Imagine a fan is not working during peak summer in your classroom. The heat makes everyone restless, and instead of focusing on the lecture, students might be more worried about how to stay cool. Similarly, the sound of heavy rains on a tin roof during the monsoon season can drown out the teacher's voice, leaving students struggling to hear.

Poor Acoustics

Some buildings in India have poor acoustics, meaning sound does not travel well in the space. If a classroom or meeting room has high ceilings or is located near an open corridor, the speaker's voice might echo or fade away, especially for people sitting in the back. For example, in an open auditorium during a guest lecture, students at the far end might not hear properly because of the sound dispersing.

Overcrowded Space

In many educational institutions, classrooms are packed with students. When 40 or 50 students are squeezed into one room, it becomes noisy, even if everyone whispers or moves around slightly. This constant background chatter can act as a barrier, making it hard to catch every word the teacher says. For instance, during poetry recitation, if someone at the back is talking, others near them may miss important points.

6.2.2 Physiological Barriers:

Hearing Problems

Sometimes, a person might have a hearing issue—maybe temporary, like ear infection, injury, or even excessive wax buildup in their ears, or permanent, like partial hearing loss. If a person is unable to hear clearly because of above reasons, it is called a physiological barrier. For example, if a student sitting in the classroom has a mild hearing issue but does not inform the teacher, they may miss out on important instructions.

Fatigue or Physical Discomfort

When you are tired, your brain struggles to stay focused. After a long day at college, office or sports ground, it is natural for your body to feel drained. In such moments, even if someone speaks clearly, the words might not fully register because your mind is too tired to process them. This kind of physical discomfort can make listening almost impossible. In the same way, sitting in a stuffy classroom during a hot afternoon without a working fan makes you sweat and hence make it becomes incredibly hard to concentrate on what's being said. Also, wearing uncomfortable shoes or sitting in a cramped space can divert your attention.

Similarly, when you are unwell, listening attentively becomes a challenge. Whether it is fever, cold, or even a simple headache, your physical discomfort takes over, making it hard to concentrate on anything else. Interestingly, hunger can also be a surprisingly strong barrier to listening. When your stomach growls during the last period before lunch, your brain might focus more on the sound of the bell than the teacher's words.

6.2.3 Psychological Barriers:

Psychological barriers stem from internal factors such as biases, emotions, or preconceived notions. For example, a listener who disagrees with the speaker might mentally tune out, missing critical points. Stress or anxiety can also distract the mind from focusing on the conversation.

Prejudice or Bias

When you already have a fixed opinion about someone or something, it is hard to truly listen. For instance, imagine your teacher explaining a subject you dislike, like math. If you have already decided, "Math is boring," then your mind shuts off, and you do not give the explanation a fair chance.

Emotional Distractions

Sometimes, your own feelings can block your ability to listen. For example, if you have had an argument with a close friend before a office meeting, your mind keeps replaying the fight. Even though the manager is explaining something important, your emotional turmoil distracts you.

Daydreaming or Lack of Interest

Have you ever been in a boring assembly where the principal is giving a long speech? Your mind starts wandering—thinking about cricket, the latest Bollywood song, or what you will have for lunch. This daydreaming makes you miss important points.

Fear of Judgment

Many individuals hesitate to actively listen or participate because they fear being judged. Imagine a class discussion where you think, “What if I do not understand? Everyone will laugh at me.” This fear stops you from fully engaging and focusing on what’s being explained.

Overloading of Information

Sometimes, the sheer amount of information can be overwhelming. Picture an exam preparation lecture where the teacher tries to cover too many topics in one go. Your brain feels exhausted trying to process everything.

6.2.4 Linguistic Barriers:

Difference in Language

Imagine you are sitting in a lecture where the teacher suddenly starts explaining in Telugu, but your native language is Urdu. You might catch a few words here and there, but most of the explanation would go over your head. This happens because you do not understand Telugu fluently. This is the most basic linguistic barrier—when the language used by the speaker is different from the listener’s.

Accent and Pronunciation

One significant barrier faced by non-native speakers is the difficulty in comprehending accents and pronunciation variations (Harsa et al., 2020). For example, someone from West Bengal might say "bhen" instead of "when," or a South Indian student might emphasize syllables differently. Or, have you ever struggled to understand someone speaking English with a very thick American or British accent? Even though you know English, their way of pronouncing words may confuse you. For example, the word schedule is pronounced differently in American and British English. If a teacher or speaker uses an unfamiliar accent, it can be hard to follow.

These variations might distract listeners who are not accustomed to such accents, affecting their focus on the actual message.

Vocabulary Gaps

Sometimes, the speaker uses complex or unfamiliar words that you do not understand. Unfamiliar words and phrases can make it difficult for them to follow the speaker's message, leading to confusion and a breakdown in communication (Harsa et al., 2020). For instance, if someone uses the word 'ubiquitous' instead of simply saying 'common,' you might not get the meaning immediately. In workplaces, professionals might use technical terms or advanced vocabulary without explaining them, creating a barrier.

Rate of Speech

Imagine a speaker you have met in your office or college. He speaks so fast that you can barely catch what he is saying. Even though you know the language, his rapid pace makes it hard to process the information. This is a common problem, especially during debates or lectures.

Similarly, if a teacher mumbles or speaks too softly, it becomes difficult to understand what they are saying. This is not just a linguistic barrier but also a communication issue. For example, in an exam hall, if the invigilator does not clearly explain the instructions, you might miss an important detail.

Use of Dialects or Slang

In India, we have a beautiful diversity of languages and dialects. However, this can sometimes create confusion. If someone from Punjab speaks in Punjabi or uses Punjabi slang like "balle balle" or "chak de phatte" in a conversation with someone from Kerala, the listener might feel lost. Regional expressions, while charming, can act as barriers when people do not share the same cultural or linguistic background.

Lack of Background Knowledge

Another common barrier is the lack of background knowledge on the topic being discussed. When non-native speakers lack contextual understanding, they may have difficulty following the flow of conversation and comprehending the underlying meaning. To address this, non-native speakers can actively build their vocabulary and general knowledge to better anticipate and understand the content being discussed.

6.2.5 Cultural Barriers:

Cultural and Social Conditioning

In India, students often hesitate to listen openly in certain situations due to cultural expectations. For example, if a younger student tries to explain something to an elder sibling or teacher, the elder might think, “What can this person teach me?” This cultural hierarchy can prevent genuine listening.

Non-Verbal Cues

Gestures, facial expressions, and body language differ across cultures. For instance, in many South Indian states, shaking the head from side to side often means "yes," but to someone unfamiliar with this gesture, it might appear as disagreement or confusion. This misunderstanding can make listening less effective.

Regional Dialects

India is a land of many languages and dialects. Even within the same state, people might speak different dialects. Imagine a person from Telangana listening to a political speech in Urdu. If the speaker uses complex or region-specific Urdu phrases, the listeners may struggle to fully understand, leading to gaps in communication.

Stereotyping

Stereotypes can cloud our ability to listen without judgment. For example, if someone from the Northeast of India is speaking, a listener from another part of India might subconsciously think, "Oh, speaks Hindi. I thought she speaks some Chinese or other language." Such biases can stop us from truly understanding their point of view.

Religious and Social Beliefs

India’s diverse religious and social backgrounds can sometimes create barriers. Consider a classroom discussion on festivals. A Hindu student might talk about Diwali with great enthusiasm, but a Christian or a Muslim student may feel hesitant to share their perspectives on Eid or Christmas, fearing judgment or lack of interest from their peers. This hesitation can hinder open and active listening.

Cultural References

Imagine a teacher reciting and explaining a poem on ‘daffodil’ in an Indian classroom. The students might not know what ‘daffodil’ looks like or smells like. They come from places where daffodil is nowhere to be seen in the forest or gardens. Therefore, they may not fully grasp the context or cultural significance, making it harder for them to connect with the explanation.

6.2.6 Strategies to Overcome Barriers to Listening:

Improving listening skills involves reducing these barriers through active engagement, empathy, and creating conducive environments. Removing distractions, maintaining open-mindedness, and practicing focused attention can significantly enhance the listening experience.

Listed below are some of the strategies to overcome barriers:

- Teachers and students should try to create a quiet environment for classes and discussions.
- Invest in good-quality sound systems and maintain them properly.
- Persons with hearing problems can sit in the front row or use hearing aids.
- If it is a big gathering, ensure speakers and screens are placed in a way that everyone can hear and see clearly.
- Avoid jumping to conclusions before hearing someone out.
- Take a deep breath and temporarily set aside personal issues.
- Train yourself to concentrate by eliminating distractions.
- If you are unsure, ask for clarification instead of assuming.
- Do not overload your brain; process one thing at a time.
- If you do not understand a word or phrase, do not hesitate to ask the teacher or speaker for clarification.
- Watch movies, listen to speeches, or attend webinars in different languages or accents to get used to them.
- Make a habit of learning new words daily and using them in your conversations.
- If the speaker uses a different language, tools or apps can help you bridge the gap.
- If you are on the speaking end, ensure your words are clear and your pace is moderate.
- Get enough rest, stay hydrated, eat well, and maintain personal health.
- Develop phonetic knowledge and familiarity with English sounds.
- Engage in regular vocabulary study, practice active listening strategies, and seek opportunities to listen to authentic English conversations.

6.3 Learning Outcomes

After completing the Unit, the learners should be able to:

- recognize various linguistic, physical, and psychological barriers to effective listening.
- understand how different barriers impact communication and lead to misunderstandings.
- demonstrate the ability to apply techniques to overcome common listening barriers in their daily lives.
- exhibit improved attentiveness, patience, and comprehension during conversations and lectures.
- develop sensitivity to linguistic and cultural diversity, improving their communication in multicultural settings.
- reflect on their listening habits and adapt their behaviors to minimize barriers for effective communication.

6.4 Glossary

Accent: A way of pronouncing words that reflects a person's regional or cultural background, which may sometimes cause difficulty in understanding.

Active Listening : A communication technique involving fully concentrating, understanding, and responding thoughtfully to what the speaker is saying.

Cultural Sensitivity: Awareness and respect for cultural differences, including languages, dialects, and customs, to enhance effective communication.

Linguistic Barrier: Obstacles in communication caused by differences in language, vocabulary, accent, or pronunciation, making it difficult for the listener to understand the speaker.

Physical Barrier: External factors like noise, poor audio quality, or environmental distractions that interfere with a listener's ability to hear and comprehend the message.

Psychological Barrier: Mental or emotional factors such as biases, stress, or preconceived notions that affect a listener's ability to focus and understand.

Vocabulary Gap: A situation where the listener is unfamiliar with certain words or technical jargon used by the speaker, hindering comprehension.

6.5 Sample Questions

6.5.1 Objective Questions

1. Which of the following is NOT a type of linguistic barrier?

- a) Accent
 - b) Vocabulary gap
 - c) Use of slang
 - d) Physical distractions**
2. Which of the following is an example of a physical barrier to listening?
- a) Prejudice against the speaker
 - b) Loud construction noise during a lecture**
 - c) Using unfamiliar vocabulary
 - d) Daydreaming during a speech
3. Which of these can be classified as a psychological barrier to listening?
- a) Background noise
 - b) Poor microphone quality
 - c) Use of complex vocabulary
 - d) Prejudices against the speaker**
4. When a listener struggles to understand a foreign accent, it is an example of a:
- a) Physical barrier
 - b) Linguistic barrier**
 - c) Psychological barrier
 - d) Technical barrier
5. Which of the following strategies can help overcome listening barriers?
- a) Avoiding feedback
 - b) Avoiding eye contact
 - c) Ignoring the speaker's accent
 - d) Asking clarifying questions**
6. Which of the following is NOT a physical barrier to listening?
- a) Poor acoustics in a room
 - b) Weather conditions like heavy rain
 - c) Emotional distraction from a recent argument**
 - d) Overcrowded spaces during a session
7. What is an example of a physiological barrier to listening?
- a) Being distracted by cultural references
 - b) Sitting in an overcrowded classroom

- c) **Experiencing fatigue after a long day**
 - d) Being overwhelmed by too much information
8. Which factor is an example of a cultural barrier to listening?
- a) Poor quality microphones in an assembly
 - b) Lack of background knowledge on a topic
 - c) Fatigue after long working hours
 - d) **Stereotyping based on a person's ethnicity**
9. What role does vocabulary play as a barrier to listening?
- a) It influences physical distractions.
 - b) **It affects comprehension when complex or unfamiliar words are used.**
 - c) It causes listeners to lose interest in cultural topics.
 - d) It prevents the speaker from conveying their emotions effectively.
10. Which of the following are a barrier to listening?
- a) Fatigue and loud external noise
 - b) Daydreaming and cultural stereotyping
 - c) Poor technology and accent variations
 - d) **All of the above**

6.5.2 Short Answer Questions:

1. Briefly explain physical barriers to listening.
2. Discuss the role of accents and pronunciation as barriers to listening.
3. How do psychological factors interfere with effective listening?
4. Explain linguistic barriers to listening.
5. Briefly discuss physiological barriers to listening.

6.5.3 Long Answer Questions:

1. Physical and environmental barriers impede effective listening. Discuss.
2. In what ways do cultural and regional differences create barriers to listening? Provide examples from diverse linguistic backgrounds in India.
3. Suggest practical strategies for overcoming listening barriers.

6.6 Suggested Learning Resources

1. Goulston, Mark. *Just Listen: Discover the Secret to Getting Through to Absolutely Anyone*. HarperBusiness, 2015.
2. Kline, John A. *Listening Effectively: Achieving High Standards in Communication*. United Kingdom, Prentice Hall, 2003.
3. Shore, Leslie B. *Listen to Succeed: How to Identify and Overcome Barriers to Effective Listening*. United States, Cognella Academic Publishing, 2018.
4. Wolvin, Andrew D. and Carolyn Gwynn Coakley, editors. *Perspectives on Listening*. United States, Bloomsbury Academic, 1993.

Unit - 7: Speaking Skills

Structure

7.0 Introduction

7.1 Objectives

7.2 Speaking Skills

7.2.1 Introduction to Speaking Skills, Pronunciation, Enunciation, Vocabulary

7.2.2 Speaking Skills in Different Domains

7.2.3 Personal Domain

7.2.4 Social Domain

7.2.5 Academic Domain

7.2.6 Professional Domain

7.2.7 Pronunciation and Enunciation

7.2.8 Vocabulary

7.3 Learning Outcomes

7.4 Glossary

7.5 Sample Questions

7.6 Suggested Readings

7.0 Introduction

This Unit 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. Pronunciation and enunciation are both essential aspects of speaking good English. Further, the vocabulary should constantly increase and improve for better usage and to improve one's speaking skills. The importance and the necessity of learning the speaking skills notwithstanding, the Unit 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:

Non-verbal 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.

7.1 Objectives

The objectives of this Unit are to:

- highlight the importance of proficiency in speaking a language in different domains
- understand the importance of speaking skills
- differentiate among the various domains on the basis of language
- understand the proper modes of verbal and non-verbal behavior
- distinguish between pronunciation and enunciation
- examine the importance of vocabulary building

7.2 Speaking Skills

7.2.1 Introduction to Speaking Skills, Pronunciation, Enunciation, Vocabulary:

As you already learned in the earlier Units, there are four language skills: listening, speaking, reading, and writing. Each skill is important in its own way and all the skills together help one to improve one's language. In the previous two Units, you learned about listening skill. In this Unit, we will discuss speaking skill. It is important to speak good English. It helps in better communication and greater comprehension. While speaking English, using the correct pronunciation helps in getting the idea across easily. At the same time, enunciation ensures that our words are conveyed properly without impacting the meaning. As we improve our vocabulary, we also improve our confidence in both spoken and written English.

7.2.2 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.

7.2.3 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. Etiquette 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 etiquette 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?", sound more pleasing than expressions like, "Do this now" or "Can't you see what I am doing?"

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 to 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.

7.2.4 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. an Indian greeting a Japanese by bowing 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 one 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. How can one respect diversity?

2. Give two benefits of speaking.

7.2.5 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 one learns and applies in the academic domain can help one enter and gain success in the professional domain.

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.

7.2.6 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 etiquette 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. The 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.

7.2.7 Pronunciation and Enunciation:

The word ‘pronunciation’ means the way in which a word is pronounced. Standard English follows a rigid pronunciation and the rules of pronunciation are clearly laid down. Every dictionary of English provides the pronunciation of each listed word. Online dictionaries also provide the pronunciation of words not only in the phonetic transcript but also by audio. You can click on the icon to listen to the pronunciation of a word. Practising pronunciation helps improve speaking skills. Remember, pronunciation varies from country to country and now most online resources provide British pronunciation along with American, Australian and Canadian English pronunciation.

The word ‘enunciation’ means the act of pronouncing words clearly and correctly. Enunciation may be affected by physical disability of speech, by patients of stroke or paralysis, or due to age factor. Enunciation ensures clarity of speech which in turn facilitates good communication. There may be scope for misunderstanding if words are not properly uttered by individuals.

7.2.8 Vocabulary:

As we told you at the beginning of this Unit, we should improve our vocabulary continuously. It helps in our speaking skills and improves communication. Using the right word in the right place makes communication better. The words: spark, fire, conflagration must be used depending on the size of the fire. Otherwise, meaning is affected. Similarly, words like: kill, murder, slaughter, assassinate depend on the context. Constant reading helps improve vocabulary. Having conversations in English, listening to Talk Shows on radio or television in English, listening to podcasts and speeches also facilitate vocabulary building.

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: It is difficult to put an engine together, the available synonyms for “difficult” _ hard, complex, strenuous, intricate, laborious, thorny, burdensome, and tough _ cannot all be used to replace “difficult.”

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.

7.3 Learning Outcomes

At the end of this Unit, you should have understood the importance of speaking skill, the difference between pronunciation and enunciation, and the importance of vocabulary.

7.4 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.

7.5 Sample Questions

7.5.1 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. _____

7.5.2 Short Answer Questions:

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?

7.5.3 Long Answer Questions:

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?

7.6 Suggested Learning Resources

1. Atkinson, M. —Public speaking and audience responses: some techniques for inviting applause.
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. In M. Atkinson & J. Heritage (Eds.), *Structures of Social Actions: Studies in Conversation Analysis* (pp. 371-409). Cambridge: Cambridge University Press, 1984.
6. Leech, G., Svartvik, J. *A Communicative Grammar of English*. England: Longman, 1999.

Unit - 8: Common Errors

Structure

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Common Errors
 - 8.2.1 Concord
 - 8.2.2 Prepositions
 - 8.2.3 Articles
 - 8.2.4 Fluency
 - 8.2.5 Conversation Practice
- 8.3 Learning Outcomes
- 8.4 Glossary
- 8.5 Sample Questions
- 8.6 Suggested Readings

8.0 Introduction

It is common to find errors in speaking or writing English. We learn from mistakes and then try to rectify them. What are the stepping stones to success? One of the stepping stones is making mistakes and then trying to avoid them in the future. We should learn to overcome our own mistakes. Mistakes are accidental. English language is not as simple as it appears. It is a language which has many rules. Rules are important to learn. They are called building blocks of the English language. However, there are many exceptions to the rules.

Let us understand the difference between a mistake and an error. Mistakes are made unwillingly and it is where we do not pay much attention. Sometimes it is small and sometimes it creates blunders too, e.g. during an interview, you might forget to maintain eye contact with the interviewer which is really important. When there is no eye contact maintained properly, it may reflect that you are not honest while replying.

Error is more formal than mistakes. An error is something when you do not follow norms. You go against it. It might be a grammatical error, mathematical error or incorrect formula, etc. It occurs when you lack knowledge. People can make both errors and mistakes whereas technological equipment makes only errors. Errors are obvious and showing when you made

them. Mistakes are not immediately noticed but will haunt you later, OH! OOPS! Or you would rather say AH! And then we may regret for committing these errors.

Mistake means you take a wrong turn on the road. You could not see it at the moment when you make them. An error indeed is obvious. Or can become obvious and you should have noticed it when you have made that error. Mistakes are also referred to as slips. It occurs when we are not aware of the rules.

Sometimes the writer keeps writing thinking whatever he is writing is correct, even though there is haunting that an error might have occurred. You try to learn and gather something there. It is an error. And when you skip something or forget it completely that is a *lapse*.

8.1 Objectives

The objectives of this Unit are to:

- introduce grammatical concepts in a simple and lucid way
- help them identify errors in a sentence
- learn the proper usage of articles, prepositions or any other grammatical unit
- familiarize you with some basic grammatical rules
- enable you to write error free sentences

8.2 Common Errors

Every language is unique. English is no exception. Grammatical rules and usage are both important to overcome your own shortcomings and learning how to use correct sentences. You should ask yourself “Who is the agent?” “Who is the receiver?” “Who is the doer?” This will help you to form an understanding about the concord. What is concord? Concord is the agreement between the subject and the verb in a sentence. The verb must agree with the grammatical subject of the sentence in number and person. The grammatical subject may be singular or plural.

Let us first understand the basic rules of agreement between subject and the verb which is called concord.

8.2.1 Concord:

The word concord is derived from the Latin for agreement. When applied to English grammar, the term is defined as the grammatical agreement between two words in a sentence. Some linguists use the terms concord and agreement interchangeably, although traditionally, concord is used in reference to the proper relationship between adjectives and the nouns they modify, while agreement refers to the proper relationship between verbs and their subjects or objects.

In grammar, concord refers to the way that a word has a form appropriate to the number or gender of the noun or pronoun it relates to. For example, in 'She hates it', there is concord between the singular form of the verb and the singular pronoun 'she'.

Let us learn some of the rules of concord:

Rule - 1

A subject (noun or a pronoun) must agree with its verb. To be clear here, we must remember singular subjects take singular verbs and whereas plural subjects take plural verbs. This is the thumb rule.

The *list* of items is too long. (Singular)

The *lists* of items are too long. (Plural)

You *were* quite friendly even to your enemies. ('You' always requires a plural verb)

He *plays* badminton but not cricket.

They *play* badminton but not cricket. (by adding 's' to a verb we make it a singular verb but 's' when added to a noun makes it plural)

Rule - 2

When plural subjects are joined by 'and' it follows with a plural verb.

Azhar, Wasim and Shoib *are* going to the library.

Her purse and my wallet *were* stolen yesterday.

Almonds, raisins and milk *is* our favorite snack. (Note: as we are referring to one dish, the singular verb has to apply)

Rule - 3

If words like *neither nor*, *either or*, *not only*, *but also* are used in a sentence, then the verb should be in accordance with the nearest subject.

Neither the wife nor her *brothers have* changed.

Neither wife's brothers nor *she has* changed.

Not only his friends but also *his mother is* in his favor.

Either Anil's parents or *he is* going to come to the party tonight.

Rule - 4

Nouns like *news, measles, mumps, physics, electronics, tactics, economics* which are singular in form are followed by singular verbs and plural verbs are required for plural nouns which could not be singular like *ashes, credentials, remains, premises, goods, etc.*

Electronics is the most challenging subject.

The *news is* spreading rapidly like a fire.

The *goods were* delivered yesterday.

Rule - 5

A singular verb is used when the particular group acts as one group but plural when it is separately doing a task. The *audience has* applauded her performance.

The *police are* investigating the case. (We use *police* in both cases singular and plural)

The *police is* investigating the case.

Rule - 6

Words relating to *period of time, amount of money, or quantities*, use singular verbs and use a plural verb when followed with *plural noun + of*

Two hundred rupees is too much for one kg onion.

The number *of staff is* considerably small.

The majority of people have died in the pandemic.

Rule - 7

A singular verb 'be' is chosen with the expression *one of them* and plural if it has *one of those who or one of the things that*

One of my friends has been fired from a company.

My father *was one of those* righteous leaders who worked for the people's welfare.

One of the things that I often forget are my keys.

Rule - 8

Nouns like *hair, issue, advice, information, furniture, poetry, scenery, business, land, luggage, machinery* take a singular verb.

Her hair is long.

Is there any information on the updated timetable?

Rule - 9

Anybody, everybody, nobody, somebody, anything, everything, nothing, something, no one, nobody, everyone, someone, each, every, neither and either are always followed by a singular verb.

Neither of my students is responsible for this unruly behavior.

Each one of you has got brilliant ideas.

Everyone is welcomed to attend the annual day function.

Check your Progress

1. What is an error? Give one example.

2. What is a concord?

Note: For more information on Concord, you may watch the AV lesson on IMC Youtube Channel.

Link: <https://www.youtube.com/c/IMCMANUU>

8.2.2 Prepositions:

The most confusing part after tenses in the English language is prepositions. No doubt, they are short and simple words but create great trouble for the writers or speakers when they do not know rules regarding it. Prepositions are classes of words used with nouns or other words to form prepositional phrases. While studying this Unit, you must try to form your own examples for each rule otherwise you may forget the use of preposition. Let us learn some more rules regarding preposition to improve our understanding about them.

Rule - 1

All, of

This is the most common mistake that often goes unnoticed. *All* should not be followed by *of* until it is accompanied by a pronoun.

All the students are requested to come to the library.

All of us are requested to come to the library.

Rule - 2

Among, between

Do you know how to use them correctly?

Use *among* when it means more than two but use *between* when it is only two.

He distributed blankets *among* the needy.

What is the difference *between* a computer and a mobile phone?

Rule - 3

At, in

Both prepositions are used when we are speaking about places. 'At' is used for smaller places and when we are relating it to nearby distance.

'In' is used for larger places that are often covered by boundaries.

My brother attended a function at Raj Hotel near our home.

They live *in* Indore.

Rule - 4

In, into, in to

Have you spotted what makes *in to* different? Why is it spaced? Well, *in to* is a phrase, where *in* is not a preposition but an adverb. *Into* is related to movement called as preposition of movement.

In means something is within.

My books are *in* my bag.

The principal walked *into* the classroom.

It is really scary sometimes when wives walk *into* the husband's office.

The police went *in to* investigate the case.

Rule - 5

Beside, besides

Beside is used when we are saying about a position that is by the next side whereas *besides* means in addition to something.

She always sits *beside* me in the classroom.

Besides, working in a bank, he also writes poetry in his free time.

Rule - 6

On, upon, up on

Upon is a phrase and an adverb. *Upon* is suitable in formal situation. *Upon* is also used as a preposition of movement.

The laptop is *on* my desk.

The contract was cancelled *upon* his death.

Some people like to move *up on* the social ladder.

Rule - 7

Words like *senior, junior, prior, superior, inferior, preferable* are followed by *to*. Do not use *than* with these words.

Raju is *junior to* me in college.

I *prefer* tea to coffee.

Ahmed is *superior to* me in the office.

Rule - 8

Some words use the prepositions ‘in’ or ‘from’ with words like *abstain from, confident in, prohibit from, refrain from, succeed in*, etc.

Visitors are *prohibited from parking* their vehicles inside the apartment.

You must refrain from shouting.

Shireen succeeded in buying a car.

Rule – 9

Since/from/for

From and *since* are used to talk about definite time, day, date, etc. and ‘for’ implies a period of time.

To indicate a point of time with present perfect or perfect continuous tense use *since or for*.

To indicate the point of time with all other tenses, use *from*.

He has been living in Mumbai since last week.

I haven’t met him for a long period.

He will study for his CA exams from tomorrow.

Rule-10

Until, unless

Unless means condition and *until* refers to a time before.

I cannot appear for examination *unless* I pay the fee.

Until her husband reaches home, she cannot go for a walk.

Check your Progress

1. What is a prepositional phrase?

2. List any two prepositional rules with an illustration.

3. Provide ten examples from the browsed list of important words that are followed by suitable prepositions.

8.2.3 Articles:

There are three articles in English. They are ‘a’, ‘an’, and ‘the’. They are also called determiners. ‘A’ and ‘an’ are called **indefinite articles** and ‘the’ is called **definite article**.

When do you use ‘a’ and ‘an’?

English language is not spoken the way it is spelt. We use **an** before a singular countable noun that begins with a vowel sound.

E.g. an island, an apple, an axe, etc.

When a singular countable noun begins with a consonant sound, we use **a**.

E.g. A dog, a house, etc.

Use of Indefinite Article

S.no	Uses of a/an	Example
1.	Countable singular noun	They live in a flat. I ate an ice-cream.
2.	Noun complement	My mother is a physiotherapist. There was an earthquake yesterday.
3.	Numbers, speed, price, frequency	I bought a dozen eggs. I ride 60 kms in an hour.
4.	Quantity expressions referring to some objects	Could you bring me a cup of coffee? May I get a piece of paper to write an address?
5.	Singular countable nouns in exclamatory sentences	What a pity! Oh my God, it is such a long queue!
6.	Use before certain adjectives to change the meaning	A few, a little, a slight means to some extent. <i>He spent a little time with his younger brother. (sometimes)</i> Few, little means nearly nothing <i>He spent little time with his brother. (no time)</i>

The table below explains when indefinite articles are not required in a sentence.

S.no	Omission of Indefinite articles	Examples
1.	Before Plural nouns	Dogs are barking outside.

2.	Before uncountable nouns	Water is a basic need for all living beings.
3.	Names of meals	I had dosa for breakfast.
4.	Before material nouns	It is made up of silk.

The has several uses.

S.no	Uses of <i>the</i>	Examples
1.	Denoting one of their kind	I lost the watch which was gifted to me by my parents.
2.	Unique objects, universe	The earth orbits around the sun.
3.	Use it before superlatives	He is the best poet in my country.
4.	Use it before only one adjective	This is the only reason why I quit my previous job.
5.	Making a noun definite by adding clause	The man with a beard is our manager.
6.	Names of rivers, seas, group of islands, mountains,	The Ganges is a sacred river.
7.	Names of newspapers, religious books	I subscribe to the Times of India newspaper. My mother is reciting the Quran.
8.	Musical instruments	I play the piano.
9.	Parts of a day/ seasons	It is very cold in the morning these days. I go swimming in the summer.
10.	Plural names of countries	The Netherlands, The United Kingdom, The United Arab of Emirates
11.	Surnames in Plural	The Birlas are my neighbours.
12.	Ordinal numbers	He has secured the second position in boxing.
13.	Adjectives that represent a class of person	The poor, The rich, The child, The younger The poor boy asked for some bread. He is the only child who likes to play outside.
14.	Comparatives used with an adverb	The more you exercise the better you get in fitness.

Rules explaining when *the* is not required are given in the table below.

S.no	When <i>the</i> is not required	Example
1.	Abstract nouns	He is so compassionate.
2.	Proper nouns	Hyderabad is a historical city.
3.	Names of meals	I had biryani for lunch.
4.	Material nouns	Gold prices are increasing day by day.
5.	Parts of body used with possessive pronouns	My legs start hurting when I run.
6.	Titles/ positions	Dr Muazam is famous for treating diabetics.
7.	When using expression like <i>all day, all night</i>	On 15 th November, it rained all night in Hyderabad.
8.	Places used for primary purpose	Aziz went to the hospital for a check up.

For further information on the use of articles, watch the audio lesson:
<https://www.youtube.com/watch?v=GBkrA2I5h0Y>

Check your Progress

1. What are some of the rules for using articles. Mention at least five rules where we have to use articles.

Exercise:

I. In the following sentences, parts are numbered and underlined as 1, 2, 3 and 4. Identify the underlined part which has an error. NO ERROR will be numbered as '5'.

1. Even animals (1) has (2) their (3) own territory. (4) No error (5).
2. Neither our trainer (1) nor the team's captain (2) have ever (3) participated in this competition. (4) No error (5).
3. Are (1) there any news (2) about the (3) Covid vaccine? (4) No error (5).

4. One of the reasons (1) for (2) global warming (3) are polluted environment. (4) No error (5).
5. Most of the (1) building (2) in the city (3) is well designed. (4) No error (5)
6. Each of the 900 volunteers (1) were (2) carried (3) at least two garbage bags. (4) No error (5)
7. The government (1) are taking (2) measures to check (3) the population growth. (4) No error (5)
8. The power (1) which the machines (2) has given us (3) are not civilization (4) but aids to civilization. No error(5)
9. This year (1) marks the 75th anniversary (2) of one of the most portentous events (3) in the history of science. (4) No error (5)
10. The members of the (1) organization is (2) not going to (3) accept his proposal. (4) No error (5)

8.2.4 Fluency:

You will notice that when you avoid errors in written and spoken English, you will gain fluency in the language. Fluency comes with practice. You need to overcome your shyness while speaking English. You must not have an inferiority complex because you are not good at speaking or writing good English. Find opportunities to speak to others around you in English. Read good English newspapers and books. Watch and listen to news reports, Talk Shows and Podcasts in English. Fluency comes with time, patience, and determination. English is not a difficult language. It is important to be good at English in the present times. So keep practising your English till you gain confidence.

8.2.5 Conversation Practice:

Language is not used in isolation. It is used for social connect. Use of language facilitates communication. Good communication requires language skills and etiquette. It is not just what we say but how we say it that is important. Good conversation skills are an important aspect of any job. During the interview, at the workplace, in public places, among friends and colleagues conversation is an integral part. In your face-to-face and online classes, the Resource persons will initiate conversation for practice. Take an active part in such conversations for a practical experience of good English.

8.3 Learning Outcomes

After studying this Unit, you should be able to:

- understand various rules of English grammar
- identify correct sentences while formatting sentences
- understand the usage of indefinite and definite article
- locate errors in a sentence
- write grammatically correct sentences and
- understand the importance of fluency and conversation in English

8.4 Glossary

Concord: Agreement between subject and a verb

Indefinite pronoun: Anybody, everybody, nobody, somebody, anything, everything, nothing, something, no one, nobody, everyone, someone, each, every

Interchangeable: Apparently identical

Compassionate: Passionate, loving

Countable: Which can be counted

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 do when he meets/ welcome someone.

Compliment: A statement of action that appreciates somebody utmost- maximum possible amount

Advent: Arrival, with coming of something

Formats: The layout/presentation of a document

Snail: Mail-postal mail

Crux: The main point

Rapport: A close and harmonious relationship

8.5 Sample Questions

8.5.1 Objective Questions:

1. She _____ to school.
 - (a) Go
 - (b) Goes
 - (c) Come
 - (d) None
2. Aamir _____ to a rich family.
 - (a) Belong
 - (b) Belongs
 - (c) From
 - (d) None
3. I am _____ youngest member in my family.
 - (a) a
 - (b) an
 - (c) the
 - (d) None
4. _____ Taj Mahal of Agra is _____ popular tourist spot in India.
 - (a) a
 - (b) an
 - (c) the
 - (d) None
5. It runs 150 kms _____ hour
 - (a) a
 - (b) an
 - (c) the
 - (d) none
6. I was stuck ____ traffic jam.
 - (a) in
 - (b) over
 - (c) to

- (d) of
7. He gave me _____ wrong information.
- (a) above
 - (b) some
 - (c) at
 - (d) of
8. He was held responsible _____ the mistake.
- (a) for
 - (b) some
 - (c) at
 - (d) of
9. He died _____ heart attack
- (a) for
 - (b) some
 - (c) at
 - (d) of
10. He is married _____ Raheema.
- (a) for
 - (b) to
 - (c) at
 - (d) of

8.5.2 Short Answer Questions:

1. What is a preposition?
2. List three prepositional rules with examples?
3. What is an indefinite article?
4. Explain rules regarding omission of *the* in the sentences?
5. Choose a passage of 150 words from a writer of your choice. Examine ten sentences and identify the techniques used in it.

8.5.3 Long Answer Questions:

1. What is concord? List any five rules along with examples.
2. Why are rules important in any language?
3. Prepare a list of common errors in the use of English and give the correct forms for each one.

8.6 Suggested Learning Resources

1. Aarts, B. *Oxford Modern English Grammar*. Oxford UP, 2011.
2. Eastwood, J. *Oxford Practice Grammar*. Oxford UP, 2000.
3. Habeeb, G. *English for Speakers of Urdu: A Proficiency Course*. Orient Blackswan, 2013.

Unit - 9: Reading Skills

Structure

9.0 Introduction

9.1 Objectives

9.2. Reading Skills

9.2.1 Significance of Reading

9.2.2 Types of Reading

9.2.3 Barriers to Effective Reading

9.2.4 Strategies to Improve Reading Skills

9.3 Learning Outcomes

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9.6 Suggested Learning Resources

9.0 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.

9.1 Objectives

The objectives of this Unit are to:

- introduce effective reading skills to the students
- show how effective reading helps not only in reading, writing, or speaking but also in the overall development of an individual's personality
- explain a few strategies how to improve students' reading skills
- show how to overcome some known and unknown barriers in reading

9.2 Reading Skills

The word ‘reading’ comes from the Old English *rædan* 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.

9.2.1 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. The 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.

9.2.2 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.

9.2.3 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.

9.2.4 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 experiences, 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 engaged 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.

9.3 Learning Outcomes

By the end of this Unit, you should have learned to identify the basic difference between reading and effective reading. You should be able to appreciate the importance of effective reading. You should be in a position to identify barriers to reading and try to overcome those barriers.

9.4 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.

9.5 Sample Questions

9.5.1 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 understand those words without fail which will generate the actual meaning of the entire text 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) Kerala
 - (b) Gujarat
 - (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

9.5.2 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.

9.5.3 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?

9.6 Suggested Learning Resources

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 - 10: Facts and Opinions

Structure

10.0 Introduction

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10.2 Facts and Opinions

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10.0 Introduction

Dear Learners, in this Unit we will study about facts and opinion, and their differences and similarities. A fact is something that is valid. It is valid because it can be proven through the use of evidence. It can be proven through evidence as right, correct and a valid statement. In addition, facts are considered as universal, valid, and true because these are taken as truthful and valid everywhere. It means that the statements, evidence, and arguments which are presented in the form of facts are universal, their meanings are fixed. It means that facts consist of those statements and elements which are agreed upon by the people around the world, and these are undefeatable. As facts are based on evidences and arguments, hence they are irrefutable. In addition, facts can be presented in the form of information that has an objective reality. It means that facts are free from personal like, dislike, bias, and prejudice. In this way, it can be said that facts are always objective and verifiable. These are based on evidences and arguments that can be proven true and valid.

On the other hand, an opinion is something that is the point of view or a judgment of someone about something. In this way, an opinion is not something that is valid or based on

evidence. Most of the time, an opinion is subjective and often cannot be proven as true and valid. It is also not necessary that an opinion can be based on fact or knowledge. In this way, it is highly subjective and based on one's own perspective about something. Opinions are mostly based on personal experiences. Hence, these cannot be proven through the help of concrete evidence, as is done in the case of fact. In addition, it is important to note that facts can be distinguished from opinion. An opinion is always expressed in first-person pronoun. In addition, the uses of adjectives like comparative and superlative degrees are often used in opinion. However, it is important to note that all the opinions cannot be taken as subjective and personal views. There are some opinions that are based on strong grounding and logical footings and these can be proved as true and valid by providing concrete evidence and arguments.

10.1 Objectives

The objectives of this Unit are to:

- be familiar with the concepts of fact and opinion.
- distinguish between fact and opinion.
- know the different types of opinion and approaches to facts.
- understand why it is essential to distinguish between facts and opinion.
- know about some of the similarities between fact and opinion.
- be aware of the key terms i.e. non-rational, biased, non-opinion, fallacy, objectivity, empirical and subjectivity.

10.2 Facts and Opinions

10.2.1 Key Features and Approaches to Facts:

A fact refers to a statement that is considered to be true. There are certain approaches or features that can be used to establish a fact or a true statement. One of them is self-evidence. It is almost 100% correct and true when self-evidence is used to support a fact. The second approach is when a statement comes from an authority on the subject. It means when a person makes a statement who is considered to be the authority or the expert, is yet another approach to establish a fact. The third approach to establishing a fact is consensus. It means that the majority of people agree with that statement. That is why facts are considered universal, as they are accepted as true

and correct everywhere in the world. Another important feature to establish a fact is its objective nature. Facts are always objective in nature because such statements are free from biases, prejudices, and personal interests.

Empirical evidence is yet another key feature to establish a fact. It means when a statement is provided with empirical evidence and practical implications, it is considered to be a fact. Facts are always coherent. It means there is a consistency in the statement or the sequence of the event to prove it as a true statement or an episode. So, coherence theory of truth is another significant approach to establishing a fact. Proof and rational argument is another key feature of establishing a fact or truth. Logic or reason means when a fact infers new ideas or new facts from the established facts. So, it is considered to be an important feature or an approach to establish a new fact or truth. Proof is also deemed as an essential feature to establish truth. Proofs mean when there is an argument that can be proven as valid or true is available to support that statement. So through proof and evidence, a fact or truth can easily be established.

Prior knowledge can also assist a person to establish a new fact or truth. It is important to start from the previous existing truth or fact. When new ideas originate from existing or previous knowledge, they cannot be refuted as an opinion. Rather, they are set as a foundation to establish new facts and truth. Factual relativism is another approach that is extensively used in order to establish a fact or a truth. Another important approach is correspondence. It is also used to establish facts or truth when new facts or new statements are made coherent and correspondent to the existing fact, truth and statement. Facts are valid, true and correct. That is why it is considered that facts are indisputable. It means they are accepted as truth everywhere.

Check your Progress

1. Why are the facts considered objective in nature?

2. Mention a few key features of facts.

10.2.2 Key Types of Opinion:

An opinion is something that is based on one's own personal beliefs, assumptions, and point of view. Hence, it is often personal, biased, and full of prejudices. But there are certain opinions which are unbiased and based on an objective approach. So there are diverse types of opinions. First of them is rational opinion. It referred to words and opinions that are based on logic and reason and, to some extent, rely on evidence. For an opinion to be rational, it is highly

recommended that it must be free from biases and the colour of ideology of one's own frame of mind. In contrast to rational opinion, there is non-rational opinion. It is something that is devoid of logic, reason and evidence. It is highly subjective and based on one's own frame of mind and ideology. That is why it is called a non-rational or irrational opinion. Then there is biased opinion. It is a statement that is consciously and intentionally made biased through the repeated failures of logic and reason. It is a one-sided view of the story. That is why it is called a biased opinion. It has no logic, reason, evidence, any sort of truth or validity. Then we have motivated opinion. It is also an opinion that is motivated by some internal or external motives. It is also known as branded or sponsored opinion because it is based on persuading and convincing someone in order to gain the personal objectives and motives of the one who is giving that opinion. Then we have fallacy. It is a statement that is necessarily not true. Often it is made intentionally and consciously in order to achieve some hidden agenda. Then we have educated opinion. It is an opinion that often comes from an educated and rational person, that is why mostly this sort of opinion is logical and has some reason behind it, though it may not be taken as fact.

Contextual opinion is another type of opinion. It is an opinion that is based on the context in which it is uttered. Most of the time, this sort of opinion is based on reality, but often it is missing evidence or concrete ground. Then we have a very interesting type of opinion that is known as non-opinion opinion. It is a sort of opinion in which nothing concrete, solid or conclusive is said or expressed. Then we have a very popular type of opinion that is known as group opinion. Such sort of opinion often comes from political, religious or nationalist groups and that is dominating. Because it is accepted by many people due to social, religious or national pressure. Hypothesis is also deemed as a type of opinion. It is a statement that is made on a reasonable prediction, but before any conclusion or data is collected to support that hypothesis. Last but not the least; belief is also a form of opinion. It is based on social, economic, religious, or political ground as an opinion that is engulfed by numerous people to be accepted as true.

Check your Progress

1. Why is an opinion considered as personal and biased?

2. What is a non-opinion opinion?

10.2.3 Why is it Essential to Distinguish Facts from Opinion?:

As both facts and opinion are different phenomena, so it is important to learn about both these concepts. Sometimes, they are presented as one and the same thing. So, it is important to distinguish between fact and opinion. Its imperatives in academic context are equally important as students are made able to distinguish between fact and opinion. It is necessary for the student to distinguish facts from opinion. Whenever a student attains this distinguishing skill, he or she will be in a position to enhance his or her analytical as well as evaluating skills in both reading and listening. It is also important to distinguish facts from opinion because facts are based on truth and evidence while opinions are mostly based on beliefs and one's own perspective. So, it is very essential to distinguish between truth and evidence from assumption and belief. As both are conclusive and have persuading effect, so the ability to distinguish between both becomes even more essential. As both fact and opinion have manipulating effect, so it is essential for a person to distinguish between a fact and an opinion.

It is necessary to distinguish truth from mere feelings or emotions, which are persuading. If a person attains this distinguishing ability, then he or she will never be manipulated or misled through rhetoric or through emotive tools mostly used in opinion-based texts and discourse. Mostly, the language of opinion is more convincing and persuading as it is based on emotions and one's own hidden agenda. So, it is an imperative skill to master so that one may not be manipulated by the persuading language of opinion and discard the fact and truth based on evidence and concrete factual experiences. Last but not the least; the language has a two-way impact. On one hand, it can manipulate but on the other hand, the very language of the statement distinguishes between fact and opinion. But it required the mastery on the part of the reader or listener to distinguish. The very language of the statement confirms whether it is a fact or it is mere a claim based on one's own perceptions.

It is also essential to note here that after mastering the skill to distinguish between fact and opinion, there are numerous advantages that the person who distinguishes fact and opinion can have. First of all, he or she will be in a position to enhance and elevate his or her own analytical and evaluating skills. Second, after being able to distinguish between fact and opinion, it is not very easy to mislead or manipulate the mind of that person. Third, the logical and analytical calibre of the person is also improved when he or she has attained this distinguishing skill. Fourth, a person who distinguishes between fact and opinion is the one who distinguishes between reality and mere persuading belief of someone else. Last, a person who attains the skill

of distinguishing between fact and opinion becomes an independent and unpersuaded person. He or she cannot be misled, persuaded, manipulated or deceived by anyone else through rhetoric.

11.2.4 Signature Words and Phrases as Distinguishing Tools:

As it has been established that both fact and opinion are very important in academic and other states of affairs, so, it is equally important to distinguish or set them apart from each other. It is also essential because it enables a person to be in a position to save him or herself from manipulation and misleading. Language is one of such mediums which can assist the reader to distinguish between facts and opinion. There are certain signature words and phrases which are used in both fact and opinion to distinguish them from the other. It is often found that opinions are mixed with facts intentionally to drag or distract the attention of the readers and make him or her believe an opinion as a fact. So, the language and the way it has been communicated, it is very important to distinguish between fact and opinion. Likewise, there are certain words and phrases and the way that they are uttered by the speaker or writer to distinguish between facts and opinion.

For example, in factual presentation. the reader or listener can find phrases such as “the finding of the research study confirms..., according to the latest report..., according to the findings of the latest report..., and the investigation report indicates...” While on the other hand, in the language of opinions, phrases and words such as “in the view of the officer..., I think so..., the scientists suspect and the report claims...” are frequent and act as signal or signature clues for opinion-based text or discourse. Words such as ‘very’ and ‘should’ are typical vocabulary of an opinion-based text. From the above stated example, it can be asserted that the choice of words and construction of the sentence structure are important tools to determine and distinguish between facts and opinion. It is also important to note that, sometimes consciously or unconsciously, both the terms are interchangeably used, but it is important to mention and distinguish between the two terms to discern between reality and assumptions.

10.2.5 Difference between Facts and Opinion:

A fact is something that is based on information which is true, correct and valid. These can easily be proven with the help of arguments and evidence. It is also supplemented with concrete evidence, while an opinion is something that is mostly based on the point of view and personal judgment of a person about something. There are certain opinions which can be proven true through the help of concrete evidence, but most of the time, opinions are not proven with the help of evidence and supportive concrete arguments. Second, facts can be proven as true, correct,

and valid with the help of evidence, but most of the time an opinion cannot be proven as true, valid, and correct with the help of evidences. Third, a fact is based on information, while opinion is based on judgment or the view of an individual or a group of people about something. Fourth, facts are always based on an objective view while opinions are highly subjective and personal. It means that facts can be free from biases but opinions are always highly biased and personal. Fifth, as facts are universal, irrefutable, and undeniable, so these are always the same. These are universal and taken as the same everywhere, but opinions are subject to change because these are based on opinions and opinions can be influenced and changed by a number of factors. Another key difference between fact and opinion is that the claims and assertions that can be proved referred toward fact. But those assertions and claims that cannot be proven with the help of evidence are taken as opinions. Another striking difference between fact and opinion is that fact is based on evidence of observation and analysis, while an opinion is based on assumptions and beliefs most of the time.

As stated above, facts are universal as these are taken as the same everywhere. They do not alter their nature according to the people, condition, or situation, but opinions are always subject to vary from person-to-person about a single subject. A fact is always based on evidence while opinion is based on the belief of a person about something. Mostly, facts are based on research-based observation, while opinions are mostly based on assumptions and mental sketch of an individual without any empirical and concrete evidence. Last but not the least, facts always culminate in logical conclusions and arguments, but opinions do not necessarily end in logical conclusions. Rather, most of the time, opinions are discarded as personal experiences and views without any logical and concrete ground. Mostly, opinions are meant as a tool to mislead people by playing with their emotions.

10.2.6 Similarities between Facts and Opinion:

Though both facts and opinion are deemed as opposite to each other, there are a few similarities between them. One of the most important similarities between fact and opinion is that both have convincing, persuading, and influencing effects. Both facts and opinion are conclusive in their nature. It means that someone can present fact as an opinion and opinion as fact because both of these culminate in some conclusions. So it is important to keep in mind the content and evidence rather than the way it has been presented by the presenter. Their influencing persona and nature can change an opinion as a fact and vice versa. The third similarity between facts and opinion is that both are evolving in nature. It means that they evolve

with the passage of time. Though, it is considered that facts are fixed and they do not change but there are certain facts which change over time when new evidence or an argument are supplemented. Hence, previous facts are altered with new facts. In the same way, there are some opinions which are rejected as personal views, but over the year or after some time, those opinions are deemed as fact because these can be proven now through evidence and concrete grounds which were missing in the past.

10.2.7 Conclusion:

A fact is a statement that is taken as true, correct, and valid. It is considered a fact because it can be proven through evidence, arguments, and supportive details. Facts are always objective in nature. These are considered fixed and universal because they are unaltered anywhere in the world. On the other hand, an opinion is a statement that refers to belief, assumptions or the ideology of a person or a group of people. As the very definition of opinion suggests that it is highly subjective, biased, and personal, so, it cannot be taken as fact. Most of the time, an opinion lacks evidence, argument, logic, and reason. It is merely based on one's own judgment and beliefs. So, it is a subjective form of discourse. As it is established that both facts and opinions are significant features of every day as well as academic context, so, the question of distinguishing fact from opinion is very much relevant.

It is essential to distinguish facts from opinions, because it is important to discern a truth from a judgment, assumption and a mere personal view. Another important reason for distinguishing a fact from an opinion is that often an opinion is presented as a fact. So there is a dare need to discern both the concepts. There are certain clues that can assist a person to distinguish a fact from an opinion. First of all, a fact is based on evidence while an opinion is based on one's own thought or belief. A fact can be proven but an opinion cannot be proved. Facts are loaded with logic, reason, and evidence, but opinion is highly subjective in nature. And there is no evidence, proof or logic behind an opinion. Last but not least, the language of both fact and opinion can be an imperative tool to distinguish both. There are certain signal or signature words that are specific to fact as well as opinion.

Despite the fact that both fact and opinion are opposite and contrasting in nature, there are few similarities between the two. First is the conclusive nature of both fact and opinion. Both culminate in some conclusion. A second similarity is that both have a persuading and convincing nature. Often, opinion is used as a tool to persuade and convince other people through the manipulation of language and rhetorical devices. But fact is logical, evident, and factual. That is

why it has a persuading and convincing effect. Last but not the least, both fact and opinion are evolving. It means that these are not static, so both of these phenomenons have an evolving nature. There are certain approaches or methods to establish a fact or to support evidence. In order to formulate a fact or truth, logic, reason, evidence, empirical data and empirical evidence can be utilized as tools or devices. On the other hand, opinions have diverse types and forms such as logical, non-logical, educated, biased, subjective, and non-opinion forms of opinion.

10.3 Learning Outcomes

After going through the Unit, you are expected to:

- be familiar with the concepts of fact and opinion.
- differentiate between fact and opinion.
- know why it is essential to draw distinguish between fact and opinion.
- have knowledge how words and phrases act as signal or signature to discern between fact and opinion.

10.4 Glossary

Irrefutable:	Indisputable
Prejudice:	Bias
Concrete:	Solid, Actual, Real
Consensus:	Agreement
Empirical:	Experimental, Practical
Distinguish:	Differentiate
Perception:	Understanding
Contrast:	Opposite, Difference
Rhetorical:	Stylistic
Static:	Invariable, Constant
Phenomenon:	Occurrence

10.5 Sample Questions

10.5.1 Objective Questions:

1. _____ it is highly recommended that it must be free from biases of one's own frame of mind.
 - (a) For a non-rational opinion
 - (b) Rational opinion
 - (c) Biased opinion
 - (d) None of these
2. Empirical evidence is a striking or key feature to establish _____.
 - (a) An opinion
 - (b) A fact
 - (c) A fallacy
 - (d) All of these
3. One of the most striking _____ between fact and opinion is that both have convincing, persuading, and influencing effect.
 - (a) Identity
 - (b) Similarity
 - (c) Dissimilarity
 - (d) All of these
4. A person who attains the skill of distinguishing between fact and opinion becomes _____.
 - (a) Experienced person
 - (b) Independent person
 - (c) Skilled person
 - (d) All of these
5. _____ is based on information, while _____ is based on judgment.
 - (a) Opinion, fact
 - (b) Fact, opinion
 - (c) None of these
 - (d) Both of these
6. The use of _____ the statement confirms whether it is a statement or it is mere a claim based on one's own perceptions.
 - (a) Linguistic pattern

- (b) Words and phrases
 - (c) Sentence structure
 - (d) All of these
7. An opinion is always expressed in first-person pronoun because it is an expression of _____.
- (a) Evidence and fact
 - (b) Cluster of arguments
 - (c) Personal belief
 - (d) None of these
8. _____ is something that is the point of view or a judgment of someone about something.
- (a) Factual text
 - (b) Opinion based text
 - (c) Interesting text
 - (d) Academic text
9. Facts can be presented in the form of information that has a _____.
- (a) Subjective reality
 - (b) Objective reality
 - (c) Neutral reality
 - (d) All of these
10. _____ can be proven through evidence as right, correct and a valid statement.
- (a) Factual statements
 - (b) Opinion based discourse
 - (c) None of these
 - (d) Both of these

10.5.2 Short Answer Questions:

1. What are the similar elements in facts and opinions?
2. What are the distinctive features of fact-based text or discourse?
3. Why do people manipulate an opinion and present it as fact? Give your own views.
4. Fact is based on evidence-based information, while an opinion is based on one's own belief. Explain this statement.
5. What are the major types of opinions as mentioned in the Unit?

10.5.3 Long Answer Questions:

1. What are the key differences between facts and opinions?
2. What words and phrases act as signal or signature in distinguishing between fact and opinion?
3. Why is it essential to draw a distinction between facts and opinions?

10.6 Suggested Learning Resources

1. Smoke Tnsdy. (2005). *A Writer's Workbook: A Writing Text with Reading*, Cambridge: CUP.
2. Swales, J.M. and Christine B. Feak. *Academic Writing for Graduate Students*, third edition, U of Michigan Press: Michigan Publishing.
3. Oshima, Alice and Ann Hogg. (2005). *Writing Academic English*, fourth edition. Pearson and Longman.

Unit - 11: Writing Skills

Structure

11.0 Introduction

11.1 Objectives

11.2 Writing Skills

11.2.1 Nature of Writing

11.2.2 Expository

11.2.3 Narrative

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11.2.5 Persuasive

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11.5 Sample Questions

11.6 Suggested Learning Resources

11.0 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.

11.1 Objectives

The objectives of this Unit are to:

- learn techniques in expository, narrative, descriptive, and persuasive writings
- organize and make ideas work in writing
- plan and present ideas logically with an introduction, main body, and conclusion
- develop creative writing which can inspire others
- express ideas and opinions which are logically supported by reasons

11.2 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 punctuation; 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.

11.2.1 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.

11.2.2 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.

Definition 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.

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 example of expository style of writing.

11.2.3 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.

11.2.4 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.

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:

1. 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.

2. 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.

3. 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.

4. 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.

11.2.5 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 us 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.

11.3 Learning Outcomes

At the end of this Unit, you should have learned about writing skill. You should have become familiar with narrative, expository, persuasive, and descriptive types of writings. This Unit should have helped you to improve your writing skills.

11.4 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

11.5 Sample Questions

11.5.1 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

11.5.2 Short Answer Questions:

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.

11.5.3 Long Answer Questions:

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.

11.6 Suggested Learning Resources

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. Narratology: The Form and Functions of Narrative. Berlin: Mouton, 1982

Unit - 12: Editing

Structure

12.0 Introduction

12.1 Objectives

12.2 Editing

12.2.1 Editing for content

12.2.2 Editing for organization and structure

12.2.3 Editing for clarity

12.2.4 Editing for academic style

12.2.5 Editing for expression

12.2.6 Citation and reference

12.2.7 Proofreading

12.2.8 Some Useful Tips for Smooth Editing and Proofreading Process

12.3 Learning Outcomes

12.4 Glossary

12.5 Sample Questions

12.6 Suggested Learning Resources

12.0 Introduction

Academic writing is meant for publication in journals and scientific magazines. The process of publishing an academic article in a journal is not as easy as it seems. Editing is a milestone in the publication of any academic writing. It is in the editing process that an otherwise usual article gets an academic structure. As soon as the first draft of an academic writing is done, the editing process starts. While editing, the author or the editor rereads the written document to verify whether the paper is well-organized, the connection between different paragraphs is cohesive, and the main argument or thesis is backed up by ample logic and convincing premises.

Academic editing means editing any document used in an academic setting. Books, dissertations, theses, journal articles, papers, essays, etc. are edited before their final publication. There are different steps in academic editing. The first step is to check for errors related to the content and overall structure of the document. In the final stage, the spelling errors and grammatical mistakes are corrected. Some other aspects also have to be considered during academic editing beyond the correction of obvious errors related to the form and content.

Universities, academic institutions, publishers, and academic journals issue certain rules and guidelines regarding the design and structure of the writing approved by them. Authors have to comply with those rules if they want to work with them. While writing a doctoral thesis, for example, the Ph.D. student has to follow the guidelines issued by the university. This is the case for all academic institutions. Each academic document has to be structured and designed in a particular way that breaching that guideline will decrease the chances of acceptance of the document for publication.

In many cases, the editing is done by someone other than the writer. So, it is important that there has to be proper communication between the original author and the editor. The editor must be aware of the priorities of the author. So, it is vital if the editor is someone else, to choose the editor carefully, ensuring that the editor has relevant experience and a great track record. This is the reason why there are plenty of editor jobs in journals and publishing institutions.

There is a definite structure, tone, format, language quality, etc., which has to be followed by the author in order to publish an article in any academic journal. This is the reason why many authors seek the support of professional editors to increase the chance of getting their papers published.

12.1 Objectives

The objectives of this Unit are to:

- understand what academic editing is
- learn the techniques used in editing a written text
- train you in the process of editing and proofreading
- familiarize you with different tools used for editing

12.2 Editing

In academic writing, editing is done on different levels. Content, organization, style and expression are the main modes of editing in a written academic manuscript.

12.2.1 Editing for Content:

The author has to make sure everything that has been dealt with, in the document is given a proper resolution by conclusion. All the claims made in the writing have to be accurate and up

to the point. If the writing is argumentative, during editing the author has to verify that the arguments are valid and well-supported. Here are some things to consider while editing for content:

1: The argument has to be clear and should remain consistent throughout the writing. The argument should be stated clearly and plainly at the beginning of the article itself. The readers should not be left to guess. Usually the main argument of the article is mentioned in the introduction itself. An easy method to check the consistency is by writing the main argument or theme of the article on a piece of paper and cross-checking it with all the individual paragraphs. You may remove the paragraphs that do not have any value in demonstrating the argument. Also, this is a good method to discard the incongruities and mismatches in the sequence of arguments and supporting statements.

2: All the ideas should be presented in a logical order. The presentation of ideas is as or more important as the ideas themselves. To have a logical order, it is advised to have a general outline of the entire document in mind from the outset. It is a usual scenario that the plans change during the writing process. So, it is best to go back to the primary outline once in a while and check for any deviations. An easy step to achieve logical order is to write the major arguments of all the paragraphs in a single paper. This way, we can find if any of the paragraphs contradict the sequence of the overall thesis.

3: The writing must be balanced. Each paragraph should be in balance; neither too long, nor too short. If there is any excess, it has to be removed during the editing process.

4: All aspects of the question should be covered in the writing.

It is necessary to address all the different contours of the question raised in the article.

12.2.2 Editing for organization and structure:

During editing for organization, one has to ask whether a proper introduction and conclusion have been given in the document. Also, the author has to ask whether the main thesis is elaborated well in the introduction. The author has to check whether all the paragraphs in the document are related to the main argument or topic of the writing. He or she has to ask, is there a logical sequence between the paragraphs in the written document? and how good is the transition from one paragraph to the next?

During editing for organization, the author has to keep in mind the following things:

1: The connection between the paragraphs should be clear.

All the paragraphs should be structured around the overall thematic structure of the writing and cohesive with all the other paragraphs. Usage of linking words like “In the light of the above”, “In contrast to this”... will make the paragraph linking easy. Another method to maintain connection among the paragraphs is to repeat the keywords from the preceding passage or the main argument in each paragraph. A practical method to check for the cohesiveness of the different passages in a writing is to copy the first sentences from all the paragraphs and paste them into a new document and see if they fit with each other well.

2: In all the paragraphs, there should be a topic sentence that will explain the most important issue or topic discussed in the paragraph. The topic sentence should be self-sufficient in such a way that the reader should be able to understand the major argument of the entire paragraph by reading it without referring to other sentences. All the sentences in the paragraph should be related to the topic sentence. The sentences which are not in any way connected to the topic sentence should be removed in editing. Also, one has to check whether there are any missing sentences in any of the paragraphs. There are no definite rules about the length of a paragraph in academic writing. The only key rule is that the paragraph should not deviate from the key theme or argument.

12.2.3 Editing for Clarity:

Editing in terms of clarity includes avoiding words and terms that may be ambiguous to the reader. Proper definitions and explanations should be given wherever needed. All the sentences in the document should be crisp and clear. There has to be clarity in the usage of pronouns like he, she, it, they, etc.

12.2.4 Editing for academic style:

During this stage of editing, one has to check whether an appropriate tone (formal, informal, persuasive, etc.) has been used. One has to verify while using gendered words and pronouns to refrain from falling into prejudices and misconceptions. Gender inclusiveness is important in academic writing and editing. Also, one has to make sure that there is a proper balance of active and passive voices used in the writing. For the sake of academic style, it is not recommended to use a lot of “there are”, “there is”, “due to the fact that”, etc. Repetition of a strong word again and again in a single paragraph could also be avoided.

The following are some areas that could be checked during editing for academic style:

1. The sentences should be clear and easy to read. Academic writing engages with topics and themes hard to understand for the layman. So it is always better to present the ideas in clear and

easy language so everyone will have access to them. Simplicity in the language reflects the clarity of thought.

2. Academic style must be followed. Formality is the rule in academic writing unless the theme demands otherwise. Here are some formalities that should be maintained:

Objectivity: Avoid the usage of 'I' and other emotive phrases.

Avoid contractions: Contractions like didn't, isn't should not be used. Full forms should be used like did not and is not.

Avoid the usage of slang. Always use standard language.

12.2.5 Editing for expression:

All the sentences should make sense and they have to be complete. It is best to have a balance between longer and shorter sentences. If all the sentences are longer or shorter this will make reading less engaging. Also, the interplay between complex and simple sentences will make writing easier for readers.

12.2.6 Citation and References:

It is mandatory in academic writing while borrowing a quote or ideas from another text, to give citations and references. The citation is the exact point in a text or article from where you got the information, usually the page number where the information has been described. A reference, on the other hand, is the details of the source that you have cited. Reference is given at the end of a document while the citation happens to be in-text, in the same page where the borrowed quote has been written. Giving citations is a major part of the editing process. The author has to make sure that enough details have been given about the source of the quote or the idea which has been explained in the text to make it easy for the readers to verify and cross-check if they intend to do so.

Once the first draft is edited on all the levels stated above, the author can make sure that the document is perfect both in terms of matter and form. While going through different drafts, it is recommended to keep an eye on any patterns in the errors made in the writing or style. This will be helpful if the document at hand is a large one like a dissertation. If you can identify any pattern in the errors, then it will be very easy to spot and correct future instances of the same errors.

Check your Progress

1. What is academic editing?

12.2.7 Proofreading:

Proofreading is the final stage in the editing procedure. While proofreading, we focus on surface errors like mistakes in grammar, punctuation, or spelling mistakes. Proofreading is done after the document is edited thoroughly on all other levels. Content is the most important part of a document. But how the content is presented is also important. To make a good impression on the readers there must not be any grammar errors or spelling errors in the writing. What happens when you have some valuable ideas and thoughts and are presented with lots of grammar errors and mistakes? No matter how brilliant the idea is, the readers will look at the text derisively. Most often, people give very little time to proofreading. This results in several errors. This happens because if you reread a text after you have been working on it for several days, months, or even years, you cannot focus on all the details in the text. You need to take a break and come back to it. Nowadays, there are several facilities for proofreading which makes the task easier for writers. Anyhow, the time spent on proofreading is well paid off in the end.

It is advised to keep editing and proofreading tasks separate and not mix both. While editing the document, the author should not bother with the punctuation, grammar, and spelling errors. They could be rectified during the proofreading process. For example, in a scenario where the author does both editing and proofreading at the same time, he or she may be correcting the usage of a comma in a sentence but might ignore the fact that the entire sentence does not fit into the paragraph where it had been positioned.

Proofreading Process

Here are some proofreading techniques used in the editing process of a document. Every author can have some personal style and tactics. But the ones mentioned below are the levels on which proofreading is done in a written document. The key is to find a systematic way to identify errors in as little time as possible

Do not depend blindly on Spellcheckers Spell checkers are useful and efficient tools, but they are not foolproof. They work with what is given to them as input. So, if a word is not there in the memory of the spellchecker, it may show it as an error.

Grammar Checkers are also prone to mistakes. The grammar checker programs and applications work based on some rules. If you make a valid sentence and if it does not follow the rules of a particular grammar checker application, it may show it as an error while it is considered a grammatically correct sentence as per English grammar. Sometimes the explanations they give for the error also may not be convincing. While using such applications

and software, you have to always cross-check it with what you know about a grammatically correct sentence.

Focus on a single type of error at a time. If you focus on different types of errors at the same time, it will be confusing and less productive. So, it is always best to go one by one with the types of errors.

Read slowly and read every word. Reading out loud will help judge the matches and mismatches among the words. This is a useful method to ensure the harmony between the words and sentences within a paragraph. If you read silently, you may make unconscious connections that may not exist in the text.

Read each sentence as separate from the entire text. This is a productive technique that will ensure each sentence is flawless. Use the return key after each full stop, so every new line will be a new sentence. This way, you can read each sentence separately, and grammar, spelling, and punctuation errors will show up vividly.

Mark every punctuation mark with a circle. This way, you can make sure that the punctuation mark is used in the correct place.

Reverse read the text, from the last word to the first word. This technique is useful to omit spelling errors. If you do this you will only notice purely the words without any relation to other words. The sentences will not make any sense and your prime focus will be on the words and whether they are spelled correctly

Proofreading is also a way to learn. While proofreading, you not only correct the errors but recognize new errors which in the past you had acknowledged as grammatically correct. So, always refer to a reliable dictionary to acknowledge misunderstandings, unlearn, and relearn whenever and wherever needed.

In proofreading, ignorance is not bliss. Certain words, sentences, or punctuation marks may not seem quite right to you. But you may not know exactly what is wrong as well. And maybe the grammar checker tool had authorized it as an error-free sentence even though there was something wrong. In such scenarios, you have to educate yourself and find out the crux of the error, rectify it.

Look for the areas to improve. If you proofread your own writing, you will notice the common mistakes you make in terms of grammar or punctuation. So, while you write your next document, you can correct such repeated errors during the writing process itself. Proofreading not only makes writing flawless, it can reeducate one about how to write well.

Check your Progress

1. Can spelling errors have an impact on the popularity of a book?
2. What is proofreading in editing?
3. Which errors are corrected during the proofreading process?

12.2.8 Some Useful Tips for Smooth Editing and Proofreading Process:

Although many people use the words, editing and proofreading interchangeably, they are not the same thing. Different aspects of writing are checked during the editing and proofreading process although both functions involve careful reading. Here are some tips that could be applied to make the editing process smooth and flawless.

Keep a distance from the written document. Editing right after the completion of the writing process will not have much effect. Many errors and mistakes go unnoticed because the text will still be familiar to the writer. So, it is advised to keep a distance from the document for some hours, days, or weeks. Rereading the written document after a gap will show even the subtle errors in the writing. This gap is essential if we edit the document ourselves. Another better option is to let a friend or peer read the writing. Someone unfamiliar with the text can do a good job of finding the mistakes in the document better than the one who authored it.

Choose the best medium that fits your style and comfort. Some people would prefer printed paper over the computer screen. So, whichever medium you are comfortable with, you have to choose. If you like the keyboard, use it for editing. And if you can do a better job using pen and paper, then go with them.

Changing the shape will show hitherto unnoticed aspects of the document. Changing the design and default features of the document will make it unfamiliar to the eyes. It will bring to your attention things that may have been unrecognized in the previous shape.

Choose a quiet setting for editing. Distractions hamper attention to the details, which is very key during the editing and proofreading process.

Partition the text into tiny blocks and edit them one by one. When we take the text as a whole unit, the editing process will be tiresome and less productive. So, it is always good to partition the text into different blocks and, in the same manner, decide a fixed time for each block.

Prioritization is the key. If there is limited time at hand for editing, priority should be given to the correction of those errors that are intrinsic to the writing, like grammar, spelling,

punctuation, etc. The design and the format only come after that. So, prioritization is important when there is time limitation.

12.3 Learning Outcomes

At the end of this Unit, you should have understood the process of editing in academic writing.

12.4 Glossary

Journal: A magazine, newspaper, or website containing news and information about a particular industry or profession:

Incongruity: The fact that something is unusual or different from what is around or from what is generally happening

Ambiguous: Having or expressing more than one possible meaning, sometimes intentionally

Gender inclusiveness: The notion that all services, opportunities, and establishments are open to all people and that male and female stereotypes do not define societal roles and expectations.

Proofreading: The process of finding and correcting mistakes in text before it is printed or put online

Prone to: Likely to show a particular characteristic, usually a negative one, or to be affected by something bad, such as damage or an illness

Bliss: A state of complete happiness or joy

Prioritization: The action or process of deciding the relative importance or urgency of a thing or things.

12.5 Sample Questions

12.5.1 Objective Questions:

1. In which of the following post-writing stage we correct spelling errors in a document?

- (a) Editing (b) Proofreading
- (c) Printing (d) Transcribing

2. Academic editing is done on different levels. Which among the following is not considered during the editing process of a document?
- (a) Cohesiveness (b) Strength of the argument
(c) Logical Sequence (d) Creativity
3. Which among the following is the sign of a well-written academic document?
- (a) Written only in passive voices (b) Written in long and complex sentences
(c) Simple and Easy to read (d) Only short sentences are used
4. Which of the following is not an example of academic writing?
- (a) Journal article (b) Newspaper
(c) Project report (d) Dissertation
5. Which among the following is not part of the editing process?
- (a) Grammar check (b) Writing conclusion
(c) Rearranging the sentences (d) Rereading
6. Who among the following is best suited for editing?
- (a) Poet (b) language specialist
(c) Teacher (d) writer
7. Where should we look to check grammar errors during editing?
- (a) Dictionaries (b) Textbooks
(c) Newspapers (d) Other books
8. What is meant by clarity in editing?
- (a) Proper arrangement of sentences
(b) Proper word alignment
(c) Usage of simple language
(d) Start every sentence in new line
9. Which among the following is not recommended in academic writing?
- (a) Abbreviations (b) Contractions
(c) Acronyms (d) Full forms
10. Can we blindly trust grammar check programs for editing?
- (a) No (b) Yes
(c) Cannot say (d) Perhaps

12.5.2 Short Answer Questions:

1. What is meant by a topic sentence in a paragraph?

2. Can we use software tools to check spelling errors?
3. What is editing for expression?
4. How does proofreading help in making us better writers? Explain.
5. What is keeping a distance and coming back to the document after a gap? Why is it beneficial in the editing process?

12.5.3 Long Answer Questions:

1. Elaborate on editing for academic style.
2. Explain five tactics that make the editing process smooth and easier
3. What is the difference between editing and proofreading? Elaborate on proofreading techniques used in academic editing.

12.6 Suggested Learning Resources

1. Ascher, Allen. *Think About Editing: An ESL Guide for the Harbrace Handbooks*. Wadsworth Cengage Learning, 2006.
2. Einsohn, Amy. *The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications*, 3rd ed., University of California Press, 2011.
3. Lane, Janet, and Ellen Lange. *Writing Clearly: Grammar for Editing*, 3rd ed., Heinle, 2012.
4. Lanham, Richard A. *Revising Prose*, 5th ed., Pearson Longman, 2006.
5. Tarshis, Barry. *How to Be Your Own Best Editor: The Toolkit for Everyone Who Writes*. Three Rivers Press, 1998.

Unit - 13: Short Speeches and Public Speaking

Structure

- 13.0** Introduction
- 13.1** Objectives
- 13.2** Short Speeches and Public Speaking
 - 13.2.1** Types of Speeches
 - 13.2.2** Tips for Effective Public Speaking Skills
 - 13.2.3** Conclusion
- 13.3** Learning Outcomes
- 13.4** Glossary
- 13.5** Sample Questions
- 13.6** Suggested Learning Resources

13.0 Introduction

Public speaking is a very rare skill among all other skills of using a language. Speakers while speaking publicly face difficulties. In fact, any speaker of a language who is willing to learn/improve his/her public speaking should accept and use various tactics. In order to improve public speaking skill, the speaker should be known to the ways and uses of the language in different fields and enthusiastic enough to use the same in his/her speech. This Unit will prepare you to deliver both short speeches and help you with public speaking skills.

In the present world of meetings, conferences, networking events and many other technology backed activities, many traditional skills are sidelined but effective public speaking is still considered a necessary life skill. An effective public speaker always wins the hearts of his/her listeners whether in politics, academics, religion or in the professional world. Effective speaking deals with the ability to speak precisely what you wish to say in a way that is heard and understood easily. Good communication skill is the need of all times and when it comes to public life, your ability to speak publicly leads your success in professional or public life. Public speaking ability can benefit you in a variety of fields because it is necessary to talk effectively in every aspect of life, and those who can effectively deliver presentations and speak to others are in high demand.

Many people are afraid of public speaking, and many people do not want to talk in front of others because they do not know how to convey their thoughts through speech, express opinions, or understand what others are thinking about them. But we also witness other people who do not hesitate to speak or share their ideas regarding the matter because they know how to communicate successfully in public, as evidenced by their posture, gestures, and intonation. We can talk effectively in public, just like those who are successful using this art, by improving and practicing our posture, gesture and tone. Let us go ahead in this regard.

13.1 Objectives

The objectives of this Unit are to:

- understand how to deliver short speeches
- learn the art of effective public speaking
- examine the importance of public speaking in social and professional life

13.2 Short Speeches and Public Speaking

In our daily professional life, we may have to deliver short speeches on various occasions. If a colleague is promoted, we may be invited to deliver a short speech. If an important visitor comes to office, we may be required to deliver a welcome speech. If someone retires, we may have to give a farewell speech, and in case of a demise, we may be asked to deliver a short condolence address. Before the start of a meeting, we may be asked to deliver a short welcome address and at the end of the meeting, we may be asked to propose a vote of thanks. All these are examples of short speeches.

Public speaking which is an art and often a result of hard work and dedication is one of the oldest skills. Public speaking had never been easy even for the masters like Mark Twain. Twain once said, “It usually takes me more than three weeks to prepare a good important speech”. The same is also known as rhetoric or oratory or oration which traditionally meant to have a persuasive or impressive effect; through which speaker speaks his audience face to face. But nowadays, this comprises any form of speaking such as formal or informal to an audience, including pre-recorded speech delivered over great distance by means of technology.

Public speaking is used for many different purposes but the most common and usual fields are teaching, persuasion and entertainment. The result of public speaking is often pre-decided by the speaker based on his understanding of the audience. The same speaker, with the same calculated purpose, may convey a significantly different message to two different audiences. The point is to change something, in the hearts, minds, or action of the audience. Public speaking has two main components. First and foremost is the content. Content means what you say and deliver. It is very important to think over and organize your thoughts and ideas while preparing mentally your message and equally important, how you say it? Alexander Gregg puts it in proper words, —There are three things to aim at in public speaking: first, to get into your subject, then to get your subject into yourself, and lastly, to get your subject into the heart of your audience.

The matter of your talk defines how influential your talk is going to be. In absence of an addressing and appealing delivery, the speaker loses the audience's attention and fails to communicate his/her message. To become an appealing orator, it is essential to rehearsal your say and the way you are going to say the same. Things like keeping eye contact and speaking loudly and clearly, integrating movements that boosts your communication and keeps your audience involved which eventually leads you into the making of an influential public speaker.

Public speaking is the tool using that tool you can express your knowledge and ideas before people. This tool is probably the oldest and very fundamental thing in selling things mostly in the form of ideas. Being able to verbally communicate effectively to other individuals or to groups is essential in schools, colleges, and organizations but this ability has become a dire need and must have thing in business houses and in our personal lives as well. Some of the major types of public speaking are- informative, persuasive and entertaining. Let us explore these three major kinds of public speaking categories for better understanding.

13.2.1 Types of Speeches:

Informative Speech:

With an intention of sharing information or ideas when somebody speaks/presents before people on a topic pre-decided is informative public speaking. Business/Academic/ professional presentations or Seminars in academic or even in other type of gatherings are the examples of informative public speaking. There are many such fields in day-to-day life, where people from these multiple areas with their expertise help us understand/know certain things. The basic intent/idea behind any informative public speech is to provide enlightenment about something to

the audience who is ignorant about. The speech may explain/demonstrate/describe something the audience wishes to know about. The same knowledge/information exchanged by the speaker should be easily understood and used by the listener should be the ultimate goal of such speeches. In our time even YouTube videos can also be considered as a source of informative public speaking in recorded speech category.

Persuasive or Convincing Speech:

Persuasive or convincing speeches are the speeches that intend to persuade or convince its audience. These speeches aim to influence and change the opinions of the audience. Language used by sales and marketing people to promote/serve/demonstrate could be taken as a very good example of persuasive speech. In the course of persuasive speech, the situation is not entirely under the speaker's control. The speakers rather need to have that skill of audience analysis. The responses of the audiences need to understand while speaking, so as to have the effect of the speech. Thus, the speaker in this kind of public speech should keep an eye on the audience and his response and keep modifying/convincing/ascertaining his ideas and deliver his say systematically. Even political speeches, religious or spiritual leaders through their excellent skills of persuasion convince their audience. It is not always a word game but a combination of both, appropriate words and content/references/resources.

Amusing or Entertaining Speeches:

Amusing or entertaining speeches are the speeches that aim at captivating the attention of the listener and make them feel delighted/amused/humored. Poetry reading/recitation performances, storytelling sessions, dramatic performances and the recently popular stand-up comedy shows are some of the known examples of entertaining public speeches. Not only this, even a good public speaker of a political party leaves you enthralled with his speech. Mostly, kind words, appreciation, humor, irony, paradoxes and even satire entertain in such speeches. What entertains an audience is very different thing to know but a good public speaker can read his audience well in time and accordingly he modifies his delivery and wins the situation. Public speaking will make you learn invaluable skills which will help you in making an effecting presentation and many other things of day-to-day use. Some of the things of benefit are given below. They are just a few. The list may go long ahead.

1. One can learn to organize one's own ideas/thoughts and present them in logical sequences.
2. One can learn to utilize vocabulary to its maximum advantage.
3. You learn to describe your points appropriately with the use of facts, examples.

4. You acquire to control your voice and make it pleasant to the ears.
5. You also learn to control and convey your emotions dramatically using the words effectively.
6. You appear more presentable, more confident, more mature and more positive to your listeners.

Check your Progress

1. What is it that decides the impact of speech on the audience?
2. What are the different types of public speeches?
3. What is the target on the part of a speaker in his speech?

13.2.2 Tips for Effective Public Speaking Skills:

Prepare and Organize Your Speech:

Dale Carnegie says: “Only the prepared speaker deserves to be confident.” He means to say that confidence is the key and preparation is the way to have confidence. The best way to overcome nervousness is to work some more hard in the same area. Find more time and go through your draft repeatedly. On reaching the comfortable stage in case of your content and the delivery, the speaker should mark it and should not go away from the same. You can record your own speech or better get an easily available member of your family or friend as your first audience and critique. There is no fixed way for preparation but continuous efforts in correcting yourself can help you go ahead. Going ahead, the speaker should create an outline of speech to be delivered. He/she should literally write down the topic, its broad purpose, specific purpose, main idea, and important points well in advance. The speaker should ensure how he will grab the audience’s attention in the first few seconds. Write down the points so that wherever you forget or loose the track points will help you to come back on track.

Feedback and Improvement:

There is no perfect communication or speech and no speaker is perfect all the times. Good or better speech is always result of hard-work and dedication. The speaker needs to invest his/her valuable time in preparation. The audience should be the focus of attention while preparation and even when it is delivered. Need to give serious thought over the audience's interests and should keep catching their reactions even while speaking before them. The speaker should keep his entire schedule ready but with flexibility. If the situation demands, changes are needed. Seeking feedback of the audience helps the speaker understands his/her flaws and can improve further.

Be Yourself and Do Not Copy/Follow Others:

In public speaking you need to be a genuine personality. Once your audiences accept you as an individual, then you can shine as a speaker. But, if you copy somebody or show something that is not you or your style may create a bad impression among the audiences. D. H. Lawrence says, “Be still when you have nothing to say; when genuine passion moves you, say what you have got to say, and say it hot.” Tell people your own experiences, your failures, your fears and how you as a speaker overcome them and became a self-improved human being. Every speaker has some message that he/she feels from within. Mostly it is your increased heartbeats, trembling hands and legs and even tongue turns heavy. Sometimes speakers due to fear but the speaker should not give it up or take it for granted that he/she is going to lose this opportunity and one more thing to consider, don't try and memorize every single word of your presentation. You're not an actor memorizing a movie script. You're a topical expert who has prepared an outline so the content can flow and you're just speaking about what you know. With an intention of winning hearts of people if you get into some false verbose, you cannot be confident for long and often such word play results in mesh. Something that speaker is not sure and true about he speaks how will the audience believe as true? Instead, just be yourself. This will allow you to relax and feel far more confident, because you don't have to spend time or energy 'being' something you're not. Carnegie puts the same idea in the words, ‘Speakers who talk about what life has taught them never fail to keep the attention of their listeners’.

Identify Your Audience:

Identify your audience on the basis of their age group, the issue they are here to deal with, the area to which most of them belong etc. You should formulate your message carefully. It should be well framed taking into account the desired audience. Try to read and understand your audience so that you can make a choice of words accordingly. Your overall level of framing your information and keeping the motivation level very high of the target audience should be well thought. You should use these tools very carefully, they should not be used too many so as to refrain your speech turning verbose. Your language and sentences should deliver your message clearly without creating any confusion or trouble among the audiences. Once you identify your audience you can put changes as per demand, you can engage them with some activity or make it a two way interactive session or allow them to ask questions and many more things. Try to build a trust with your audience that you have the potentials to change their life and help them to improve themselves.

Use of Language and Confidence:

Language is a bridge that connects the speaker to the audience. It changes with area as well as audience. Speaker should use various phrase in his/her speech or quotes of some famous identity so that the audience connects and understand the link as well as the point. For effective speaking, a speaker should change his/her language with time and also use some funny stories or jokes to entertain the audience. Talk fluently and confidently. Stay calm and focused while dealing with audience. When you are calm and focused, you can manage your thoughts better. In short, what W. B. Yeats says about use of language by a speaker sounds perfect here, “Think like a wise man but communicate in the language of the people.”

A speaker is confident while speaking because of his focus on his target audience and his understanding of their needs. He tackles their needs guiding them through speech. Such confidence of the speaker literally rules the mentality of the audiences assuring them success for sure. By adjusting speed of his speech, the speaker very carefully questions and answers the queries and doubts of his audiences. A confident speaker builds trust among his audiences giving them a sort of purpose through his message. In absence of confidence they come across as a bit shady or having something to hide. Confidence projects not only authority but a sense of transparency. As you have nothing to hide from the audience, they help you build a trust and shape your things to offer them. You have to physically feel well to feel confident. So be sure to get plenty of rest before the big day, eat well, avoid drinking too much coffee beforehand and get a bit of exercise in the morning to release any nervous energy.

Be Authentic and Reliable:

Give some real life examples of your life or from a known or famous personality. As a speaker your first task is to show mirror to audience because once you know the problem or cause then only one will try or attempt to solve it or cure it. Mahatma Gandhi wrote all his faults/ his flaws in his own autobiography which make him and the readers to be the change they want to see in the world. The more prepared you are, the more confident you will feel. Practice saying your presentation out loud. Avoid impressing your audience because there is a chance of being pretentious. This pretention takes your confident as you know you are not true. Once you lose your own truth and confidence, how can you win the same thing of your audience? Instead, just be yourself. This will allow you to relax and feel far more confident, because you don't have to spend time or energy 'being' something you are not. Also, ask some friends and family if they will listen to you and give honest feedback. Should they have some critiques, don't feel defensive,

instead take them to heart. Perfection is an illusion. Nobody is perfect. Big names in motivation also forget what they were talking, it's quite normal. Audiences also care very little for this forgetfulness of the speaker. The established connect between them need to be strong and that is possible with persistent focus, understanding and being human to help others. The speaker need not be a superman just he should be real one.

Do not Read and Take Care of the Common Objections:

Reading a speech though not bad but in public speaking, audiences expect something different from the speaker. Public speaker in the minds of the people still is an extraordinary person. He is the one who makes the audience mesmerized with use of language and message. If he reads his speech, it creates a very bad impression on his audience. It breaks the bond of trust among the audience and the speaker. The speaker can use some notes kind of things so as jog his memory but reading from a script or from slides in presentations should be avoided. So, at the most avoid reading when you talk and even if you do, limit it to points only.

Some of the audiences may be unconvinced by the deliberation of the speaker. The speaker cannot overlook or avoid such doubts by the audiences. Rather the speaker should make it a point and should answer such doubts in the speech itself. This will help many others to have answer of the questions they have in their minds as well. Satisfying such common doubts/objections adds into the appropriateness of the speaker which ultimately results into his reliability.

Ensure Your Speech Concerns Facts and Values:

The public speaker needs to take care of this important aspect in the speech. In no way your speech should counter the facts prevalent. Most of the informative speeches facts play a major role and based on the factual information the end result of the speech will be dependent. Likewise, values play equally important role in deciding what is right and what is wrong. The society has set these norms and they are often held high. The speaker cannot overlook or show disrespect to any such highly respected or valued things in that context respecting the individuals, society and nations or cultures.

Articulate the Goals of Your Speech:

No speaker speaks to invite any kind of controversy or to earn any kind of defame. On the other side, the speaker very carefully designs his speech so as to include all and reaching close to the audiences, speaker communicates to become one with them. Of course, certain situations or speakers exploit and create divide in absentia of others but within the limits of

physical presence, the speaker attempts to encash everything that he has invested through preparation of the speech.

Certain other things help in the success of public speeches. Beginning and end of the speech does matter. Normally people do not like a speech that begins by saying, “Today I am going to talk about...” Instead people love to listen beginning a speech with some story, quoting somebody or with an anecdote. Andrii Sedniev says, “If you don't use stories, audience may enjoy your speech, but there is no chance they'll remember it.” Such is the importance of stories, quotations and anecdotes. You try to sum it up with a brief revision and a strong statement your audience should take off.

Effective Use of Your Voice and Hands:

Public speaking demands a very decent and effective communication. The speaker should be eloquent in the use of language and should have through knowledge and skill to make use of his/her body language, gestures and postures. This effective use of their body language carries a considerable part of your message. Non-verbal communication carries most of the message. Hence, the speaker should use his/her voice very carefully with his body as well. Thus, if managed these all things, the speaker can deliver his message and can easily seek attention of his audience without getting distracted.

Check your Progress

1. What effect does reading from notes create about the speaker?
2. What should be the goal of the speaker?
3. How identifying audience does help the speaker?

13.2.3 Conclusion:

The need for adopting new techniques and tricks to know and improve public speaking skill has been a real necessity. Even in our time these new methods and techniques will aid the learners in developing their public speaking skills. Among the things to remember are truth, ease of saying, saying easy and light things are a few. The speaker needs to know and maintain the mood of his audience during speech. So the concern people who are professionals, teachers of languages and others should make their students learn these new methods and techniques and improve their public speaking skill for better future. Further, the speaker should understand how preparation is the key to success in this activity. Knowing your audience helps you in getting ready to resolve their doubts. Delivery of the speech is one another important segment. Here the

speaker needs to be confident. Only early start in preparation and calm of mind on time will help in creating an atmosphere of ease and understanding.

13.3 Learning Outcomes

At the end of this Unit, you should have had an understanding of how to deliver short speeches and the difficulties in effective public speaking skill and the methods and techniques to overcome them.

13.4 Glossary

Persuasive: Good at persuading someone to do or believe something through reasoning or the use of temptation.

Content: The things that is included in something

Rhetoric: The art of effective or persuasive speaking or writing, especially the exploitation of figures of speech and other compositional techniques.

Life Skills: A skill that is desirable or necessary for full participation in everyday life.

Gesture: A movement of a part of body, especially a hand or the head, to express an idea or meaning.

Posture: The position in which someone holds his/her body when standing or sitting.

Adverse: Contrary to one's interests or welfare

Script: The written text of something. Especially hand written early draft of something.

Comprehension: Ability to understand the meaning or importance of something

Non-Verbal Communication: It refers to the ways in which beings convey information about their emotions, needs, intentions, attitudes and thoughts without using verbal language.

13.5 Sample Questions

13.5.1 Objective Questions:

1. Public speaking is also known as _____.
 - a. Oratory
 - b. Rhetoric

- c. Both A and B
 - d. None of the above
2. Public speaking has effects.
 - a. Permanent
 - b. Persuasive
 - c. Impressive
 - d. Persuasive and impressive
 3. The first step in being effective public speaker is .
 - a. Being original
 - b. Using voice properly
 - c. Answering common doubts
 - d. Preparation and organization
 4. Ideally an effective speaker should begin his speech with _____.
 - a. An announcement
 - b. An anecdote
 - c. Some story
 - d. A song

State whether the following statements are True or False

5. At the advent of technology in last two decades, the traditional idea of effective public speaking has changed.
6. “Be yourself” is the most important facet in effective public speaking.
7. Effective public speaking never entertains.
8. Humors, Irony, sarcasm, comedy are the ornaments in public speaking.

Fill in the blanks

9. _____ helps the speaker to have feedback from audiences.
10. _____ has great impact when a speaker begins his speech with.

13.5.2 Short Answer Questions:

1. How does preparation in advance prove beneficial for a speaker?
2. What role does ‘Face reading’ play in public speaking?
3. What are the first two steps in being an effective public speaker?
4. Explain ‘Effective Public Speaking’?
5. How can an effective speaker make use of his body parts?

13.5.3 Long Answer Questions:

1. Discuss the role of honesty in the making of an effective public speaker.
2. Explain “Confidence is the key to success in public speaking.”
3. How do you substantiate to the view ‘An effective Public speaker is never made but born.’

13.6 Suggested Learning Resources

1. Cooper, Michael. (2021) Effective Communication Skills. Google Ireland: Stephan.
2. Carnegie, Dale. (2020) How to Win Friends and Influence People. New Delhi: Arushi Book Enterprises.
3. Lucas, Stephan. (2014.) The Art of Public Speaking. Noida: Macmillan India,
4. Carnegie, Dale. (2019) Develop Self-confidence Improve Public Speaking. Delhi: Open Books.

Unit - 14: Body Language and Voice Modulation

Structure

14.0 Introduction

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14.2 Understanding Body Languages

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14.0 Introduction

Overview

Communication is the process of sharing information, thoughts, emotions, or ideas between individuals. While most people associate communication with spoken or written words, research shows that only a small percentage of communication is verbal. The majority comes from non-verbal cues like facial expressions, body posture, gestures, and vocal tone. Non-verbal communication plays a crucial role in how messages are perceived, often enhancing or even contradicting the spoken message. Verbal communication involves the use of language, either spoken or written, while non-verbal communication refers to unspoken elements such as facial expressions, eye contact, gestures, postures, tone of voice, and the use of personal space. These non-verbal cues add depth and meaning to the spoken message. For example, a simple statement like “I’m fine” can take on very different meanings depending on the accompanying tone or body language, such as a smile or crossed arms.

Why Body Language and Voice Modulation Are Essential

Effective communication is not just about what we say but how we say it. Body language and voice modulation shape the way a message is delivered and received. Body language helps convey emotions, attitudes, and intentions non-verbally. It reinforces or contradicts spoken messages, influencing how others perceive the communicator. For instance, a confident posture and a smile during a presentation indicate enthusiasm and competence, while slouching with minimal eye contact may suggest nervousness or disinterest. Voice modulation refers to the ability to vary pitch, tone, pace, and volume while speaking. Monotonous speech may seem dull or uninterested, while controlled variation in tone and pauses can engage listeners and emphasize key points. Together, body language and voice modulation increase clarity and impact, enhance trust and rapport, and reduce misunderstandings by ensuring alignment between verbal and non-verbal messages.

Relevance in Personal, Professional, and Academic Context

Mastering body language and voice modulation is essential across personal, professional, and academic contexts. In personal relationships, these skills help express emotions and build empathy, enhance interpersonal connections by aligning words with actions, and avoid misunderstandings by conveying sincerity through appropriate gestures and tone. In professional communication, they are critical for job interviews, presentations, and meetings, where first impressions matter. They also help leaders inspire teams, boost effectiveness in public speaking, customer service, and negotiations, and create lasting professional relationships. In academic settings, teachers use voice modulation to maintain students' attention and communicate complex ideas effectively, while students benefit from these skills in group discussions, presentations, and interviews. This also improves participation and builds confidence in both online and offline academic environments. In today's interconnected world, where communication spans across various platforms, being able to convey messages effectively through body language and voice modulation is increasingly crucial for success. Whether it is giving a presentation, leading a meeting, or engaging in a conversation, these skills are invaluable.

14.1 Objectives

This Unit has the following objectives for learners:

- to understand the importance of body language and voice modulation in communication.
- to identify key aspects of effective body language.
- to demonstrate techniques to enhance voice modulation.
- to apply both elements to improve interpersonal and professional communication

14.2 Understanding Body Languages

Body language is a form of non-verbal communication that involves the physical expressions, movements, and gestures that convey feelings and intentions without words. It is a powerful tool that can either reinforce or contradict what we say. Key components of body language include facial expressions, eye contact, posture and gestures, and personal space, each adding layers of meaning to communication.

Facial expressions are perhaps the most direct and universally recognized form of body language. Emotions like happiness, sadness, anger, and surprise are often conveyed through facial expressions that are understood across cultures. Eye contact is another crucial component that helps establish trust and connection; it indicates attentiveness and respect but can also signal intimidation or discomfort if too prolonged or too minimal. Posture and gestures include how we carry ourselves, whether we sit or stand with an open and relaxed posture or adopt closed, defensive stances like crossing arms. Gestures such as nodding, pointing, or using hands to emphasize points can enhance or distract from a message. Lastly, personal space, or proxemics, is how we use physical distance to communicate comfort or boundaries. Different distances are often preferred in various social contexts, and respecting personal space is essential for effective communication.

14.2.1 Positive vs. Negative Body Language:

Body language can be classified as positive or negative based on how it aligns with the intended message and how it is likely to be received by others. Positive body language includes open gestures, steady eye contact, and a relaxed but engaged posture. This type of body language can convey confidence, openness, and attentiveness, making others feel comfortable and valued. For example, nodding while listening shows agreement and engagement, while a slight forward lean indicates interest.

Negative body language, on the other hand, can create barriers in communication. Signs like crossed arms, looking away frequently, or slouching can convey disinterest, defensiveness, or discomfort. A lack of eye contact may be interpreted as dishonesty or lack of confidence,

while fidgeting can show nervousness or impatience. Understanding the difference between positive and negative body language helps individuals manage their non-verbal cues more effectively, leading to clearer and more meaningful interactions.

14.2.2 Cultural Differences in Body Language:

Body language is not universally interpreted the same way across cultures. Non-verbal cues, such as facial expressions, gestures, and personal space, vary widely between cultural contexts. For example, in Western cultures, steady eye contact is often associated with confidence and honesty, while in some Asian and Middle Eastern cultures, prolonged eye contact can be seen as disrespectful or confrontational. Similarly, personal space preferences differ, with individuals from some cultures preferring closer distances, as in Mediterranean and Latin American cultures, while others, such as Northern European and North American cultures, value more personal space in social interactions.

Gestures can also have different meanings across cultures. A thumbs-up gesture, which indicates approval in many Western cultures, may be offensive in others. Facial expressions tend to be somewhat universal, as basic emotions are often recognizable worldwide, but the extent to which people express emotions can vary. In some cultures, open displays of emotion are encouraged, while others emphasize restraint. Understanding these cultural differences in body language is essential for effective intercultural communication, as it helps avoid misinterpretations and promotes respectful and inclusive interactions.

14.2.3 What is Voice Modulation?:

Voice modulation refers to the ability to control and vary the pitch, tone, pace, and volume of one's voice to convey a message more effectively. This skill is essential for dynamic and engaging communication, as it helps convey emotions, emphasize key points, and maintain listener interest. In everyday communication, voice modulation can make a simple message more compelling, while in public speaking, it is crucial for delivering impactful presentations. Through intentional changes in vocal delivery, speakers can influence how their words are perceived and ensure that their message resonates with the audience.

14.2.4 Elements of Voice Modulation:

Several elements contribute to effective voice modulation, each playing a specific role in enhancing communication:

Pitch: Pitch refers to the highness or lowness of the voice. Varying pitch can convey different emotions—higher pitches often signal excitement or urgency, while lower pitches may

imply seriousness or authority. A monotone voice (lack of pitch variation) can sound dull and reduce listener engagement.

Tone: Tone reflects the speaker's attitude toward the message or audience. It can range from warm and friendly to serious or even hostile, adding a layer of meaning that helps listeners interpret the speaker's intentions.

Pace: Pace is the speed at which one speaks. Varying pace can help highlight important points; for example, slowing down emphasizes critical ideas, while speeding up can convey excitement or urgency.

Volume: Volume refers to the loudness of the voice. Speaking louder can add emphasis or convey confidence, while softer volume can create intimacy or prompt listeners to pay closer attention. Excessive volume, however, may come off as aggressive, while speaking too softly may be interpreted as lack of confidence.

Pauses: Pauses, when used intentionally, can add impact to a message, allowing the audience time to reflect on a point or creating suspense. They also prevent speech from feeling rushed and give the speaker a moment to collect their thoughts.

Emphasis and Intonation Patterns: Emphasis involves stressing certain words or syllables to draw attention to specific ideas. Intonation refers to the rise and fall of the voice, creating patterns that convey emotions and keep listeners engaged. Intonation patterns can guide listeners through complex ideas and help convey enthusiasm or authority.

14.2.5 Impact of Voice Modulation on Public Speaking and Conversations:

Voice modulation significantly impacts both public speaking and everyday conversations by enhancing clarity, engagement, and emotional resonance. In public speaking, effective voice modulation helps maintain audience attention and ensures that key points are emphasized. By varying pitch, tone, and pace, speakers can make their presentations more lively and memorable, transforming what might otherwise be a monotonous delivery into a dynamic experience. For instance, lowering the volume and slowing down before an important point can add weight to a statement, while an upbeat tone can add enthusiasm.

In conversations, voice modulation enables individuals to communicate their emotions and intentions more clearly, which can prevent misunderstandings. It also creates a sense of empathy and connection, as the listener feels more engaged. In customer service, counseling, and teaching, where clear and effective communication is crucial, voice modulation helps professionals adapt to different emotional tones and contexts, ensuring their messages are

understood and well-received. Overall, mastering voice modulation allows speakers to convey their ideas in a more impactful, memorable, and relatable way, making it a key skill in both personal and professional communication.

14.2.6 Techniques to Improve Body Language and Voice Modulation:

Improving body language can enhance communication by making it more expressive, confident, and receptive. Here are some techniques to work on key aspects:

Practice Neutral and Positive Expressions: Facial expressions are among the most visible elements of body language and can strongly influence how a message is received. Practicing neutral and positive expressions, such as a slight smile, conveys openness and approachability. Practicing in front of a mirror or recording oneself can help identify any unintentional expressions that may come across as negative or disinterested.

Maintain Appropriate Eye Contact: Eye contact signals attentiveness, respect, and confidence. Practice looking at someone's face for a few seconds at a time during conversations without staring intensely. This balance can help maintain a connection with the listener while avoiding discomfort. In group settings, shift eye contact periodically to ensure everyone feels included.

Relaxation Exercises for Posture Improvement: Good posture conveys confidence and readiness, while poor posture can signal disinterest or nervousness. Practicing relaxation exercises like deep breathing, shoulder rolls, and stretching helps release tension, making it easier to sit or stand upright without stiffness. Regularly practicing these exercises can improve posture and make positive body language more natural.

14.2.7 Voice Modulation Techniques:

Voice modulation is key to keeping conversations engaging and conveying emotions accurately. Here are some effective techniques:

Breathing Exercises for Vocal Control: Breath control forms the foundation of voice modulation, as it helps manage volume, tone, and pitch. Practice slow, deep breathing exercises—such as inhaling for four counts, holding for four, and exhaling for four—to build lung capacity and support steady voice projection. Diaphragmatic breathing, where one breathes deeply into the abdomen, is particularly effective for controlling vocal tone and volume.

Practice Varying Tone and Pace: Monotony can make speech uninteresting, so practicing variation in tone and pace is essential. Record yourself reading a passage with different emotional tones, such as excitement, sadness, or urgency, to understand the effect of each.

Practicing with varied speeds—slowing down for emphasis on key points and speeding up for less critical information—helps control the pace and keep listeners engaged.

Use of Pauses to Convey Meaning: Pauses are powerful tools that add emphasis and clarity to speech. Intentional pauses before or after a key point allow listeners to absorb important information and add dramatic impact. To practice, try speaking a few sentences and adding short pauses where a natural break might occur, as this will help you control the rhythm and prevent the message from feeling rushed. Pauses also help the speaker gather their thoughts, making communication more confident and composed.

14.2.8 Integrating Body Language and Voice Modulation for Effective Communication:

Using body language and voice modulation in harmony creates a powerful impact in various settings, making messages clearer and more engaging. For instance, in **public speaking**, a speaker who maintains confident posture, open gestures, and steady eye contact while using varied tone and pauses can keep the audience engaged and emphasize key points effectively. When discussing serious topics, a lower tone paired with a calm posture can convey gravity, while a raised pitch and animated gestures might suit moments of enthusiasm or celebration.

In **interviews**, these skills help demonstrate competence and approachability. A firm handshake, good posture, and appropriate eye contact convey confidence, while a warm tone and controlled pace show openness and thoughtfulness. For example, slowing down when explaining achievements or qualifications gives them weight, while positive body language shows enthusiasm for the role.

In **daily interactions**, such as conversations with friends or family, using open body language ‘relaxed posture, smiling, and making eye contact’ along with varied tone keeps discussions comfortable and engaging. Pausing and listening attentively while showing genuine expressions of interest make others feel valued and respected.

14.2.9 Common Mistakes to Avoid:

1. **Contradictory Body Language and Voice Tone:** When body language and tone do not align, it can confuse the listener. For example, if someone speaks excitedly but has closed body language (crossed arms or minimal facial expression), the message may come across as insincere. Similarly, a flat tone with overly enthusiastic gestures can appear forced. To avoid this, practice synchronizing gestures and expressions with vocal tone so that both convey the same emotion or message.

2. **Overuse or Underuse of Modulation:** Excessive voice modulation ‘such as overemphasizing every word or using too many dramatic pauses’ can feel unnatural and distracting. Conversely, underuse, such as speaking in a monotone, can make the speaker sound disinterested or dull. The goal is to find a balance, varying pitch, tone, and pace naturally without overdoing it, so that it enhances rather than detracts from the message.

14.2.10 Tips for Practice and Improvement:

- **Record and Review:** Recording yourself while speaking is a great way to assess how body language and voice modulation work together. Watch for natural gestures, tone shifts, and any areas that may feel exaggerated or lack energy. This reflection helps identify specific areas to improve.
- **Role Play and Feedback:** Practicing with a friend or mentor in role-play scenarios, like mock interviews or presentations, allows for real-time feedback on both body language and tone. They can provide insights on how your non-verbal cues align with your speech and help you make adjustments.
- **Practice Mindfulness and Relaxation:** Stress often disrupts body language and voice control, so practicing mindfulness or relaxation techniques like deep breathing before important interactions can help you maintain composure. Entering with a relaxed posture and calm mindset makes it easier to control body language and voice naturally.

14.3 Learning Outcomes

This unit explored the essential components of body language and voice modulation, highlighting their roles in effective communication. We examined the elements of body language, such as facial expressions, eye contact, posture, gestures, and personal space, as well as the main aspects of voice modulation—pitch, tone, pace, volume, and pauses. Practical techniques were provided to improve both areas, from practicing neutral expressions and relaxation exercises to using breathing techniques for vocal control and intentional pauses for impact. We also discussed how these skills can be applied in various settings, like public speaking, interviews, and daily conversations, emphasizing the importance of synchronizing body language and tone to prevent mixed signals.

14.4 Glossary

Body Language: Non-verbal communication expressed through physical movements, gestures, posture, and facial expressions to convey emotions and intentions.

Voice Modulation: The process of varying pitch, tone, volume, and pace while speaking to emphasize points and make communication more engaging.

Pitch: The highness or lowness of a person's voice, often used to convey emotions or emphasize ideas in speech.

Tone: The quality or emotional coloring of the voice that reflects the speaker's attitude toward the subject or listener.

Proxemics: The study of personal space and physical distance in communication, which can vary across cultures and social contexts.

Gestures: Movements, typically of the hands or arms, used to communicate or emphasize words or emotions without speaking.

Intonation: The rise and fall of the voice in speech, used to express meaning, attitudes, and emotions.

Posture: The position or alignment of the body, often indicating a person's attitude, confidence level, or emotional state.

Pauses: Intentional breaks in speech used to add emphasis, allow time for thought, or create a dramatic effect.

Eye Contact: The act of looking directly into another person's eyes during communication, signaling engagement, confidence, or respect.

14.5 Sample Questions

14.5.1 Objective Questions:

Fill in the Blanks:

1. The practice of varying pitch, tone, volume, and pace while speaking is known as _____.
voice modulation.
2. Non-verbal communication includes body language, facial expressions, gestures, and _____.
eye contact.

3. _____ refers to the amount of physical space people feel comfortable with during interactions. **Proxemics**

4. _____ exercises are beneficial for improving vocal control and managing pace. **Breathing**

5. Positive body language includes _____ posture, eye contact, and open gestures. **relaxed**

6. In some cultures, prolonged _____ can be seen as disrespectful or confrontational. **eye contact**

7. Using _____ before or after a key point helps to emphasize important parts of a message. **pauses**

8. Maintaining steady _____ during a conversation conveys attentiveness and respect. **eye contact**

9. _____ expressions like a slight smile or relaxed face convey openness and approachability. **Neutral**

10. Overusing dramatic pauses or excessive modulation can make communication feel _____. **unnatural.**

14.5.2 Short Answer Questions:

1. Define body language and its importance in communication.
2. Why is eye contact important in effective communication?
3. List two cultural differences in body language that can impact communication.
4. What is the role of tone in voice modulation?
5. Give an example of how personal space (proxemics) affects communication.

14.5.3 Long Answer Questions:

1. Describe the key components of body language and how each influences communication. Provide examples to illustrate their impact.
2. Explain the elements of voice modulation and discuss how using these effectively can enhance public speaking and conversations.
3. Discuss the importance of synchronizing body language and voice tone, and provide examples of common mistakes and tips to avoid them.

14.6 Suggested Learning Resources

1. Knapp, Mark L., and Judith A. Hall. *Nonverbal Communication in Human Interaction*. 6th ed., Wadsworth, 2010.
2. Pease, Allan, and Barbara Pease. *The Definitive Book of Body Language: The Hidden Meaning Behind People's Gestures and Expressions*. Bantam, 2004.
3. Navarro, Joe, and Marvin Karlins. *What Every BODY Is Saying: An Ex-FBI Agent's Guide to Speed-Reading People*. HarperCollins, 2008.
4. Argyle, Michael. *Bodily Communication*. 2nd ed., Methuen, 1988.

Unit - 15: Interview Skills

Structure

15.0 Introduction

15.1 Objectives

15.2 Interview Skills

15.2.1 Types of Interviews

15.2.2 Preparing for Interviews

15.2.3 Dress Code at Interviews

15.3 Learning Outcomes

15.4 Glossary

15.5 Sample Questions

15.6 Suggested Learning Resources

15.0 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.

15.1 Objectives

The objectives of this Unit are to:

- introduce you to interview skills

- study the types of interviews
- explain the etiquette desired during an interview
- learn about the dress code for an interview

15.2 Interview Skills

For a practical approach to interview skills, you are advised to watch the video lesson: <https://www.youtube.com/watch?v=OnomdGPEOoc>

15.2.1 Types of Interviews:

Interview is a means of selecting the more promising candidate for a firm or 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.

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.

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?

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 field 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.

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.

15.2.2 Preparing for Interviews:

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 distracting
- 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.

15.2.3 Dress Code at Interviews:

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 shalwar-kameez/saree
- Coordinated blouse/dupatta
- Moderate heeled shoes/sandals
- Limited jewelry
- Neat, professional hairstyle
- Sparse make-up and perfume
- Manicured nails
- Portfolio/ briefcase/ handbag

Men's interview attire:

- Solid colour, contrastive suit
- White long sleeve shirt
- Contrastive tie
- Dark socks to match trousers, 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
- Trimmed hair and beard/clean-shaved
- Avoid high heels
- Avoid junky jewelry and accessories
- Have a modest make up and perfume

- Have a folder or brief case

15.3 Learning Outcomes

After the completion of this Unit, you should be able to understand interview skills, how to prepare for an interview, and the dress code for interviews.

15.4 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 an 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 on hypothesis

Resume: A summary of education and employment experience

15.5 Sample Questions

15.5.1 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?

15.5.2 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.

15.5.3 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.

15.6 Suggested Learning Resources

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.

Unit - 16: Group Discussion

Structure

16.0 Introduction

16.1 Objectives

16.2 Group Discussion

16.2.1 Understanding Group Discussion

16.2.2 Advantages of Interactions

16.2.3 Group Discussion: Meaning and Definition

16.2.4 Types of Group Discussion

16.2.5 Advantages of Group Discussion

16.2.6 Disadvantages of Group Discussion

16.3 Learning Outcomes

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16.5 Sample Questions

16.6 Suggested Learning Resources

16.0 Introduction

Before we discuss anything about Group Discussion, let me tell you that this is a more appealing and method for the learning of any topic. The association of the target group in this method is highly passionate and self-motivating. Interaction between teacher and students, among fellow students, among friends, among colleagues, between the Head and the subordinates, etc. is required on a regular basis. In a classroom situation, 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 active participation of teachers and students can enrich the process of learning. In interactions, people 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 improve in group discussion.

16.1 Objectives

The objectives of this unit are to:

- make you acquainted with innovative methods such as group discussion
- introduce you to the advantages, disadvantages, proper structure, and implementation of group discussion
- understand the importance of group discussion

16.2 Group Discussion

16.2.1 Understanding Group Discussion:

Unlike classroom interactions, group discussion is also a creative process and can be described as follows in a classroom situation:

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.

16.2.2 Advantages of Interactions:

Interaction is the midpoint of communication. Interaction should take place with a certain purpose and intention. The advantages of this method can be categorized as follows:

1. It reduces the central role and position of the head/leader.
2. It appreciates the uniqueness of individuals and their skills.
3. It provides a chance to the team/group to articulate their opinions in significant ways.
4. It gives an opportunity to the peers to discuss with everyone and head/leader.

5. It enhances the skills of raising doubts and questions.

Do's and Don'ts in Interactions:

Do's:

- Provide equal opportunity to everyone and motivate for active participation.
- Listen to every participant and avoid sarcasm.
- A participant should come with preparation and confidence.
- The participant should address others politeness
- Remove your prejudices before the interaction starts
- Create tolerance and compassion.
- Spread the optimistic approach among all

Don'ts:

- Avoid physical and verbal aggression
- Don't interfere with each other's learning
- Never accuse others of doubt and suspension
- Don't make fun of students and their wrong answers
- Don't make derogatory remarks on anyone's looks, abilities, background, and ethnicity.
- Avoid raising your voice or shouting.

Don't avoid anybody due to their poor performance and attendance.

16.2.3 Group Discussion: Meaning and Definition

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.

Definition 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

16.2.4 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.

16.2.5 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.

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.

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.

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.

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.

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.

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.

16.2.6 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.

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.

Lack 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.

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.

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.

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.

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.

16.3 Learning Outcomes

At the end of this Unit, you should have become aware of group discussion, its meaning and definition, types of group discussion, advantages and disadvantages of group discussion.

16.4 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

16.5 Sample Questions

16.5.1 Objective Questions:

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
8. Group Discussion is a lengthy process.
- (a) Yes
(b) No
9. Classroom interactions often create chaos in the classrooms.
- (a) Yes
(b) No
10. Students' active participation is a requirement of successful classroom interactions.
- (a) Yes
(b) No

16.5.2 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?

16.5.3 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.

16.6 Suggested Learning Resources

1. Ganguly, Anand. Group Discussion. New Delhi: Pustak Mahal, 2002.
2. Mathur, Dinesh. Mastering Interviews and Group Discussion. Bangalore: CBS PUB Limited, 2020.
3. Prasoon, Shrikant. Complete Guide to Group Discussion. Kolkata: V&S Publishers, 2012.

Maulana Azad National Urdu University
Diploma in Employability Skills (ODL)
1st Semester Exams
Course: Communication Skills-I

Total Time: 3 hrs

Total Marks: 70

Note: This question paper consists of three parts: Part A, Part B, and Part C. The number of words to answer each question is only indicative. Attempt all parts.

Part A contains 10 compulsory questions of multiple choice/ fill in the blank/very short answer type. Answer **all** questions. Each question carries **1** mark. **(10x1=10 marks)**

Part B contains 8 questions. Answer any **5** questions in approximately 200 words each. Each question carries **6** marks. **(5x6=30 marks)**

Part C contains 5 questions. Answer any **3** questions in approximately 500 words each. Each question carries **10** marks. **(3x10=30 marks)**

Part - A

1.

a. Which of these is not an element of communication?

- (a) Sender (b) Message
(c) Communis (d) Channel

b. Which of these is not a non-verbal form of communication?

- (a) Kinesics (b) Facial expression
(c) Photograph (d) Gestures

c. In the absence of good communication, one's _____ gets affected.

- (a) Reputation (b) Bank balance
(c) Nothing (d) Professional career

d. Which of these is not a form of physical barrier?

- (a) Environmental stress (b) Physical ill-health
(c) Frame of reference (d) Ignorance of the medium

e. Listening is a _____.

- (a) Natural process (b) Skill
(c) God's gift (d) None of the above

f. When a listener struggles to understand a foreign accent, it is an example of a:

- (a) Physical barrier (b) Linguistic barrier
(c) Psychological barrier (d) Technical barrier

g. Verbal communication uses language whereas nonverbal communication uses _____.

- (a) Gestures (b) Postures
(c) Facial expressions (d) All of these

h. I am _____ youngest member in my family.

- (a) a (b) an
(c) the (d) None

i. Which state in India is known as "God's own country" _____.

- (a) Kerala (b) Gujarat
(c) Kashmir (d) none

j. Empirical evidence is a striking or key feature to establish _____.

- (a) An opinion (b) A fact
(c) A fallacy (d) All of these

Part - B

2. What is the need and significance of communication?
3. What is the need and significance of non-verbal communication?
4. What are the objectives of downward communication?
5. What do you understand by physical barriers?
6. What are the barriers to effective listening?
7. Explain linguistic barriers to listening.
8. What are the important interview skills?
9. Explain rules regarding omission of 'the' in the sentences?

Part - C

10. What are the strategies to improve effective reading?
11. What are the key differences between facts and opinions?
12. What is the difference between persuasive writing and expository writing?
13. Explain five tactics that make the editing process smooth and easier.
14. How do you substantiate to the view 'An effective public speaker is never made but born.'