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English Language and Communication Skills : Level-I



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Introduction to Communication and It's Types

STRUCTURE:

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1.0 Learning Objectives

After studying this lesson, you will be able to:

- Understand the meaning and importance of communication
- Explain the elements and process of communication
- Identify different types of communication
- Distinguish between verbal and non-verbal communication
- Recognize barriers to effective communication

1.1 Introduction

Communication is an essential part of human life. It is the process through which people share ideas, thoughts, information, and feelings. In today's world, Effective communication is important in every field such as business, education, and social life. Without communication, it is impossible to maintain relationships or perform daily activities. Communication is one of the important parts of human life. It is difficult to picture human life without communication. As a human being we spend most of the time of our life in connecting with people, exchanging our thoughts, ideas, emotions, feelings etc. Humans are able to initiate conversation and also to engage in engagement with another. The name is Communication from the Latin communicare which means to "to share".

It is an act of transferring meanings from one entity or group to another by means of mutually understood signs, symbols and semiotic norms. It also covers the passing of ideas, concepts, imaginations, actions and written information from one person to another. When a newborn is born, the first thing it does is to make noise. Gradually they learn to recognize noises, movements and symbols. They learn language by seeing the lip movements of the elders. They watch their parents, brothers, sisters, relatives and neighbours and learn language from them. People are social creatures. In this era, it is vital for a human being to acquire the art of successful communication.

1.2 Meaning of Communication

Communication is the process of sharing information, ideas and feelings between two or more individuals. It involves a sender, a message, and a receiver. The word communication has been derived from a Latin word **'communis'** which means **'to Share'** or **'to Participate'**.

Definition

Communication can be described as the process of transmission of information and understanding from one person to other.Communication is such a vast discipline that it defies all definitions.However with the help of numerous definitions we may understand the concept of communication.

Merriam Webster Dictionary describes Communications as **'A process by which information is exchanged between individuals through common system of symbols, signs, or behavior'.**

As per **Wilbur Schramn**, **— 'Communication is the process of establishing a commonness or oneness of thought between a sender and a receiver'**.

Keith Davis states communication as **'the process of passing information and understanding from one person to another'**. It's basically a bridge between people.

This bridge allows a person to safely traverse the river of misunderstanding that separates all individuals.

Cambridge Dictionary Defines Communicationas 'the process of sharing information, especially when, this increases understanding between people or groups, Berelson and Steiner mark out the boundary of communication as — The transmission of ideas, information, emotions and skills by using words, symbols, pictures, graphs, etc.'

Pearson and Nelson define Communication as 'the process of understanding and sharing meaning'.

1.2.1 Elements of Communication

The main elements are:

- Sender – A person who sends the message.
- Message – The information or idea.
- Encoding – Convertion of ideas into words or symbols.
- Channel – Medium of communication (e.g., phone, email)
- Receiver – The person who receives the message.
- Decoding- Converting ideas into codes. It is an act of transmitting symbols into meaning.
- Feedback- The communication is responded to by the receiver. He/she returns his/her reply to the sender.

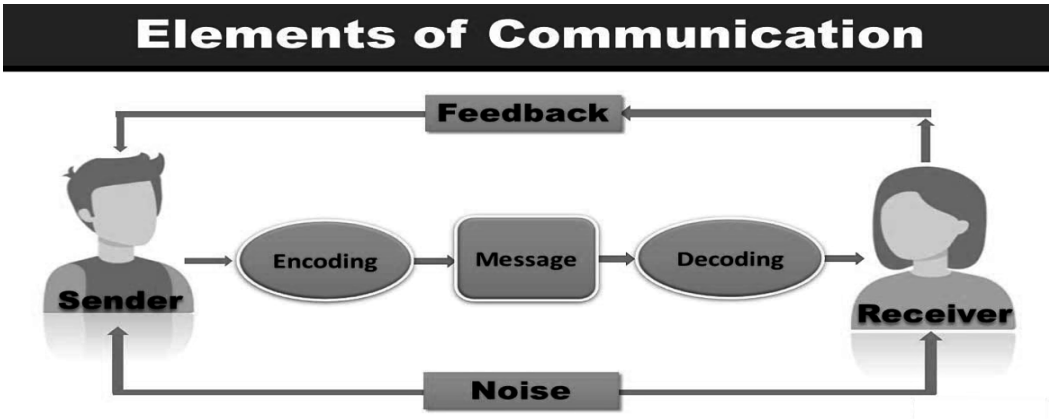

Figure 1.1: Elements of Communication

Source: www.saralmind.com

1.2.2 Process of Communication

Communication is a procedure that involves two humans, a transmitter and a receiver. Now let us try to grasp the process of communication step by step. The communication process involves the following steps:

1. Source
2. Message
3. Encoding
4. Channel/Medium
5. Receiver
6. Decoding
7. Feedback

1) Source

The source of communication is the person who is talking in the process of communication. He or she sends the message by providing new facts, ideas, knowledge to the audience or to other people. A speaker can also communicate a message by tone of voice, body language, and choice of dress. The second stage is to encode the message by selecting the proper order or the right phrases to communicate the intended meaning. The third involves the information should be presented or conveyed to the receiver or audience through correct route.

2) Message

The message is the stimulation or meaning that the source produces for the receiver or audience. When we plan to give a speech or a report, our message may appear to consist entirely of the words we select that will have significance. Words are built up with grammar and phrase pattern. The message also comprises the way you express it – in a speech, with your tone of voice, your body-language and your appearance; and in a report, with your writing style, grammar and the headings and layout you select. Also part of the message can be the setting or context in which you deliver it and the noise that can make your message difficult to hear or perceive and sometimes to grasp.

3) Encoding

In the encoding process, the sender selects and organizes his/her thought into a language known by the audience. We refer to the process of converting ideas into codes as encoding. The sender chooses codes or symbols having in mind the accurate understanding of the receiver.

4) Channel/Medium

The channel is the way the communication is transmitted by the sender to the recipient. The sender then chooses the channel or medium, once the message is encoded. Oral, written or audio-visual might be the channel of communication. So take television, for instance. How many channels do you have on your TV? Every channel needs room, even in a digitalworld, in the cable or the signal that delivers the message of eachchannel to your home. Television is a combination of a visual signal you see and an audio signal you hear. Together they deliver the message to the receiveror audience. Can you hear what is happening if you turn the volume down on your television? Now turn up the volume but turn around so you can't see the TV. The dialogue is still there and you may follow the plot line .

Similarly, whether you talk or write, you are using a channel to deliver your message. The spoken or oral modes of communication are face-to-face conversation, interaction, speeches, telephone conversation and voice mail messages, radio, public address systems and voice over Internet protocol, discussion and debate. Letters, memorandums, purchase orders, invoices, newspaper and magazine articles, blogs, e-mail, text messages, tweets, WhatsApp messaging etc. are the textual forms of communication.

5) Receiver

The receiver is the individual or audience that receives the communication. Message receiver is the person the message is sent to. He/she interprets, understands and strives to comprehend and understand the message according to his/her intellectual knowledge and understanding communicated by the sender. The recipient can be a listener, a reader or a viewer.

6) Decoding

Decoding is the reverse of encoding. In encoding the transmitter converts idea into codes and in decoding the receiver converts codes into idea. Decoding is the process of sending symbols out of meaning. If the receiver knows codes, he will obtain more or lessthe same meaning, as the sender intended.

7) Feedback

Communication has its many crucial parts. Feedback is one of them. Feedback is a must for the process of Communication to be complete. The receiver responds to the communication after comprehending the meaning. He/she sends his/her answer back to the sender. So, the process of Communication finishes with the receiver who acts on the derived message. Feedback is thus the indispensable (crucial)

aspect of communication process since it is the only way of gaining the affirmation on the side of the sender.

For example, you send a message to your buddy and you keep on waiting for the reply but due to some reason your friend hasn't read your message and as you haven't received reply from him/her, you tend to get nervous and you call them to know whether they are good or not. As you have not received any response from your friend on WhatsApp, the communication procedure is not complete as you have not received any response. In this approach we can claim that communication is a two way process.

1.2.3 Types of Communication

Communication is the process of conveying messages, thoughts, information, emotions and ideas from one person to another through gestures, speech, symbols and signs. The sender encodes the message in any form like speech, written or any indications consequently, they are frequently called encoders. The receiver interprets the message received from the sender for understanding. Then, the receiver interprets it. The most crucial are the sender, recipient and channel of communication. Let us now talk about several kinds of Communication.

- Verbal Communication
- Non-Verbal Communication
- Written Communication
- Formal Communication
- Informal Communication

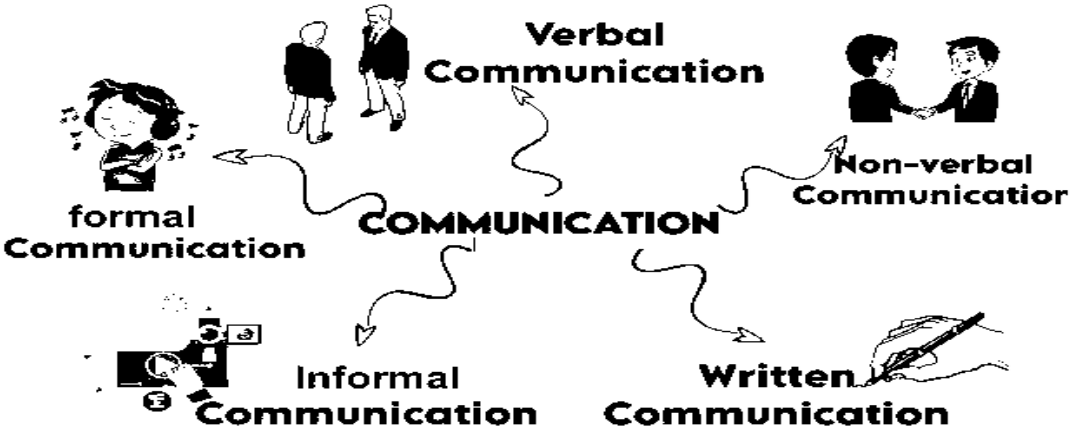

Figure 1.2: Types of Communication

Source: flookaside.fbsbx.com

1.2.3.1 Verbal Communication

Verbal communication is described as communication that takes place with words. Language can be thought of as a system of symbols, and the grammars are the rules and principles by which the symbols are manipulated. Language learning is mainly a childhood activity. As stated earlier, language can be described as symbolic. Language is governed by phonological rules, syntactic rules, rules of arrangement of words and punctuation in a phrase, semantic rules and pragmatic norms.

Oral Communication: Oral communication is the process of expressing thoughts and information by means of spoken words. It may occur directly in person, face-to-face interaction, or through an electronic device. There are different types of oral communication.

- **Face to Face:** Such communication normally occurs between two or more than two persons. It may be official or informal. In meeting at workplace, interview, conference, seminar, group discussion and so on; direct, face to face contact is typically possible. This kind of communication is more effective since the presence of parties, their expressions, tone and look can add a meaning to words and communication. In formal (face to face) communication, recipient also receives message from sender's expression, gesture, body movements and sometimes sender also gets feedback from the gesture of receiver or audience. This allows for immediate feedback, which is advantageous for the sender. Interview, mostly, it is for the sake of job. An interview is a process in which one or more individuals ask questions and the recipient of the questions responds. In an interview, most important are appearance and body language. Good appearance helps you to impress the interviewer at an interview.
- **Radio Communication:** Radio is an instrument used for communication. It can be used to passmessage to mass. For example, In Akashvani and Vividh Bharati Radio, people can ask questions and they get reply from the expert. FM Radio provides information regarding current news of the city and also helps listeners by providing traffic updates. Sometimes, people can also enjoy agood story which is narrated on radio in a particular show. Programmes like quiz etc. are also arranged on a radio station in which all the listeners can participate.
- **Social Media:** A speaker may sometimes communicate using social media. Live social media communication allows sender to communicate with huge audience at a time. It is highly pleasant as speaker can speak by sitting in his office or home and receiver or listener can attend it by sitting in any corner of the world.

For example, Facebook live is one of the popular tools for such form of communication..

- **Phone/Mobile Communication:** This kind of communication happens without sender or receiver. In this sender and receiver are not physically in front of each other. Sometimes the message is not received clearly and properly by the receiver owing to network error. In a telephonic conversation, chances of misunderstanding is considerably more as no one can see the facial expressions, gestures and postures of the other party. Sometime it is difficult to decide anything in telephonic communication.

Written Communication - Written communication is communication that is conveyed by written words . It may be formal or informal. Let us talk about types of written communication.

- **Letter**: A letter is a written message that can be typed in computer and printed onpaper or it can be handwritten. It is usually sent to the receiver via e-mailor using postal services through an envelope. It can be written for anypurpose, to give order for some products, to register a complaint, toinquire about something, for conveying greetings or congratulations, etc. It can be kept as a record alsofor future reference. In the case of any discrepancy, this can be used as a proof. Formal letters follow a certain pattern of writing. It is professionalin nature and addresses the issues concerned. Any type of business letter falls within this category. While an informal letter, is a letter that is written in casual manner. It can be written to cousins, relatives, friends or family members. While business letter writing is used for business correspondence, and generally contains information such as quotations, orders, complaints, claims, letters for collections of an order etc. Suchletters are always strictly formal and follow a structure and pattern offormalities.

  Business letter communication takes place between two parties who want to do business with each other. An informal letter canbe written even to your formal contacts, if you share a friendly relationship with them. Format of informal letter is bit different from that of the formal letter. In terms of language, you can use informal language. You can address the person by name only in an informal letter.

- **Memorandum**: A memorandum or memo is a written form of communication which is used to send any information within organization. The memo is written to inform, but it also contains a persuasive element or a call to action. There are certain things which one has to keep in mind while writing a memo. It is written in certain format, as it is only send in the organization, Use

acronym or abbreviations that are known to all the employees of the organization. It should be clear and concise so that the employee can understand and work accordingly. But, the tone of the memo should be formal. be it teaching or feedback.

- **Notice:** Notice is written or drafted for the staff of the organization. In order to give some instructions. It can be written for any purpose. i.e. to give instruction of vacation, cultural events, weekend seminar, conference, meeting etc. This method of communication may be used in any educational institution or organization. This communication is to make employee aware of what is happing in an organization.
- **Report**: This written form of communication is used for sharing result of research, data analysis which has been compiled by researchers or scientist. It can handle a wide range of topics, but in general, it is intended to convey information with a clear purpose, to a specific audience and specific receiver. The report is usually identified by its main purpose or function. There are many reports like accident report, laboratory report, sales report etc. It is often analytical and uses rational analysis of information. For example, laboratory report contains procedures and results of laboratory activities; research report scientifically investigates problems through hypothesis development, data collection, data analysis, and findings or conclusions.
- **Email**: It is a professional written form of communication. This form can be used to communicate with outside of the organization and in the organization. Clear and concise emails are important. If sender is sending some information and instruction in email, he/she can highlight that particular instruction in email, also for casual communication. For example, you are calling your friend and he/she is not responding or not reachable for some reasons, you can drop an email to your friend.

1.2.3.2 Non Verbal Communication

Non – verbal Communication is communication without the use of words. Non-verbal communication is the use of facial expression, tone and pitch of the voice, gestures and the physical distance between the communicators. These non-verbal signals can give clue and additional information and meaning to verbal communication. We use this communication in day to day life but we do not realize it.

A traffic signal when traffic inspector raises his hand traffic stops or at traffic signal, if we see red light we stop there. When a student asks for permission, the student should ask — May I come in

Sir/Ma'am? The teacher at that time without saying anything waves his/her hand and points to the student to sit in the classroom.

Non verbal Communication consist of some aspects such as Kinesics, Proxemics, Chronemics and Paralinguistics.

Kinesics

Kinesics is the study of body movements. Kinesics is communication without words and different body movements. Well, as Paul Watzlawick says, ―Living creatures begin to interpret any signals they receive. Human being can communicate by nodding head, waving hands, shrugging shoulders etc. Such physical activities are an example of nonverbal communication. Understanding nonverbal communication will help you to improve your skill to use them more effectively while presentation, seminar, conference and delivering any speech.

For example, In oral communication when you extend your hand with smile to 'Congratulate' to someone at that time your smile and your hand shake has more impact on person than words. Nonverbal communication is not used consciously while communicating with others, in presentation, in interview and in group discussion but it is instinct. People are unaware they communicate nonverbally. There are different parts of Kinesics like body language, appearance, gesture, posture and eye contact. All have different importance in non-verbal communication.Your look is a mirror of your personality. Gesture is the movement of hands, arms, shoulders and head. The effective use of gesture when you speak helps to create a positive impression on the audience. People use gestures to express different emotions and ideas. You are mostly spontaneous with your friends and intimates and do not notice your postures and physical movement but as soon as you enter informal situation, you become conscious of your posture. Your sitting style, walking style, standing style, speak volumes in the absence of words. Eye contact is an important component of kinesics. You can mask your feelings with facial expression, but you cannot mask your emotions expressed through your eyes. It's easy to express your feelings with your eyes. In a professional setting, you should make pleasant eye contact.

Proxemics

It is a study of the physical space of communication. The way people use space says a lot about the relationships they have with one another. As a speaker, you should make use of space that is given to you. Mobbing closure to the audience at the time of talking, helps you to invite discussion, questions and agreement.

Paralinguistics

Paralinguistics are those aspects of speech that do not involve words. In the classroom, paralinguistic features are very important because they can change the impact of the message completely.

Chronemics

It is the study of how humans communicate through time. Time is valuable in the professional world. A pitch of voice can give different shades to the speech. If you want to make time work for you as a communication tool you have to learn how to use it right. Time is a precious thing in professional world. People don't take kindly to it when you turn up late for meetings and appointments. If you get there early you are seen as over keen so always be on time. Today punctuality is considered to be one of the best virtues.

Haptics

It is usually called touch sense. It is one of the symbol systems that are affected by culture. Haptics is the most advanced and loving way to communicate with your loved ones. Managers/ Boss/ Head should know how effective using touch is while communicating to subordinates, but they need to be very cautious and understand how a touch can be misunderstood. A hand on the shoulder may be a sign of support to one person and may be seen as offensive by a person from another culture.

In the United States, a touch on the forearm is as socially correct and polite as a bow in Japan. However, in the Midwest, this is not always an acceptable behaviour.

1.2.4 Formal and Informal Communication

• Formal Communication: Official communication within an organization

• Informal Communication: Casual communication (grapevine)

1.2.4.1 Formal Communication

Formal communication is the flow of formal and official communication through proper channels and paths. It is structured hierarchically and has a chain of command. Employees shall use formal communication channels when carrying out their duties. For example, a manager telling a subordinate about something, or an employee telling the supervisor about some problem, the act is called formal communication.

This type of communication flows in various direction i.e. Downward communication, Upward Communication, lateral and diagonal communication. Let's break them down one by one.

1. **Downward Communication**

Downward of communication If the flow of communication is in downward direction i.e. from higher level to lower level hierarchy, it is known as downward of communication. It is flowing from the higher authority to the lower employee.

Communication is said to be in downward pattern when a HoD, informs, instructs or advises his subordinates. This is typically used for routine information, task work, follow up of previous task etc. This type of communication may be through letters circulars notices memos etc.

2. **Upward Communication**

Upward communication is the flow of communication from lower level hierarchy to the higher level hierarchy in the organization. Communication flows upward when subordinates report to their superiors or when they present their findings and recommendations. Organizational culture is important for upward communication flow. An organization has a well defined structure such as, workers, supervisors, officers, managers, unit head etc. When subordinates report to their seniors, the communication flows upward. Such communication may be in the form of reports, letters, recommendations, suggestions, grievances, etc.

3. Lateral or Horizontal Communication

This kind of communication occurs among peer group or hierarchically equivalent employees. This communication is called as horizontal network of communication when flow of communication is in lateral direction from people of same hierarchical positions. This communication is required for time saving and proper coordination. This network allows people with the same designation to communicate with each other. It facilitates information sharing for the purpose of explaining the peer group activities. Lateral communication is when a marketing manager sends a report with some survey results to the quality manager for further action.

4. Diagonal or Crosswise Communication

This kind of communication goes everywhere. Diagonal communication is when sales manager communicates directly with general manager of production department. Use of email communication promotes crosswise communication. Any employee can send mail to higher authorities. Also called crosswise communication, there is no specific line of command in diagonal communication. Formal communication is very important for any organisation. Communication is inherent in all managerial and administrative activities, when you're writing reports, emails, giving instructions, etc.

Lets understand the different modes of formal communication.

Formal Written Communication

A) Letter

A letter is a written message that may be typed on a computer, handwritten, or printed on paper. It is normally sent to the receiver either by e-mail, or by mail in an envelope. It can be written for any purpose, to give order for anyproducts, to complain, to inquire something, for complaint, etc.

i. Formal Letter

The letters have a certain manner of writing. The issues in question are of a professional nature and can be directly addressed.

ii. Business Letter

This letter writing is used for business correspondence. This letter generally contains such information as quotations, orders, complaints, claims, letters for collections etc. These letters are always strictly formal and are in a pattern of formalities. Business letter communication is between two parties who want to do business with one another.

iii. Official Letter

This type of letter is written to inform other offices of same company, other branches and subordinates. This is a written mode of communication wherein official information like rules, regulations, procedures, events or any other such information is shared. Official letters are also formal in nature and follow a certain structureand decorum. Official letter has a format of organization.

a) **Employment Letters**

Any letter in respect of employment process like joining letter, promotion letter, application letter, relieving letter, experience letter, leave application etc. falls under this category.

b) **Memorandum**

Memorandum or memo is a form of written communication which is used to send any information within an organization. Memo writing is for the purpose of informing, but there is also a persuasive element, or a call for action. There is a certain format written that an organization can follow their own format of memo writing.

c) **Notice**

Notice is drafted or written for giving some instruction to the staff of the organization. It can be written for any purpose i.e. to give instruction of vacation, to give instruction of cultural events, weekend seminar, conference, meeting etc. This form of communication can be used in all educational

institutions and any organization. The objective of this kind of communication is to make employee aware about what is happening in an organization.

d) **Reports**

This is written communication to share the results of research, data analysis that has been compiled. It is able to handle a variety of subjects, but it is usually focused on the communication of information with a clear purpose, to a specific audience and specific addressee.Typically, the report is named according to its primary purpose or function. There are many types of reports such as accident report, laboratory report, sales report etc. Laboratory report contains procedures and results of laboratory activities, research report contains study problems scientifically by developing hypotheses, collecting data, analyzing data and indicating findings or conclusions and progress report contains monitor of production, sales, shipping, service, or related business process.

f) **E-mail**

This is among the professional types of written communication. This form can be used for communication within the organization and outside the organization as well. While writing an email there should be some standard. Check the grammar and spelling before sending an email to anyone.

Formal Oral Communication

Interviews

Interview is one kind of formal and face to face communication. It mostly takes place for job purpose. An interview is a process in which the interviewer asks questions and the interviewee answers the questions. Body language and appearance is the most important in an interview.

Seminar

Seminar is a kind of education. It may be operated by an academic institution or offered by a commercial or professional organization. It is done to share information and ideas from one to many. It is an instance of highly formal communication as speaker is permitted to speak in formal tone only. Besides the above mentioned example, group discussion, conference, meeting etc are some other examples of formal oral communication.

1.2.4.2 Informal Communication

Informal face-to-face communication is a casual and unofficial form of communication in which information is exchanged spontaneously between two or more individuals without any formalities, rules, processes, system, or chain of command. Informal communications are devoid of organizational

conventional rules and other formalities, as they are based on personal or informal relationships such as friends, peers, family members, neighbors, and intimates. Informal communication is exemplified by two friends conversing at the canteen to deliberate on their movie plans.

Informal Written Communication

- **Letter Writing**

  An informal letter is composed in a manner that is informal. It may be addressed to family members, acquaintances, relatives, or cousins. If you have a cordial relationship with your formal contacts, you may compose an informal letter. The format of an informal letter is slightly different from that of a formal letter. Informal language is permissible. We should endeavor to comprehend the format of an informal letter.

- **Address**

  The address is typically inscribed at the top of the page, on the left-hand side. The address must be precise and comprehensive.

- **Date**

  The date is then written immediately below the address. This enables the reader to establish a reference point for the date of the informal letter. The date should be formatted as December 12, 2015 .

- **Salutation/Greetings**

  The salutation can be informal, as you are familiar with the individual to whom you are writing. If it is a friend or someone close to you, you may write "Dear Renu" or simply "Renu." If you are composing a letter to a relative, to an aunt or uncle, you may address them as "Dear Aunt".

- **Body of the Letter**

  A cordial tone should be maintained in an informal letter, as it is intended for friends and family. If you are communicating with a friend, you may be more informal; however, if you are writing to your uncle and aunt, you must be extremely respectful and considerate.

- **Conclusion**

  The purpose of the letter can be succinctly summarized in a single paragraph. You may bid the reader a farewell that is both heartfelt and significant. You have the option of inviting the reader to respond to your letter or write back to you.

- **Complimentary close/Signature**

Informal letters do not necessitate signatures. The following are some of the most frequently used phrases: "Best wishes," "Regards," "With Love," and "Kindly."

- **Social Media Communication**

  We frequently engage in communication with our peers through a variety of social media platforms, including WhatsApp, Facebook, and Instagram. We employ a highly informal language and occasionally communicate using code languages such as "IDK" (I don't know), "TC" (Take care), and "Lol" (Laugh out loud). In order to expedite the response process and save time, we employ this type of language.

Informal Oral Communication

Informal oral communication can take place at any time, while walking on road, talking with friends, gossiping with neighbours, etc. For example, while talking to our neighbours, we can talk on any randomtopic regarding decoration of Navratri to Winter Evening Party.

1.2.5 Barriers To Communication

We interact with many people every day. We communicate throughwords, expressions and body language. Sometimes we rely on communication channel like phone, Internet, social media, etc. to furnish our friendships, plan vacations, repair marriages, order dinner, purchase a car, express our opinions, ask for help, negotiate deals, accept job offers, etc. There can be severalfactors which can break down communication process and chain of communication. The factors are known as barriers to communication. Let us discuss the barriers to communication.

1.2.5.1 Physical Barriers

These barrier usually relates to environmental factors which affects the communication process. This barrier is natural. It affects both sender andreceiver. Environmental or physical barriers almost always occur at the beginning of the communication process.

Noise

Noise is one of the most common physical barriers in communication It is also known as hindrance to communication. It reduces clarity of a message.There are many forms of noise barriers which can takes placeduring the communication process. Some of them are here…

- **Interruption of Technology**: Sometimes lack of internet connectivity creates hindrance in communication. Due to this, message cannot reach to the receiver on time. Even sometimes lack of

network does not allow your voice to be reached on time to receiver. So many times we hear from the receiver the words your voice is not clear — I could not here you — no proper network etc.

- **Noise by People**: Sometimes in social gatherings, due to much noise weare not able to communicate properly from a certain distance. As it's a gathering, we cannot say anyone to lower down their voice. In such a situation, only thing we can do is to go far from the gathering to attend a call.
- **External Noise**: sometimes distracting activities going on nearby such as traffic noise, construction noise, high volume music system, conversation taking place in nearby room, etc. become barriers to communication Space and Distance: Distance between sender and receiver can cause hindrance in communication. It is not audible if speakers speak from far space. In present time, email, telephone, and video conferencing can help to lessen the effects of time and space barriers, particularly for people who are communicating on a global level. To overcome the noise barrier, you should first find out the source of noise.

1.2.5.2 Cultural Barrier

In the era of globalization, a person can work for an organization in any part of the world, sitting in any corner of the world. Being a communicator, you come in contact with many people who belong to different culture, region, state and country. Different cultures have a different meaning for several things. When culturally different people communicate with each other, there is a possibility of misunderstanding and conflict. Each culture has an independent language and symbol of communication. Style of dressing, religions, food, drinks, and the general behaviour will be different drastically from one culture to another. In many multinational companies, special courses are offered at the orientation stages so that people know about other cultures.

1.2.5.3 Linguistic Barrier

Language is needed for communication. Communication becomes toughif people don't understand language of others. This is known as a linguistics/language barrier to communication. It is one of the main barriers that limit effective communication. Each region has its own dialect and language. Sometimes, difference in dialect creates misunderstanding between sender and receiver and can become an hindrance in communication. Even at the workplace, different employees have different linguistic skills and speak different dialects.

1.2.5.4 Travelling Linguistic Barrier

Being a human, we love to travel and explore different places. When we travel from one place to another place, region or country, we encounter new people. It is obvious that their language is different from our native language. In this situation, we find difficulty in communication. For example, when we travel in south India, we find difficulties in communicating with the local people if we do not know their language. If we go to France, Germany we need to hire a mediator who can translate both languages.

Linguistic Barrier at Workplace: This barrier can occur due to difference in spoken languages or usages of different technical terms or jargon at work place.

For example, at work place, people from the same company but different departments or divisions may experience a language barrier in communication due to the technicalities of the languages they use. For example when a doctor talks to an engineer, the terms and language may differ.To overcome language barrier at workplace, use one primary language at workplace and translate all the relevant documents in one language that is understood by all. An organization can hire an interpreter to translate and pass the required information to the employees. Repetition of one thing allows people to grasp the things to those who failed to understand it at the first time. Repetition gives the employees ample time to hear, internalize and understand the topic and message.

1.2.5.5. Psychological Barrier

The psychological barrier in communication takes place due to the influence of psychological state of sender and receiver. This barrier takes place due to emotional and mental limitations of human beings. The result of these barriers can be absent-mindedness, the fear of expressing one's ideas to others, excitement and emotional instability, anxiety, confused state of mind, etc. For example, when you are upset and sad, you can't concentrate on listening.

i) Poor Attention: When a person is pre-occupied by some otherthoughts and cannot concentrate what the other person is speaking, there arises the psychological barrier in communication. This may take place due to emotional disturbance; fight or quarrel with someone and other personal problems.

ii) False Assumption: Communication may fail due to poor and false assumption. For example, sender fails to communicate instructions well because he/she assumes that the receiver has understood the message, but the fact could be that the receiver partially understood what was communicated or didn't understand at all. These both situations can cause communication breakdown.

iii) Poor Retention: Retention is the capacity of the memory of thebrain to store the information. The Brain does not store all the information which is provided to it, but can store only that information which seems useful in future. So, half the information islost in the retention process. For example, your friend has told you for meeting before a month and also conveyed the date and place of the meeting, but it may happen that, you forget the place and only remember the date of the meeting.

iv) Anger: Anger in communication can harm anyone. If the sender is angry when he/she sends a message, it will affect the way in which the receiver interprets and perceives the message.

v) Early Evaluation: Some people have tendency to jump into conclusion so early without considering all the aspects of a message and information. These kinds of people are always in hurry by nature. For example, a person who is in a hurry and is talking on the phone does not listen to half the message of the sender and makes the decision on half thing.

vi) Personal Baggage: If a person carries personal baggage at the time of professional communication and meeting, he/she may not concentrate in the meeting. The consequences of this barrier are that sometime the speaker and receiver cannot control their personal though process and also keep on thinking at the workplace.

Vii) Closed Mind: Man is a social animal and sometimes works according to the mood and gathers information which is helpful to him only. This mostly happens in conferences and seminars where audience do not concentrate on all the speaker and their speeches.

For example, when a person is closed minded, the person will have fixed opinions on many things, and will interpret any information in a negative way.

viii) Distrust: Trust is the most important aspect in communication. To have effective communication, both sender and receiver should trust each other. Lack of trust may lead to misunderstanding in communication. If the receiver has no trust, then he will not listen to whatever is being told by the sender, and this will result in a meaningless communication and interaction.

1.2.5.6 Organizational Barrier

This barrier refers to the hindrances in the flow of information among the employees that might result in communication breakdown and communication failure in an organization. Organization is designed on the basis of formal hierarchical structure. To do goal oriented task free flow of communication is required. Let us discuss organizational barriers.

Hierarchy: Numerous hierarchical levels may result into the loss of information. Due to this, communication may get delayed and does not reach to the receiver or sender on time. This particularly happens in upward communication, i.e., communication from subordinates to superiors, and junior to senior.

Rules and policies: In most of the organization, rules and regulations are designed for communication. Rules and policies define the relationship between the employees and the way they shall communicate with higher authorities.

For example, in an organization, if policy is that all the communication should be done in written mode of communication, even then for a small message and single message the medium used should be written. If the policy is that all the communication should be done through e-mail only, then all the communication should be done via email only.

Facilities in organization: Telephones, printing machine, paper, computers, etc. are basic requirements in any organization. Due to the absence of these equipments in an organization, communication gets delayed. For example, if printing machine is not available where one is working in an organization, it will time taking process to take print out for any employee, and thus he/she cannot send reports, printed documents and message on time to higher authority

1.3 Check Your Progress

A. True/False

1. Communication requires only a sender.
2. Feedback is an important part of communication.
3. Non-verbal communication includes gestures.
4. Letter is non verbal communication.

B. Fill in the blanks

1. Communication is the process of _____ information.
   a.One way b.Two way
2. The person who receives the message is called _____.
   Choose the correct options from given below.
   a. Receiver b. Sender c. Mediator
3. Communication is a part of _____skills.
   a. Soft b. Hard c. Short

4. Communication is a continuous _____.

   a. **Process b. Feature**

5. _____is the person who notices and decodes andattaches some meaning to a message.

   a. **Receiver b. Sender c. Driver**

6. The response to a sender‘s message is called _____

   a. **Feedback b. Feedtake c. None of these**

1.4 Summary

Communication is the exchange of ideas and information. It involves several elements such as sender, message, and receiver. Communication can be verbal or non-verbal, formal or informal. Effective communication is essential for personal and professional success.You have learnt Meaning of Communication, Process of Communication, Characteristics of Communication, Various types of communication and its usages.Without communication nothing is possible.

1.5 Keywords

Communication: The process of exchanging information, ideas, or feelings between people.

Sender: The person who creates and sends the message.

Receiver: The person who receives and interprets the message.

Message: The information, idea, or feeling being conveyed.

Feedback: The receiver’s response that shows the sender whether the message was understood.

Verbal: Communication using spoken or written words.

Non-verbal: Communication without words, through body language, gestures, facial expressions, tone, or eye contact.

1.6 Self-Assessment Test

1. Define communication and explain its elements.
2. Describe the process of communication.
3. Explain types of communication with examples.
4. What are the barriers to communication?
5. Discuss importance of Kinesics in non-verbal communication.

6. Social Media – a new form of communication. Discuss.

1.7 Answers to Check Your Progress

A.

1.False

2.True

3.True

4.False

B.

1.Exchanging

2.Receiver

3.Soft

4. Process

5.Receiver

6. Feedback

1.8 References / Suggested Reading

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Course: **English Language and Communication Skills-1**	
Course Code: **C24AEC101T**	Author: **Dr. Astha Gupta**
Lesson No: **2**	Vetter: **Prof. Anju Verma**

WORKPLACE AND INTERPERSONAL COMMUNICATION

STRUCTURE

2.0 Learning Objectives

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2.2 Workplace Communication

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2.2.2 Tips for Effective Communication in Workplace

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2.3 Interpersonal Communication

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2.0 Learning Objectives

- Understand workplace communication and interpersonal communication skills with each other To improve professional interaction and relation with people
- To ensure the clear exchange of information, foster collaborative teamwork,align employees with organizational goals,and resolve conflicts.
- To learn how to perform well, builds a positive work environment, and eliminates inefficiencies.

- Understand the concepts of Interpersonal Communication..
- Learn to develop the skills of effective Interpersonal Communication.

2.1 Introduction

Communication is essential for smooth functioning of any organization in the workplace. It refers to the communication you do at your workplace. Knowing when and how to effectively communicate at work can help you reduce miscommuncation, increase team happiness, bolster collaboration, and foster trust. Teams that know how to communicate effectively about busywork are better prepared for difficult situations. Interpersonal communication helps in building relationships. It is the dynamic, two-way process of exchanging messages, ideas, and emotions between two or more people. It goes beyond just speaking; it relies on both verbal and nonverbal cues to build connections, manage relationships, and navigate daily social and professional life.

It is the process of communication which takes place face to face .In this process the feelings, emotions and thoughts are being shared through verbal and non-verbal messages. It not only involves the message but how that message is being said through voice tone, gestures, facial expressions. Interpersonal communication is all pervasive whether it is social or professional domain. How people communicate in professional domains depends to a large extent how they have been communicating in their social domains. It also depends on personality and related psychological forces likes self esteem, needs, wants, desires, motivations, insecurities etc of the communicator.

In business the nature and quality of interpersonal communication will have an impact on the employee relations, peer relations, sales performance, customer relationships, conflict management, public relations etc.

2.2 Workplace Communication

Workplace communication is the process of exchanging information, both verbal and non-verbal, within an organization. There are many means of communication. To be an effective and valuable member of workplace it is important that you become skilled in all the different methods of communication that are appropriate. Effective workplace communication ensures that organizational objectives are achieved. Workplace communication is tremendously important to organizations because it increases productivity and efficiency. Ineffective workplace communication leads to communication gaps between employees, which causes confusion, wastes time, and reduces productivity. Misunderstandings that cause friction between people can be avoided by communicating effectively. For communication, it must pass from a

sender to a receiver. For communication to be effective, it must be understood by the receiver and can be responded to. This means that communication involves speaking, reading, listening, and reasoning skills. As communications pass from the source to the receiver there is plenty of opportunity for its original meaning to change. Therefore listening, reasoning and feedback is an important part of the process as it is an opportunity for the sender to make sure, the receiver has understood the message. Noise can have a big impact on the message the receiverdecodes.

2.2.1 Importance of Workplace Communication:

Effective communication is crucial in the workplace for a variety of reasons. Here are 10 important aspects highlighting the significance of communication at work:

Clarity of Instructions and Expectations

Clear communication ensures that instructions, expectations, and tasks are well-understood by employees. This clarity minimizes the likelihood of misunderstandings, errors, and confusion, leading to more accurate and efficient work.

Team Collaboration

Communication fosters collaboration among team members. Teams can work together more effectively when there is open and transparent communication. Sharing ideas, information, and feedback contributes to a more cohesive and productive team dynamic.

Conflict Resolution:

Communication is vital for addressing and resolving conflicts that may arise in the workplace. Open and honest communication allows for the identification of issues, discussion of concerns, and collaborative problem-solving, promoting a positive work environment.

Employee Engagement

Regular communication keeps employees engaged and informed about organizational goals, changes, and developments. Engaged employees are more likely to feel connected to the organization, motivated in their work, and aligned with the company's mission.

Feedback and Performance Improvement

Communication facilitates the exchange of feedback between managers and employees. Constructive feedback helps employees understand their strengths and areas for improvement, contributing to personal and professional growth.

Innovation and Idea Sharing

Effective communication encourages the sharing of ideas and promotes innovation. When employees feel comfortable expressing their thoughts, creativity is stimulated, leading to the development of new solutions and strategies.

Decision-Making

Communication is essential in the decision-making process. Informed decision-making relies on the exchange of relevant information, opinions, and perspectives among team members and leaders.

Organizational Culture and Morale

Communication shapes the organizational culture and influences employee morale.Transparent and positive communication fosters a healthy work culture, contributing to employee satisfaction and overall well-being.

Customer Relations

Communication plays a key role in interactions with clients, customers, and external stakeholders. Important effective communication enhances customer relations, builds trust, and strengthens the organization's reputation.

Adaptability to Change

Communication is crucial during times of change, such as organizational restructuring or process modifications. Clear communication helps employees understand the reasons for change, addresses concerns, and facilitates a smoother transition, reducing resistance and fostering adaptability.

Tips for Effective Communication in the Workplace



Figure 2.1: Workplace Communication

Source:www.graphics/team$coommunication

Here are some unique tips for communicating effectively in the workplace, each explained with examples:

1. Personalize Your Communication

Tailor your communication to fit the preferences and styles of your audience.

For example, if a colleague prefers brief updates via instant messaging, use that medium to keep them informed, ensuring your communication is efficient and well-received.

2. Leverage Storytelling

Use storytelling to make your message more relatable and memorable. Sharing a relevant story can illustrate a point better than mere facts.

For example, when proposing a new project approach, share a success story from a past experience to demonstrate the potential impact and build buy-in from the team.

3. Use Visual Aids

Enhance your communication by using visuals such as charts, graphs, or infographics. Visual aids can simplify complex information and make it easier to understand.

For example, during a financial report presentation, use charts to show revenue growth trends instead of just listing numbers, making it easier for the audience to grasp the data.

4. Practice Mindful Communication

Be fully present in conversations, giving your undivided attention to the speaker. Mindful communication shows respect and helps in understanding the message clearly.

For example, in a meeting, avoid distractions like checking your phone. Instead, maintain eye contact and actively listen, showing that you value what the speaker is saying.

5.**Set Clear Communication Channels**

Define and agree on the communication channels to be used for different types of messages. This prevents confusion and ensures information flows smoothly.

For example, in case of urgent updates, use instant messaging for detailed discussions and scheduled meetings. Establishing these norms helps manage expectations and keeps everyone aligned.

6. Implement a Feedback Loop

Create opportunities for regular feedback on communication effectiveness. This helps identify areas for improvement and ensures that the communication methods meet the team's needs.

For example, hold a debrief session after completing a project to discuss what communication strategies

worked well and what could be improved for future projects.

7. Use "I" Statements

Using "I" statements can help express your feelings and opinions without sounding accusatory, which fosters a more open and less defensive conversation.

For example, instead of saying, "You never listen to my ideas," say, "I feel unheard when my suggestions aren't acknowledged." This approach promotes constructive dialogue.

8. Clarify and Confirm Understanding

Always restate or summarize key points after a discussion to ensure that everyone is on the same page. This reduces the risk of misunderstandings.

For example, after discussing a new marketing strategy, summarize the main action points and ask, "Does everyone agree with this plan?" to confirm collective understanding.

9. Be Aware of Cultural Differences

Recognize and respect cultural differences in communication styles, as this can impact how messages are received and interpreted.

For example, in cultures where direct communication may be seen as rude, use a more diplomatic approach to convey feedback, ensuring your message is respectful and well-received.

10. Use Humor Wisely

Appropriate use of humor can lighten the mood and make communication more engaging. However, be mindful of the context and audience to avoid misunderstandings.

For example, when starting a meeting, use a light-hearted joke to break the ice and ease tension, but ensure it's appropriate for the workplace environment and doesn't offend anyone. By implementing these unique tips, you can enhance communication in the workplace, leading to more effective collaboration, clearer understanding, and a positive work environment.

2.2.2 Barriers to Communication at Workplace

Organizations with poor communication are often marked by poor efficiency, frustrated employees, and a pervading lack of engagement. But what causes this poor communication in the first place? Here are some barriers to consider: Let's look at some common obstacles to communication in the workplace and how to overcome them by encouraging best practices and improving technology.

Inefficiency: Do people at their company need to jump through hoops to send a message? Are people not receiving messages at the right time? When someone needs to send a message to multiple people, do

they have to add each person to the email individually? Chances are, there are areas of communication in your workplace that are bogged down by inefficient processes that slow and weaken communication.

Unnecessary Communication: Sometimes, the problem isn't too little communication, but too much. Extra steps for approving certain tasks and an excessive amount of follow-ups can leave your team with no time or energy for the discussions that actually matter.

Lack of Social Time: If employees in your organization never have any time for non-work-related social discussions, collaboration will likely suffer. The attitude of "only talking about work at work" doesn't help company culture, and it doesn't encourage strong teams. If you care about employee engagement, you need to encourage camaraderie in employee relationships.

Passive Aggression: Being passive-aggressive doesn't help anyone. It muddles the meaning of your message and spreads unclear feelings of anger that poison the culture because they are never confronted properly. Once passive aggression takes off at a workplace, it can overwhelm the company culture. Sarcasm, indirectness, and other passive-aggressive forms of communication should have no room in your workplace.

Gossip: While you want your employees to communicate with each other on both a professional and a social level, you want to discourage gossip. Gossip and rumors hurt organizations by poisoning the well and damaging trust between colleagues. This complicates collaboration and decision-making as well. To be clear, these obstacles aren't new. They've been around for as long as people have worked in organized groups. But today's always-connected culture has enhanced the destructive nature of these poor communication. We can educate our workforce and encourage employees to use each type of communication more effectively.

2.2.3 Types of Workplace Communication:

Workplace communication can be categorized into various types based on the nature, purpose, and communication channels. Here are some common types of workplace communication

2.2.3.1 Formal Communication

• Upward (employee → manager)

• Downward (manager → employee)

• Horizontal (between colleagues)

Upward Communication: Information flows from lower levels of the hierarchy to higher levels, such as when employees provide feedback or reports to their managers.

Downward Communication: Information flows from higher levels of the hierarchy to lower levels, such as when management communicates policies, instructions, or updates to employees.

Horizontal/Lateral Communication: Communication occurs between individuals or departments at the same hierarchical level, facilitating coordination and collaboration.

2.2.3.2 Informal Communication:

Grapevine Communication: Informal and unofficial communication that spreads through the organization, often involving rumors, gossip, or casual conversations.

Social Interactions: Informal discussions, casual chats, and social interactions among employees, can contribute to building relationships and a positive workplace culture.

2.2.3.3 Written Communication:

Written communication is very important part of communication at workplace Particularly in information-based industries and remote teams. When people think of workplace written communication, they often think of Slack channels and direct messages, emails, and written memos. But announcements, notifications, notes, and company documents (processes, forms, etc.) are also forms of communication. All of these can be printed, written, or digitally transmitted. Written communication has several advantages for companies, especially for sensitive and important information. The sender has a permanent record of what was said and when.

Communications can be scheduled in advance so everyone receives info they need at the right time. With proper security, you can control who has access to the information like:

Emails: Electronic messages used for conveying information, instructions, updates, or discussions.

Memoranda (Memos): Internal documents used for formal communication within an organization.

Reports: Comprehensive documents that provide detailed information and analysis on specific topic.

How to improve written communication at the company:

In general, there are three key ways to improve written communication:

1. Keep it simple, And Convey messages as concisely as possible.

2. Practice writing messages for difficult situations and ask a colleague or manager to review your message and provide feedback. The better your writing, the more effectively you can communicate with others.

3. Read over and proofread all workplace communications before distribution.

How To use written communication

For more formal communications to a department, team, or across the company, it is best to use physical memos or digital posts and announcements. Email and slack messages can be helpful ways of communicating with both in-office and remote workers, but messages can sometimes get lost in the daily flood of written communicationics.

2.2.3.4 Verbal Communication:

Verbal communication means sharing and exchanging ides and thoughts through spoken words. When someone from the next cubicle asks you to look over his current project, he's using verbal communication. Group calls and virtual meetings are a different type of verbal communication, but they're still based on the spoken word. Some virtual meetings will have a written or visual component, but when people speak, that's verbal communication**.**

For examples: Your manager calls and asks you to come in early tomorrow,because a new director will give a keynote speech, Board members will discuss a new policy.

Meetings: Formal gatherings where team members discuss topics, make decisions, and share information.

Presentations: Verbal communication involves the delivery of information to a group using visual aids like slides or charts.

How to improve verbal communication skills:

1. In one-on-one, face-to-face communication, give your full attention to the person you're communicating with maximizing eye contact.

2. Speak clearly, with a confident, even voice.

3. Avoid whispering, trailing off, or running words together. If you're speaking in front of a larger group

4. prepare your message beforehand and speak with confidence and enthusiasm. You may also want to supplement your speech with written and visual communication in the form of slides, images, or videos.

2.2.3.5 Non-Verbal Communication

Nonverbal communication is when meaning is exchanged without words. While words may be present, they are not the primary method for conveying the meaning of your message.

Some examples include:

The scowl your boss gives you when you reach across his desk for a pencil.

The way you look up from your computer and nod when a colleague comes into your office.

The way you listen (or don't) when someone shares a complaint.

Most nonverbal communication can be divided into three categories: gestures, facial expressions, and paralanguage (which includes pitch, volume, and voice). Realistically, a lot of nonverbal communication manifests as paralanguage.

Body Language: Gestures, facial expressions, posture, and other non-verbal cues that convey messages without spoken words.**Visuals:** Charts, graphs, and other visual aids used to enhance understanding during presentations or discussions.

Electronic Communication: Instant Messaging: Real-time, text-based communication platforms for quick exchanges of information through online.

Video Conferencing: Virtual meetings that allow face-to-face communication among individuals in different locations.

Feedback: Formal evaluations of an employee's performance, often including constructive feedback.

Employee Surveys: Tools used to gather feedback from employees on various aspects of the workplace.

Understanding and effectively utilizing these types of workplace communication can enhance collaboration, productivity, and overall organizational success.

How to improve nonverbal communication skills:

Nonverbal communicationis as a communication aid, not a stand-alone method for expressing ideas. You can often change how a message is received by changing your tone or facial expression during verbal communication. Otherwise, you can easily nod or smile at someone to say "hello" in the office without disrupting a quiet work environment.

Take the time to learn more about the cultures of your colleagues. Then, strive for communication they'd find clear and unoffensive. Even if you work in a company largely composed of people from the same location, intentionality can improve your nonverbal communication.

Pay attention to your colleagues' body language and gestures.

Avoid body language and facial expressions that might be taken as disparaging, rude, or frustrated. When in doubt, a smile is almost universally positive. But you can always express an idea in words or writing if you are worried about being clear.

2.2.3.5 Visual Communication

It can be both efficient and effective. In some cases, it communicates more information more quickly than other types of communication. However, sometimes an image may not convey the same idea to the recipient as it did to the sender, and it may trigger strong responses in some individuals. Unclear graphs and charts may lead to confusion and misunderstandings. Visual communication can lead to misinterpretation. The fourth type of communication is visual, which can include:

1. Sketching out a flowchart to show the new employee how products are routed at your company
2. Preparing graphics for a Power-Point to use at your next team meeting
3. Sending a meme or GIF on your company's Slack channel Creating a video of a process by recording your screen

How to improve and use Visual Communication

Workplace visuals can be divided into two main categories:

Graphs and Data Representation: A picture or diagram that represents data in an organized matter. One example might be a line graph of your company's revenue growth over time. Flowcharts can also fall into this category. Video, images, and Other Graphicscan be used, Rather than represent data, these images typically demonstrate an idea or convey direct information or elicit an emotional response. Brand assets fall into this category along with training videos, stock photos, and emoticons.

Here are some tips to help you make the most of each type of visual communication:

1. When preparing videos and images, eliminate irrelevant backgrounds and other potential distractions. If you're sharing your screen, for instance, first close up apps and windows that don't convey useful information.
2. Use arrows, captions, and highlights to draw attention to the most important areas in the image.
3. If, there are visually-impaired people at your company, ensure that every image comes with explanatory alt-text or captions.
4. If, you're using images and gifs in informal communication, make sure that they'll contribute positively to your company culture and do not come across as disparaging to any group.
5. Make charts eye-catching (with interesting colors and shapes) and easy to understand. This helps the viewer interpret the information correctly.
6. Vertical bar charts are great for comparing data divided by category, especially if you only have a few categories to display. To show the breakdown of a larger whole you might want to use a pie chart (a circle divided into colored segments).

7. Line charts work well for displaying information that's based on a continuous variable, such as monthly sales data. Just choose a scale that makes trends easy to understand.

2.3 Interpersonal Communication

Interpersonal communication refers to communication between two or more people. It involves the exchange of messages, ideas, and information between individuals., Interpersonal communication is the foundation of how we connect, collaborate and understand one another in everyday life. Be it a conversation with a friend, a meeting with coworkers or a message sent through digital platforms, effective communication shapes relationships and drives success. Intoday'digital world especially with the rise of remote work and virtual collaboration strong interpersonal skills are more important than ever. This can take many forms, including face-to-face conversations, phone calls, emails, and video conference. It's the exchange of information between people through verbal, nonverbal, written, and visual channels.

2.3.1 Key Elements of Interpersonal Communication

The main components of interpersonal communication include:

- **Sender –** The sender is the person who initiates the communication by generating and delivering a message based on their thoughts, feelings or intentions.
- **Message –** The message is the content being communicated; this could include spoken words, gestures, written text, tone of voice or even silence.
- **Channel –** The channel refers to the medium through which the message is delivered — such as face-to-face conversation, email, phone calls or video chat.
- **Receiver –** The receiver is the person who interprets and responds to the message. Their understanding is shaped by their background, experiences and the context of the interaction.
- **Feedback –** Feedback is the response the receiver provides, which helps the sender know whether the message was understood as intended. It can be verbal or nonverbal and immediate or delayed.
- **Context –** Context includes the physical, social and emotional environment in which communication takes place. It influences how messages are sent, received and interpreted.
- **Noise –** Noise refers to any interference that disrupts or distorts the communication process. This can be external (like a loud room), internal (such as stress) or semantic (unclear language or jargon).

2.3.2 Types of Interpersonal Communication:

Interpersonal communication takes numerous forms, each pivotal in how we share ideas, emotions and information with others.

1. Verbal Communication

Verbal communication uses spoken words to convey meaning. It includes tone, clarity and language choice — and it's central to everyday conversations, meetings and presentations.

2. Nonverbal Communication

Nonverbal communication includes facial expressions, gestures, posture, eye contact and body language. These cues often reveal emotions and attitudes that words alone may not express.

3. Written Communication

Written communication occurs through emails, text messages, letters and other written formats. It requires careful word choice, structure and tone to ensure clarity and avoid misinterpretation.

4. Listening

Listening is an active, intentional process that involves receiving, interpreting and responding to spoken messages. Effective listening fosters understanding, builds trust and strengthens relationships.

2.3.3 Importance of Interpersonal Communication

- Interpersonal communication is a life skill that influences nearly every interaction we have — whether at home, or the workplace or in service-oriented professions. Interpersonal communication is a valuable soft skill that appears in many job descriptions.
- Strong interpersonal skills help people express emotions and thoughts clearly while fostering empathy for others
- It plays a crucial role in being a team player or an effective leader, qualities that recruiters actively seek with solid interpersonal communication skills, you can clearly convey your intentions and ideas, strengthening both professional and personal relationships
- Many conflicts arise from misunderstandings—good interpersonal skills help prevent these issues, reducing arguments, hurt feelings, and workplace morale problem.

In Personal Life:

- **Builds Connection –** Open and honest communication strengthens bonds with family and friends.

- **Enhances Conflict Resolution –** Clear dialogue helps resolve disagreements respectfully and constructively.
- **Improves Emotional Empathy –** Being able to express and interpret feelings enhances emotional closeness and mutual support.

In the Workplace:

- **Facilitates Teamwork and Collaboration –** Clear communication keeps projects on track and encourages input from all team members.
- **Improves Leadership and Management –** Strong communicators can motivate, guide and inspire others effectively.
- **Boosts Productivity and Morale –** When employees feel heard and understood, they are more engaged and efficient.

In Healthcare, Education and Public Service:

- **Enhances Patient or Engagement –** Personalized, respectful communication promotes better outcomes in care and learning.
- **Promotes Ethical and Effective Service delivery –** Clear, compassionate communication upholds standards of professionalism and care.
- **Reduces Misunderstandings and Miscommunication –** Active listening and thoughtful expression help minimize errors and build trust.

2.3.4 Barriers to Effective Interpersonal Communication:

Even with the right communication skills, various obstacles can hinder clear and meaningful interaction. Recognizing these barriers is the first step toward overcoming them and improving the quality of personal and professional exchanges.

1. Cultural Dfferences – Differences in customs, values or communication styles can lead to misunderstandings or discomfort between individuals from diverse backgrounds.

2. Language or Jargon – Using unfamiliar terminology, technical language or slang can confuse the listener and create distance between the sender and receiver.

3. **Differing World Views**: World view is the over all perspective from which an individual or group sees and interprets the world or what an individual or group believes to be true. World view of individuals largely effect the interpersonal communication. If the world view of mutual communicators is similar the communication is likely to be smooth and fruitful. If one believes that to progress in an

organization, one has to engage in fierce competition with one's peers then he or she will work for individual gains more than the group gains and in the process may not be able to maintain good interpersonal communication in the organization

4. Emotional Noise – Strong emotions such as anger, anxiety or frustration can cloud judgment, distort messages and, in turn, make it difficult to listen or speak effectively.

5. Assumptions or Biases – Preconceived notions or stereotypes can result in the misinterpretation of the words or actions of others and the impediment of open-minded dialogue.

6. Lack of Feedback – The sender may be unable to determine whether their message was comprehended in the absence of clear feedback, which can result in miscommunication and unmet expectations.

7. Diverting: Diverting is one of the most common methods of transitioning a conversation from the other person's concern to the topic of one's own interest or concern. It occurs when individuals lack the awareness and abilities to listen patiently and effectively. Occasionally, individuals engage in diversionary behavior in order to circumvent the potential negative sentiments that may arise from the conversation. Neglecting to acknowledge the issue will never result in effective interpersonal communication.

8. Sender's Behavior: The sender may be unable to select the appropriate word to convey his intended message with precision. Also, the shipper may not be entirely cognizant of the intellectual capabilities of the recipient and may employ technical jargon or words that the receiver is unable to comprehend.

9. Receiver's Behavior: The communication process is distorted by the attention and emotional filters of the receivers, which cause them to hear through their own filters. The quantity of sound is increased by attention filters, while emotional filters obstruct an individual's comprehension. Additionally, recipients are susceptible to distraction. The reason for inadequate listening or attention is that individuals process information at a quicker pace than they articulate it. We have a significant amount of free time to contemplate while we listen.

10. Interpersonal Conflict and Communication: Interpersonal conflict occurs when the objectives of the individuals involved in the communication process are not mutually compatible. It can be conveyed through both verbal and nonverbal means. The discipline of conflict management should be cultivated by individuals. Interpersonal communication is employed to resolve conflicts in conflict resolution, utilizing personal and social skills. In order to mitigate hostilities and establish a conducive work

environment for the pursuit of objectives and the completion of tasks, interpersonal communication is a critical element of conflict management in organizations.

2.3.5 Tips for Effective Interpersonal Communication:

There are various guidelines for communicating effectively:

1. Listen Effectively: A person must listen attentively in order to communicate effectively. It is not advisable for an individual to hastily form a conclusion and render a judgment. It is imperative to allocate sufficient time and resources to comprehend the perspectives of all parties involved in the communication process. The primary focus should be on the collection of facts and the subsequent formulation of conclusions based on those facts.

2. Gain Knowledge: Seek assistance from individuals who are well-versed in the circumstances. Acquire knowledge regarding the policies and procedures that may facilitate effective communication.

3. Maintain Calmness: One should be polite to others and should not disrespect people in public. rage is rage anger. When folks don't con con con con con con con con con con con. A person's body language also conveys when they are uncomfortable. A person should communicate in order in order to keep composed, stay composed.

4. Communicate in Socially Manner: It refers to the method of the speaker's casual engagement with the speaker. In more formal situations, the recipient of the message will determine the communication. The presentation in terms of how the speaker's presentation in terms of how the speaker perceive language in terms of the receiver appears in terms of the presentation.

5. Communicate in Thoughtful and Careful manner: Communication should be handled deliberately. Before continuing with the communication process, one should wait and carefully assess the entire scenario. Individuals should communicate with each other people.

6. Practice Basic Acknowledgement: Person when conversing should nod the head, maintain eye contact and keep making movements which suggest that one is engaged in the encounter.

7. Develop the Habit of Asking AQuestions: Three categories of questions can be asked :

1. Closed Ended Questions: Yes or no responses to these inquiries will be generated.The queries do not address the individual's fundamental motivation, which is why they do not yield a significant amount of information. For instance, are you in good health?

2. Direct Questions: These questions are intended to assess people's understanding about a certain scenario. For example, could you explain what happened?

3. Open ended Questions: It aids in obtaining more detailed information about the problem. For example, can you explain the situation in detail?

8. **Listening Reflectively**: To confirm that what the individual heard is the same as what the other person stated, important terms should be repeated or the entire notion expressed in one's own words. This helps get the appropriate message.

9. Maintain Silence: Practicing a pause after each sentence helps listeners process the information.

10. Empathise: Empathy with the individuals with whom one is interacting is critical for understanding their point of view. This helps to create mutual trust, resulting in successful interpersonal interactions.

2.4 Check Your Progress

A. State whether the following statements are True/False

i. Workplace communication is the exchange of information within an organization.
ii. Formal communication follows official channels in an organization.
iii. Emails and reports are examples of written communication.
iv. Informal communication is also known as the grapevine network.
v. Interpersonal communication occurs between two or more people.
vi. Feedback is not an essential element of communication.
vii. Communication always takes place without any barriers.
viii. Noise can interfere with communication.

B. Fill in the blanks

i. Emails, letters, and reports are forms of _____ communication.
ii. Body language is a part of _____ communication.
iii. Interpersonal communication takes place between two or more _____.
iv. The process of exchanging ideas and feelings between people is called _____ communication.
v. A good communicator always encourages _____ from the receiver.
vi. The medium through which a message is transmitted is called a _____.

2.5 Summary

Workplace communication is the interchange of information, ideas, and messages inside a company between individuals, teams, and management. It includes verbal, non-verbal, written, and visual which help in productivity, coordination, and teamwork. Interpersonal communication is the interaction

between two or more individuals for sharing information, thoughts, and feelings. Effective interpersonal communication builds trust, strengthens relationships, and promotes cooperation.Active listening, feedback, empathy, and clear expression are essential for effective communication.Workplace and interpersonal communication are essential for professional success.

2.6 Keywords

Workplace: The place where people carry out their jobs and work together toward organizational goals.

Interpersonal: Relating to the interactions and relationships between two or more people.

Teamwork: People working together cooperatively to achieve a common goal.

Productivity: The amount of useful work completed in relation to the time, effort, or resources used.

Conflicts: Disagreements or clashes between people caused by differing needs, opinions, or interests.

Active listening: Fully focusing on the speaker, understanding their message, and responding thoughtfully rather than just hearing the words.

2.7 Self-Assessment Test

1. Explain types of workplace communication.
2. Define interpersonal communication.
3. Name two workplace communication types.
4. What is interpersonal communication?
5. Explain the concept and importance of workplace communication.
6. Discuss the various forms of communication used in organizations.
7. Describe the process of interpersonal communication.
8. Explain the barriers to effective communication and suggest measures to overcome them.
9. What is formal communication?
10. What is informal communication

2.8 Answers to check your progress

Check your progress A

I. True

ii True

iii True

Iv. True

V.True

Vi False

Vii False

Viii True

Check your progress B

i.Written

ii.Nonverbal

iii.Individuals

iv. Interpersonal

v.Feedback

vi. channel

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Course: English Language and Communication skills-1	
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FUNCTIONAL ENGLISH (EVERYDAY COMMUNICATION)

STRUCTURE

3.0 Learning Objectives

3.1 Introduction

3.2 Importance of Functional English

3.3 Self-Introduction

- 3.3.1 Greetings
- 3.3.2 Leave Taking
- 3.3.3 Compliment, Extension and Responses
- 3.3.4 Thanking, Regrets & Apologizing, and Responses
- 3.3.5 Making Request, Asking for Help, Giving Advice

3.4 Practices

3.5 Check Your Progress

3.6 Summary

3.7 Keywords

3.8 Self-Assessment Test

3.9 Answers to Check Your Progress

3.10 References/Suggested Readings

3.0 Learning objectives

- It strengthens the relationships and gets things organized in possible ways comprehensive understanding of English conversation
- To know the basic forms of formal-informal greetings ,complimenting, and requesting
- To understand different leave-taking sequences while closing a conversation.
- To learn how to extend compliments and responses at different contexts.
- To know the nature and dimensions of greetings and making polite request and enquiries
- Understand different situational usages and how to seek and grant permission.

- To learn how to introduce yourself and others..
- To familiarise students with the significant skills of communication, particularly thanking, regrets & apologizing, and responses Skills
- To achieve proficiency in speaking and using English when making requests, seeking help,and giving advice

3.1 Introduction

Functional English is the practical use of the English language for effective communication in everyday situations, focusing on speaking, listening, reading, and writing skills. It is essential for academic success, career opportunities, and global communication, emphasizing clarity and purpose over complex grammar. Communication helps to create understanding and to gain information through messages. The conversation is the tool used for conveying those meanings to listeners. When two people meet, the conversation begins with greetings and ends when one person takes the leave of others. There are two major types of conversations- formal and informal. Both have different styles, approaches, and uses in different contexts with a different language. When somebody makes a conversation at public offices, academic sphere, or professional spaces, formal language is mostly prescribed. The informal talk involves a personal and emotional exchange of information . The former is always formal in style and factual in content while the letter is both formal and informal in style and factual and emotional in content. The informal conversation does not follow any fixed rules. It involves simple social conversations, greetings and common inquiries while interacting in society every day. The main aim of functional English is not merely to learn grammar rules but to use English appropriately in real life situations. Beginners need to learn how to carry forward a conversation with a proper beginning, content, and end. The session also looks at how these expressions are inevitable to social interaction and differ while performing in different contexts of communication.

3.2 Importance of Functional English

The importance of functional English is most prominently seen in the professional and academic spheres which develops interpersonal relationship In the corporate world, the ability to draft clear emails, participate in meetings, and deliver persuasive presentations depends heavily on one's command over functional language. It improves communication skills and Enhances confidence in speaking Furthermore, English is the primary language of the internet and scientific research,. It empowers people to navigate digital platforms, understand technical manuals, and engage with international

media. Functional English plays a crucial role in social integration and personal development. It enhances an individual's confidence when traveling or interacting with people from different cultures, making social exchanges smoother and more meaningful. By focusing on functions such as requesting, apologizing, advising, and complaining, learners acquire the social etiquette required in various environments. Ultimately, functional English is the key to unlocking numerous opportunities in the 21st century. It transforms the language from a mere academic subject into a living, breathing tool for success, ensuring that individuals are not just literate in theory but are competent communicators in the real world.

3.3 Self Introduction

Self introduction is the process of presenting oneself to others. It explains who you are, what you do and what others need to know about you. You should provide a self-introduction when you meet someone new and don't have a third party to introduce you.

Offer a self-introduction when you are:

• Beginning an interview
• Attending a hiring event
• Networking with new connections
• Giving a presentation
• Meeting people at a trade show

A self-introduction should include your name and occupation (or desired occupation) and key facts that will help you make an impression on the person you're speaking to. Some components of self-introduction.

1. Greeting
2. Name
3. Place (where you belong to)
4. Educational Background
5. Occupation
6. Hobbies and Interests
7. Closing Statement

For example : Hello everyone, My name is Ramaya, I belong to jaipur, I have completed my 10th and 12th from st. Francis school and did College from ICG. College There are five members in my family ,

my father, my mother ,my two brothers, and myself. My father is a teacher, my mother is a housewife and my brothers are studying. I like drawing, painting and dancing . I like to spend my time with my family and friends. Listening music, watching TV, and learning & knowing something new are my hobbies. My short term goal is to work in a good company where I enhance my knowledge and skill and show my talent. My long term goal is to get a very respectable position where I make my parents to smile and feel proud. My weakness is laziness. My strength is my family and my punctuality .I am a good learner , self-motivated and simple girl with positive attitude towards my career.

There are many types of self-introductions you may deliver at various points throughout your career.

- Self-introduction Sample for a Job Interview
- Self-introduction Sample for a Presentation
- Self-introduction Sample for Networking
- Self-introduction Write-up Sample

Self-introduction Sample for a Interview "My name is Joan. I'm a recent elementary education graduate from State University of Kolkata. I've been working at a camp for elementary children this summer, and I'm excited to find my first teaching position for the coming school year. I have several lesson plans that I created during my teaching internship that I look forward to implementing in my own classroom. I attended Brook Wood Elementary myself and believe I would be a great fit for your second grade opening. It would be a great joy for me to teach students in the same place that sparked my love of learning."

Self-introduction Sample for a Presentation "Good afternoon. My name is Alexand I'm the VP of Administration and Finance at Northern Investing. I've always been passionate about finding smart ways to save money. I believe establishing money management strategies as early as possible is the key to securing your future. I began using these strategies myself as I was working through college, and I now have over $12 million in my retirement fund. That amount is growing every day, and I'm here to teach you how to set up an account like that, too."

Self-introduction Sample for Networking "My name is Mohan, and I'm the Marketing director at Wise Technology. We're developing some innovative marketing campaigns designed to engage new customer's right in the streets of Bloomington. I've been recruiting local businesses that want to get involved in these activities. I love chatting with residents around the area and learning more about what they're looking for from their smart devices."

Self-introduction Write-up Sample Hi Elise, "My Saleem . I'm the Product Development Manager at Smart Solutions. I've created over a dozen apps designed to streamline sales and marketing activities for busy professionals. I see myself as a relentless problem-solver, and I'm always looking for a new challenge. I've recently gotten interested in recreational boating and noticed that the sales professionals at Dockside Boats don't seem to have a streamlined system for tracking their sales. I'd love to discuss your needs in this area and find out if you're interested in participating in beta testing for a new sales app I'm developing. Anyways, good to see you.

3.3.1 Greetings

Greetings are the beginning points of interaction among people. It can be verbal as well as nonverbal. The speakers take the help of different words, gestures, and facial expressions to convey their emotions. It can extend up to the level of interest expressed by the listener. The conversation begins when people express their interest and ends when they show boredom.

According to Goffman, ―Greetings mark a transition to increase access and farewells to a state of decreased access. Greetings are not only dependent on people, but also contexts. For example, your greetings will be different for your colleague when you meet him/her in an official meeting or a party/get together.

3.3.1.1 Formal Greetings

Formal greetings are used on certain occasions with certain people in a different language.The greetings change depending on time as well. Formal greetings are preferred to use in professional spaces for example, in a business conference, job interview, Client meetings etc. Apart from this, formal greetings are used while talking to elder people, strangers, etc.

The following are some samples sentences of greeting someone

Hi, Hello, Good morning, Good afternoon, Good evening,

How are you?

How have you been?

Nice to meet you., It was glad to see you.

How do you do?

,It's a pleasure to see you

How can I help you?

For example

Hello ,Everyone.My name is Saloni Singh.

3.3.1.2 Informal Greetings

Knowing people informally greet each other. In an informal conversation, 'hello' can be replaced with _hi Instead of asking —How are you to enquire well being, —how‘s it going? can be used.

The following are some common greetings in informal conversation:

- Hi
- How‘s life?
- How‘s it going?
- What‘s new?
- What are you up to?
- Long-time no see
- What‘s going on nowadays?

For example-

You: Hi Sarah. What’s up?

S: Going well And you?

You: Not bad. What’s up?

3.3.1.3 Telephone Conversation:

It is a real time ,voice based communication exchange between two or more parties using a telephone network. Telephonic conversations can be formal and informal. It requires a clear structure starting with greetings and introductions, moving to the main discussion, confirming details, and ending with a polite farewell.

Mastering a phone call involves standard phases to ensure your message is communicated clearly:

- **Greeting & Introduction:** State who is calling and check if the person is available to talk (e.*g.,* "Hello, this is Maria. Is this a good time to talk?"*).*
- **State the Purpose:** Get directly to the point clearly and concisely).. For example I am calling to ask about purchasing something.
- **Clarification:** If the connection is poor, it is perfectly acceptable to ask the other person to repeat themselves.
- **Closing:** Wrap up the conversation politely with appreciation and next steps .

For example

i. Admission in a college :

A: Hello, Good morning, MP Memorial College of Engineering, Ahil speaking, how may I help you?

You: Good morning Sir. This is Ayesha from Ghaziabad. I would like to get the recent updates of M Tech Admission 2025.

A: Pleasure to help you, sir. The admission process is about to start. We will update you further proceedings. Please drop your mail-id.

You: Sure. Thank you

ii. Conversation with your doctor

R: Good Evening doctor. This is Rashispeaking

D: Hello Rashi. How are you feeling now?

R: Not feeling good for thelast two days.

D: Did you finish the course of medicine?

R: Yes but, I think I might have a chest infection. Can I get an appoint to meet you tomorrow?

D: Sure. Please, come by 3 pm. Take care until then.

The following situations involve telephonic informal greetings.

Situations

i. Conversation between friends.

A: Hi Sohan. Guess who is this side.

B: Hey, you sound so familiar. Is there you Rahul?

A: Yep. What's up, dude? It's been a long time we talked.

B: Yeah. I'm good. Going like that. How about you?

A: All good. Listen, can we meet tomorrow at coffee Café?

B: Sure. I am free tomorrow.

Situation

ii. Mother-daughter conversation

D: Hi mom

M: Are you still sleepy? Its already 10 am.

D: Let it be. How's it going there?

M: Gonna work from home this week

D: Glad you agreed! Enjoy the week.

M: Well, Let's see how it works.

3.3.2 Leave Taking

Leave-taking is the formal or informal act of departing or saying goodbye. It encompasses the verbal phrases used to end an interaction (such as "goodbye," "see you later," or "take care") as well as the physical actions of parting. It is generally used when someone needs to say goodbye to somebody in various contexts. As Berne says, ―an informal ritual, such as leave-taking, may be subject to considerable local variations in details, but the basic form remains the same. According to situations, leave-taking expressions can be expressed as gestures, clear cut closing remarks or extended closing remarks. Leaving' can be two types- formal leaving and informal leaving. There are both formal and informal situations where youmust learn how to take leave and how to respond to it.

3.3.2.1 Common Expressions and Responses:

Here are some common leave-taking expressions (both formal and informal) and its responses.

i. Formal Expressions Responses: Goodbye! Goodbye. Take care. See you soon, See you. I have to take a leave Sure. See you. Sorry, I have to go now, It's ok. Never mind I will see you later ,Ok. Bye, can we meet tomorrow , then Sure, See you tomorrow, I think I should say bye now, Ok.

ii. Informal Expressions Responses : Bye for now ,Bye so long for now, You are right. Bye Bye. take care ,You too. Bye Say my hi' to parents. Sure, I will have a fun day ahead, Thanks , Shall I leave? Yeah. Sure I'll catch you later, ok? See you. I'll leave now Ok. Bye We'll meet tomorrow Sure. Take care. See you Take care. Bye.

3.3.2.2 Formal Leaving

A formal leaving requires a professional notice delivered to your employer, ideally followed by a face-to-face conversation. This ensures a smooth transition and protects your professional network.Here are some situations where formal leave-taking expressions are applicable:

For example:

i. Leaving from classroom :

A: Sir. My brother is hospitalised. He had a small accident.

B: How sad! It is really unfortunate. How is he now?

A: He is fine. Nothing to worry.

B: Glad to know that. I wish him a speedy recovery.

A: Thank You! I think I should leave for the hospital now.

B: Sure. Please take care

A: I will see you tomorrow

B: Ok. See you

ii .Leave-taking from office:

A: What about arranging a client's meeting today evening?

B: I have some engagements today. Can we postpone it?

A: Ok. Will you be available tomorrow?

B: Yes. I will be there. For now, I have to take leave. Sorry.

A: It's ok. Please carry on

B: Ok. See you. Goodbye

A: See you.

3.3.2.3 Informal Leaving

An informal leaving (or farewell) is a casual way to depart or say goodbye to friends, family, or colleagues. It often uses slang or abbreviated phrases like "Catch you later," "I'm out," or "Peace out". The style of goodbye depends heavily on context and who you are addressing.

For example,

i. Saying goodbye to friends

A: Hey Biswas, come let's have tea.

B: I am sorry, I have an online lecture. I'll leave now.

A: Ok then. We can meet tomorrow

B: Sure. Will see you in the canteen.

A: Ok. Bye. Take care

B: Bye.

ii) Saying goodbye to colleagues

A: Hey guys. I better get going. I had a long day

B: Alright. Take care C: I am also running late.

A: It's time to leave. Bye, all.

3.3.3 Compliment, Extension and Responses:

A compliment is a remark that expresses approval, admiration or respect.

Payingcompliments and giving responses in the appropriate context is an important aspect of communication.It is an expression of admiration, respect, and appreciation. It is a quick way to make people understand that you are impressed by their appearance, ability, successes,skills, performances, or any other accomplishments. Verbal compliments and responses are affected by the complementor‘s feelings, attitudes, and thoughts. Compliments vary across cultures. Compliments are supposed to be felt genuine by the listener. It should not be flattery, overly enthusiastic or unwelcoming. The rapport between complimenter and complimentee is one of the major factors that influence compliment responses. Thanking is the most common response to compliments. Responses can be either positive or negative.

There are some common expressions to extend and receive compliments.

3.3.3.1 Expressions Responses

It refers to how a person or animal psychologically and physiologically reacts to seeing someone else's emotional expression, or how they manage their own outward displays of emotion. For examples

You look nice! Thank you so much

You look beautiful! Thank you for the compliment

You look stunning! Thanks for the words

What a lovely dress! Thank you! It‘s very economical I like your hair cut Thanks. I appreciate the compliment .That was just a humble attempt I love your earring Thanks. I am trying to be a better one You carry yourself well , I do. Thank you You are an excellent orator Thank you for your kind words.

3.3.3.2 Compliments on Appearance

Giving a great compliment on appearance is all about focusing on choices, energy, and specific details rather than unchangeable physical features. The most meaningful compliments highlight a person's individual style, vibrant confidence, or the positive effort they put into their look. The following examples show how to compliment someone on their appearance.

Example 1

A: You have done your haircut? It looks amazing.

B: Thank you so much. By the way, I have done it myself.

A: Oh! Is it? It looks perfect.

B: I am glad you liked it.

Example 2 (Compliment on Possession)

A: I really like your dress ,you're wearing.

B: Thank you. I bought it from Amazon last year

A: It really suits you by the way.

B: That's a nice compliment. Thanks.

3.3.3.3 Compliments on Accomplishments

Complimenting someone on their accomplishments means celebrating their hard work, dedication, and success. The best compliments are specific, sincere, and focus on the effort they put in rather than just the final result. Whether it's for a colleague, friend, or family member, here are a few perfect ways to recognize their achievements:

Example 1:

A: I must say, your recent article was superb.

B: Nice to hear this from you.

A: I will definitely share it among students.

B: Thank you so much. I would be honoured.

Example 2 (Compliment on skill) :

A:This was the best chicken I have ever had in my life.

B: I am glad you liked it.

A: It was an amazing recipe. Can I get it?

B: Sure. Why not. Thank you.

Compliment responses can be agreement utterances with acceptance or disagreement utterances with rejection. The above examples come under the category of appreciation' or an agreement token where responses are given through thanking expressions'.

There are responses which challenges/ questions the appreciation made by the complementor. For example:

Agreement: I like her/ I like her too.

Disagreement: She is very brave/ I don't think so.

Acceptance: You are pretty/ Thank you.

Rejection/ negated appreciation: I can stare you whole day/ No Thanks.

3.3.4 Thanking, Regrets & Apologizing, and Response

It is a two-way process that takes place between listener and speaker.

Communication can take place verbally and non-verbally, such as by speaking, listening, writing, drawing, and by gestures to mention a few. Different forms of communication such as most common phrases to express thankfulness, regret and apology including polite and courteous ways to responses facilitate the process of communication. These forms of communication help express ourselves ineffective, courteous and considerate manner at personal as well as professional fronts and make the process of communication more efficient. Expressing gratitude, disappointment, putting up a request for forgiveness and many other such forms of expression used in the process of communication in a variety of appropriate situational and timely manner makes communication more viable. Hence, knowledge and regular practice of incorporating these most commonly used English phrases of expressing thankfulness, conveying regret and apology, besides responses are important to let the effective and courteous process of communication.

Thanking, regret & apologizing including responses are the most common phrases used in the process of communication.When expressing thanks, the goal is to acknowledge the specific effort or impact of someone's action rather than offering a generic reply. A sincere apology involves taking clear ownership of a mistake without making excuses, and acknowledging the impact on others.When someone thanks you, your response should be warm, validating, and match the context of the interaction.

These courteous and polite expressions are used to demonstrate gratefulness, regrets and apologies or other responses to facilitate the process of expressing our thoughts in a considerate manner. Regular practice and use of these expressions can also help us create a good impression of ourselves at professional as well as personal fronts. Moreover, they help us expressing a specific intention and sincere gratitude to others. It could be, for instance, for the help or assistance that they have provided or maybe in establishing our candid regret for the mistake that was done whether intentionally or unintentionally to others. Hence, to smoothen the process of communication, one should be acquainted with a variety of different ways of expressing appreciation, gratitude, remorse and request including other responses.

3.3.4.1 Thanking and Responses

Expressing gratefulness and appreciation to others by making use of polite and courteous words is a significant part of your communication that make others feel acknowledged and accredited for the good work they did or any help they offered. These expressions also work as an encouragement and motivation for people to whom they are addressed. The rightful acknowledgement for the good work

boosts efficiency in people, in addition to, offers them the rightful inspiration and reinforcement in continuing the good work that they have been carrying out. It is not about a simple two-word phrase called ‘thank you‘. The usage of this phrase has become so common over the period that eventually we have become much in habit of speaking thank you‘ up to the level of taking it for granted. It has become an immediate and automatic response for even the smallest gesture of exhibiting gratitude. Being courteous also leaves a positive impact on our mind and body. It brings more positivity that helps us improvising the mood. Besides, a variety of expressions used to demonstrate sincere gratitude helps in showing the specific reason of thanking someone, such as whether it is just a used as a small token of gratitude, a sincere and deep appreciation or a kind acknowledgement towards someone.

Please find the below-mentioned list of such diverse expressions to convey thankfulness in a variety of manner by using occasion appropriate different words. They also reflect the intensity of the gratefulness that you are trying to demonstrate in words. Most common ways of saying –

- Thanks.
- Thank you very much
- Thanks so much
- Thanks a lot.
- Thanks a million.
- All I can say is thank you
- I appreciate it.
- I really appreciate it.
- That means a lot.
- Thankfulness for specific reasons
- Thank you for calling.
- Thank you for your kind words
- Thank you for the encouragement.

Some appreciative words:

- That is very kind of you.
- That is so nice of you.
- I am deeply touched.

- You don't need to do this

.• You are very thoughtful.

- You are very generous.
- This wouldn't have been possible without you

.• More respectful appreciation with a sincere emphasis:

I am eternally grateful.

- Thank you from the bottom of my heart

3.3.4.2 Expressing gratitude/thankfulness in business communication

A small expression of gratitude towards your colleagues or team members helps them understand that their contribution is not only acknowledged but also appreciated. An expression of thankfulness to your senior or boss help them tounderstand that how mindful you are. The support and encouragement you receive from them. Therefore, this small act of expressing gratefulness helps us to establish a positive and encouraging environment at the workplace or professional front, whether it is said to your colleagues, juniors or seniors and facilitates the process of effective communication.

.My sincere appreciation/gratitude/thanks.

- My thanks and appreciations.
- Please accept my heartfelt gratitude.
- Please accept my deepest appreciations.
- I appreciate your guidance/consideration/time.
- Many thanks for the opportunity.
- Thank you very much for your guidance/time/considerate support.

Let‟s see how to express gratitude/thankfulness with appropriate responses in the belowmentioned sentences:

A. I really appreciate your assistance and look forward to working with you sometime soon.

B. I am glad you liked it.

A. This wouldn't have been possible without you.

B. It‘s my pleasure.

A. Thank you very much for your guidance/time/considerate support.

B. You are welcome.

A. Please accept my deepest appreciations.

3.3.4.3 Regret and Apologizing & Responses

We often make mistakes – sometimes knowingly or many times unknowingly. However, at some point, they may lead us towards regret at the later stage. Once we acknowledge the error, we begin to feel overburdened with the conscience until it is excused. The simplest word "sorry' could be of great help in accepting the error that was made whether intentionally or unintentionally. Remorse leads one to request a pardon for the hurt, caused deliberately or accidentally by his/her words or actions. One small sincere apology may help you expressing your sincere remorse caused by the wrongful act. Accepting mistake and working on it, to avoid repeating the same error in the future is, in fact, a key that is needed to let the effective communication take place.

Mihai Mihaela defines apology in simple words in The Internet Encyclopaedia of Philosophy. She writes, — 'An apology is the act of declaring one's regret, remorse, or sorrow for having insulted, failed, injured, harmed or wronged another'.

Some apologies are interpersonal (between individuals, friends, family members, colleagues, lovers, neighbours, or strangers). Other apologies are collective (by one group to another group or by a group to an individual). More generally, apologies can be offered —one to one,‖ —one to many,‖ —many to one,‖ or —many to many.

It is important to understand that you should mean what you are speaking about and not say something only for the sake of saying. For instance, while expressing regret and asking for an apology you ought to take the responsibility of your actions, whether done intentionally or accidentally and make sure to sound humble and sincere. Please keep away from giving excuses and justifying your action. Hence, please, make sure to not use words such as but' and _so on' when you say sorry.' Use of these words could lead the listener to thinking that you do not mean what your words are expressing. It would be better if you sincerely address the precise mistake and express the apology instead of talking about it in general:

Most common ways of saying , 'Sorry':

- I am sorry.
- I am really sorry.
- I apologize.
- I regret.

- It was all my fault.
- I beg your pardon.
- Please forgive me
- I made mistake.
- That was wrong of me.
- I didn't mean to do/say that.
- Sincere and deep remorse for the wrongful action:
- I would like to express my sincere apologies.
- I owe an explanation for my mistakes/actions.
- I am ashamed of my actions.
- I didn't mean to hurt your emotions
- I take full responsibility for my misconducts.

Saying „sorry" and using alternative phrases to draw someone"s attention or politelyask them to repeat the said words: Excuse me, please.

- Excuse me, may I talk to you for a moment?
- Pardon?
- Sorry, what?
- I didn't get what you said.
- Would you mind repeating it?
- Please excuse my negligence.
- Excuse me, could you please pass on that book?

3.3.4.4 Expressing apologies in business communication

An expression of remorse, owning and accepting the mistakes that were made, in front of colleagues or team members or customers helps them understand that it is human to make mistakes. An honest acceptance of the mistake not only can help others understand your deep regret but can also help you get another chance to correct and improvise them. Moreover,truthful acknowledgement of mistakes could become a strong stepping-stone for future learning, it can also help you in becoming a better version of yourself . Therefore, the act of expressing regret or apology helps in establishing a positive

and encouraging environment at the workplace or professional front, whether it is said to your colleagues, juniors or seniors, besides facilitates the process of effective communication.

- I regret…
- We sincerely apologize…
- I deeply regret…
- Please express our sincere apologies…
- I sincerely ask for forgiveness…
- I want to make an apology
- I own my inaccuracies
- I beg your pardon for my erroneousness.
- It‘s OK.
- It doesn’t matter
- Apology accepted

Let’s see how to express regret and accept apologies with appropriate responses in the below-mentioned sentences:

A. I truly regret the inconvenience caused owing to our unintentional actions.

B. I quite understand. It happens

A. I beg your pardon for my erroneousness.

B. I understand. I am sure you couldn’t help it.

A. Excuse me, may I talk to you for a moment?

B. Sure. How can I help you?

A. I shouldn’t have done that without asking you.

B. Don’t worry about it.

A. Such mistakes will not be repeated/it will not happen again.

B. Don’t worry. It‘s Okay.

A. Ididn’t mean to do/say that.

B. No harm done.

A. How can I make it up to you for my mistakes?

B. Please excuse my negligence

Conclusion

The process of communication is a direct way of stablishing connection with others. To let an effective communication take place, we should ensure, to the best of our understanding that whatever the situation is, whether happy favourable or sad and negative the exact expressions should be used during the conversation. It is evident to let the other person know directly and straightforwardly how do you feel about a particular event or incident. It helps establish an unambiguous environment between the speaker and the listener.

For instance, if you are happy about someone‘s achievement, your small word of encouragement could boost his or her confidence. Speaking out loud and clear word of appreciation or thankfulness to someone for their assistance or help let them understand that they are valued and their efforts are acknowledged.

Business communication and expressions of regret and apology. Similarly, a clear yet polite way of expressing your dissatisfaction/disappointment to someone for their mistakes can help them learn from their mistakes. It is also a key to establish a positive environment at your workplace/personal fronts. Besides, owning your own mistakes will send a direct message to your colleagues/team members/seniors/boss that you also can accept and learn from your mistakes. Hence, the phrases of expressing thankfulness, regret and apologies including other responses, however, unimportant they seem, could help you grow as a better professional and a genuine human being as well. It also facilitates the unambiguous and effective process of communication.

3.3.5: Making Request, Asking for Help, Giving Advice

The English Language has significance in Indian history due to its British colonial past. The three topics discussed in the unit are making requests, seeking help and giving advice. Imagine going to a new place and not knowing where anything is or needing to tell your friend to study harder to pass an exam or just asking someone for help in understanding bus routes to your university. All of these different scenarios require the understanding and skills of requesting for help and advising someone. Making requests is important as they can be useful to a person in not only their professional but also in daily lives to ask for permission or other requests. Asking for help is another important skill to know for nonnative English speakers as it can be of help in emergencies and times of need. There can be times when we might need to give some advice to others or give certain suggestions. All of these topics are parts of our daily life

and can be of great help at any point of time and knowing these topics and basic communication rules concerning them will be helpful for speakers learning the language.

3.3.5.1 Making Requests

When we need to ask something or make a request to someone we need to know how to make these requests politely. We make requests regularly but we often forget that the same types of requests cannot be used in all instances.

For example-:

(a) Hey Rohit, pass me a pencil. This is an example of making requests in an informal conversational manner, often with friends.

(b) Can you give me a blue pen, please?

This is a polite manner of requesting something from someone. Please‘ can be used at the end of the sentence like in the example given above or it can be used in the beginning in the following example, — Please can you give me a Blue pen? Or added in,

for example: Can you please give me a blue pen?

Therefore, it is important to know the different ways in which requests can be both formal and informal when seeking permission from others. A key point to keep in mind when making requests is that they often start with modal verbs like can, could, will, would, and may. The making of requests is usually done by asking questions. And these questions are usually formed by starting the question with the modal verbs.

a) Can I use your textbook for my next class?

b) Would it be possible for me to use your textbook in my next class?

i. Making Formal Requests

Formal Requests are usually made when asking someone older than us or in a higher position for something. A student could use it to request a further clarification of a concept in a class or to request for some information from an authority or administration. Formal requests can also be made in other situations that are formal like when making announcements requesting for certain things for example; Could Mr. Smith report to the information desk, please? The modal verbs that are usually used when making formal requests are could, would, and may. This is because these are considered to be more formal and polite.

Examples of formal requests using ‘could’

a) Could you tell me how to fill this form?

b) Could you help me with this project?

c) Could you possibly be able to complete the task tomorrow?

Examples of formal requests using 'would'

a) Would you please explain this concept again?

b) Would it be fine if I ask a question?

c) Would you be able to tell me where room number 112 is?

Note- Sometimes "would" and "could" can be used in other forms to create even more complex formal requests like, The formal request. —Would you mind getting me a pen? can be also written as,—I wonder if you could get me a pen?or—I wonder if you would get me a pen?

Examples of formal requests using "may" a) May I use your laptop to submit my assignment? The modal verbs "may" can also be used when making formal requests but is mostly used when asking for permission. This will be discussed in the next section.

ii. Making Requests for Permission

Permissions, like requests, are also asking something from someone but unlike making requests, asking for permission leads to the conclusion that certain activities are policed or restricted and thus need to be permitted for. It is more to do with rules in certain places like institutions, schools and universities. Another example is of asking for permission from parents. One of the best examples of requesting for permission is; a) May I go to the washroom? This is a common request made by students in schools, colleges or even in universities. The modal verb may is commonly used for asking permission as it lends itself best to the formal dialogue where requesting for permission to do something is needed. Here are some examples for the use of may when requesting for permission :

a) May I be excused from writing the test as I was severely sick with dengue for a week?

b) May I leave early as I have a doctor's appointment? Or May I leave early?

c) May I be allowed to stay awake late to watch a movie?

Informal requests

Will/Can + verb form

Will you do this?

Can you do this?

Formal requests

Would/Could/May +Verb form

- Would you be able to do this?
- Could you do this?
- May I ask you to please do this?

iii. Making Informal Requests

Informal requests can be made to our friends and family. These are mostly used when the person to whom the request made is someone familiar. Some of the informal requests can be made by using can and will. These are polite ways to make a request but still more casual than could and would. Examples of informal requests with can.

a) Can you bring me a glass of water?

b) Can I get some advice on these university applications?

c) Can you switch on the light?

Examples of informal requests with _will‘

a) Will you help me to clean the room?

b) Will it be alright if we eat out today?

c) Will you pass the salt?

Another way to make requests that sound casual is through the use of question tags. Question tags are used to make statements into questions. Usually, if the statement clause is positive then the question tag is negative and if the statement clause is negative, the question tag is positive.

The examples are:

a) It is raining outside, isn’t it?

b) It is not raining outside, is it?

An example of how question tags are used to make requests

a) Can you give me a pen?

b) can also be written by using question tags

c) you can give me a pen, can’t you?

Some other examples of using question tags to make requests:

a) This won’t be possible for you to do, will it?

b) You will be on time, won’t you?

c) You can't help me with this question, can you?

3.3.5.2 Seeking Help

Seek help means to ask for assistance, support, or guidance from someone else. It is a proactive phrase used when you are facing a difficult situation, trying to solve a complex problem, or managing your physical or mental well-being. there can be many situations in which there could be a need to ask for help likein emergencies, sickness or distress. We might also need to ask for help in simple everyday things like asking for directions, explanation or help in some work. Seeking help therefore is a very important speaking skill. It is usually done in the form of interrogative sentences. Interrogative sentences are sentences that ask questions and usually end in a question mark. There is a difference between asking for help from officials or informal places and from friends or family. The letter does not require much sophistication and can also come out as an order. Think about any incident where you have asked a younger sibling to help you do.

i. Asking for Help Formally

Many instances require the need to ask for help in a very polite and formal manner like when in institutional settings like schools, universities, hospitals, police stations etc. Just like making of formal requests, asking for help in a formal manner is usually done with the help of modals like could and would'. One of the ways to ask for help is by using the modal would' It is used in informal conversations.

Some of the examples are:

a) Would you be able to help me with this application form?

b) Would you be able to help me make an appointment with the doctor for tomorrow?

c) Would you mind telling me where the post office is?

Another way to use 'would' is by adding the phrase would it be possible'. This makes the request more polite.

a) Would it be possible for you to help me with this question?

b) Would it be possible for you to help me tomorrow?

Could' is also a formal way of asking for help but it is slightly less formal than 'would'

. Examples of seeking help by using c'ould'

a) Could you tell me where the nearest bus stop is?

b) Could you help me with this math problem?

c) Could you come and help me with this package?

Another way of asking for help by using ‘could‘ to make it more polite is by adding the phrase ‘I wonder if you could’

for example; —I wonder if you could help me with the assignment tomorrow?

or by using the phrase ‘Could it be possible’

for example: could it be possible for you to help me tomorrow?

ii. Asking for Help Informally

Asking for help informally can be done in many ways. It can be through interrogative sentences or just through statements. We usually seek help informally in casual situations from our friends and family. We can ask for help casually through interrogative sentences by using modals like 'can' and 'will.'

a) Can you help me, please?

b) Will you be able to help me with this concept tomorrow?

c) Will you help in organizing this seminar?

Sometimes interrogative sentences like; —Do you think you can help me with the homework? or —Do you think you can pick me from the airport? can also be used. Sometimes we can even use sentences like —Please help me|| or —help me, please|| to seek help.

a) I don’t know where the classroom is. Please help me.

b) I lost my wallet in the city. Please Help.

iii. Making Use of Question Tags

Another way of seeking help is through the use of question tags in making requests. This is a very casual manner of asking for help from others. Examples of seeking help by making use of question tags are

a) You don’t know where the nearest playground is, do you?

b) You can tell me the address of the hospital, can’t you?

To be more polite it is better to use the modals ‘could‘ and ‘would‘. a) You couldn’t tell me where to find the bathroom, Could you? b) You would be able to help with the project tomorrow, wouldn’t you? Other phrases and questions that can be used to ask for help informally

1. Can I ask you for a favor?
2. Can I ask your help for something?
3. I need help with something.

4. Do you mind helping with this?
5. Lend me a hand with this, please.

3.3.5.3 Giving Advice

To tell someone what they should do or how they should behave in a particular situation: We're here to help young people and to give them advice. Giving advice involves suggesting a course of action. The tone you use—from gentle suggestions to direct commands—often depends on how well you know the person and the situation. The most effective phrases are structured to be empathetic and clear.

It is important to first know the difference between 'advice' and 'advise'. 'Advice' is an opinion and 'advise' means counsel. Since giving advice means giving an opinion on something or someone, it is uncountable and therefore usually advice is written as some 'advice'. There are many situations that might require us to advise others but the manner in which we give advice is important depending on the situation. There are many ways of giving advice. Sometimes advice can be given directly in a more forceful manner and sometimes in an indirect manner as suggestions or through personal experiences in a suggestive manner.

- Giving Advice by Using Modal Verbs like 'Should' and 'Ought to'
- Giving Advice by Using 'Suggest' and'Recommend'
- Using 'Must', 'Have to' and 'Had'.
- 'Better' to Give Strong Advice Using Imperatives to Give Advice
- Giving Advice by Asking Questions
- Giving Conditional Advice by putting
- Oneself in others position

i. Giving Advice by Using Modal Verbs such as "Should" and "Ought to": The modal verbs 'should' and 'ought to' are used to give suggestions that are direct in nature but not very strong. It is the most commonly used form of giving suggestions to others. Both are widely used, but there is a slight difference between their usages. 'Should' is used to indicate that something should be done but 'ought to' implies some moral necessity, duty or urgency behind the suggestion.

Examples of giving advice by using the modal verb 'should'

a) You should eat all your vegetables.

b) You should always be polite to your elders. Examples of 'ought to' to give advice

a) You ought to eat all your vegetables.

c) You ought to do more exercise. Notice the difference in both examples (a) given above. They suggest the same thing but by changing 'should' to 'ought to', a sense of duty is added to the suggestion.

ii. Giving Advice by Using "Suggest" and "Recommend": Another way to give advice is to make use of 'suggest' or 'recommend'. These can be used to advise more directly. There are two ways in which these can be used to give advice;

1. Suggest/Recommend + '-ing' form of the verb
   a) I suggest buying a new car as your last one was damaged in the accident.
   b) I recommend going to the hospital.
   c) I suggest doing the work on time.
2. Suggest/Recommend + 'that' + 'simple present form of the verb'
   a) I suggest that you buy a new car as your last one was damaged in the accident.
   b) I recommend that you go to the hospital.
   c) I suggest that we do the work on time.

iii. Giving Advice by Asking Questions: Many times, it is easier to give advice and suggestions by asking questions to others. This form of giving advice is less forceful and direct. Questions can be raised using modals like 'can' and 'could'. They can also be raised in other ways like adding 'how about', and 'why don't'. Examples of raising questions as a form of giving advice.

a) Can you study for your exam instead of going to the movies?
b) Can we cancel the meeting?
c) Could we make more calls to the customer service?
d) Could you make more tea for the guests?
e) How about completing the assignment before going out with friends?
g) Why don't you go for a walk in the park

iv. Giving Conditional Advice: Conditional advice is another form of advice that is not very forceful. It is conditional in nature and is given from personal experience and by putting oneself in someone else's shoes.

Examples of conditional advice

a) If I were you, I would tell the truth.
b) If I was in your position, I would try harder for the scholarship.

v. Using "Must," "Have to", and "Had Better" to Give Direct Advice: Sometimes we need to give direct and strong advice to others and in such situations, "must," "have to' and "had better' is used to emphasize the importance and give weight to the advice given.

Examples of giving direct advice:

a) You must take your medicines on time.

b) You must attend the seminar.

c) You have to go see the movie.

d) You had better pay attention in class.

vi. Using Imperatives to Give Advice: Imperative sentences are sentences that usually provide some direction, order, or instruction to others. Imperative sentences are made up of imperative verbs. The root form of the verb is used to make imperative sentences for example, Clean the room‖ and Give me that book.

Imperative verbs can also be used to advise others. It is a direct way of giving advice. One of the common ways to do so is to use the structure, Imperative verb + ing form of verb to give the advice. Examples of imperative verbs to give advice .

a) Start going for a walk every day.

b) Try becoming more patient.

c) Stop wasting your time.

d) Consider making an effort in the class.

3.4 Practices

1. Rumani is trying to fill application forms for admission to a postgraduate course. She is confused about where she should apply. She asks her friend Zoya to help her make a decision. Give two examples each of how Zoya can advise her friend in a direct as well as an indirect manner.

2. Your flight is arriving early in the morning at the airport. You need to seek help from your friend to come and pick you up from the airport and take you to your hostel. The help that you ask for, is it a formal or an informal request for help? Give examples of the different ways in which you can ask for help from your friend.

3. Think about two situations each where formal and informal ways of making requests are needed. something. We often just tell them to do it rather than asking them for help. This can also be seen when our parents might tell us to do something like, —help me carry these shopping bags. In this sentence,

the parent is seeking help but these types of sentences are extremely informal and cannot be used in all situation.

4. Explain how you can advise others that is not forceful in nature?

5. How can question tags be used to make requests and seek help casually in informal situations?

6. Explain how to seek help in both formal and informal situations with help of examples.

7. Why should we use polite words to express regret?

8. Why are there a variety of different expressions used to express grief and accept mistakes?

9. What is the significance of using a variety of diverse polite expressions during a communication process?

10. How can it make the process of communication more effective?

11. What if we do not use polite phrases to showcase thankfulness, regret, and apology in the process of communication?

12. Write an essay on 'Leave Taking'.

3.5 Check Your Progress

A. Choose the most suitable answer.

1. (Can/Ought) I help you in cleaning the house?
2. You (should/might) be on time when going to a meeting.
3. (May/ Can) I come in, sir?
4. (Could/Will) I take a leave of absence as I have a doctor's appointment?
5. You (must/can) wear seatbelts when driving.
6. Formal talk happens in….

   (a) public offices, (b) academic sphere (c) professional spaces (d) All the above
7. Giving compliments on peoples' accomplishment acknowledges their…

   (a) Skills (b) Performances (c) Ability (d) All the above
8. Compliments are not supposed to be…

   (a) Genuine (b) Welcoming (c) Flattery (d) None of the above
9. Compliment is an expression of …

   (a) Admiration (b) Respect (c) Appreciation (d) All the above

B. Fill in the blanks

1. You can help me with my homework,……..?

2. ……. we eat more healthy today?

3. …….you pass me some butter for my bread?

4. …….you help me take a photograph?

5. A polite and friendly expression a person does when he meets/ welcome someone is called as …….

6. A……. is a statement of action that appreciates somebody.

7. In informal conversation, Hello can be replaced by …….

8 I'll catch you later‖ is an ……. expression of leave-taking.

9. How are you‖ can be replaced by ―How's it going‖ in ……situation.

10. I ……that we go on holiday next year.

3.6 Summary

Functional English focuses on the practical use of English for effective communication in everyday, academic, and professional situations. It includes essential communication skills such as greetings, self-introduction, leave taking, making requests, seeking help, thanking, complimenting, expressing regret, apologizing, and responding appropriately. These language functions help individuals interact confidently, politely, and effectively with others. Functional English improves interpersonal relationships, enhances communication competence, and prepares learners for success in both personal and professional life. It is evident to let the other person know directly and straightforwardly how do you feel about a particular event or incident. It helps establish an unambiguous environment between the speaker and the listener.

3.7 Keywords

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

Coherent: Logical and consistent, ability, permission, request, suggestions, order, duty, or advice.

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

3.8 Self –Assessment Test

Very Short Answer Questions

1. What are the common usages in formal and informal greetings?
2. Can the acceptance of mistake make the process of communication more effective?

3. Can appreciation make the process of communication more effective?
4. Why should one own one‘s mistakes?
5. Why should one appreciate others efforts at professional or personal fronts?
6. Should the common phrases of expressing thankfulness be used more often? Why?
7. Mention two phrases of showing polite and courteous regret.
8. Use two expressions of saying sorry from the unit into sentences.

A. Short Answer Questions

1. What are the different expressions used in informal and formal greetings?
2. Write a note on the common leave-taking expressions.
3. Telephone conversations can be both formal and informal Explain with examples.
4. Write a note on Compliments on Accomplishments.
5. Write a note on Compliments on appearance.
6. How can accepting your mistakes help you in your growth?
7. What happens when you appreciate your juniors/team members?
8. Should the common phrases of expressing regret be used more often? Why?
9. Should the common phrases of expressing of apologizing be used more often?

B. Long Answer Questions

1. Write in detail, significance of incorporating words of courteous thankfulness in the process of communication.
2. Answer at length, importance of using polite words of expressing regret and apologizing in the process of communication.
3. Describe in detail the significance of incorporating polite expressions of thankfulness, apology & responses to make the process of communication more effective. Please support your statements with certain simple examples that are drawn from routine conversations?
4. How can incorporating the gestures of thankfulness, apology & regret be useful in establishing an effective process of communication?
5. Write an essay on Compliments and responses?
6. Write an essay on Formal and Informal greetings?
7. Explain the different ways in which advice can be given to others with the use of examples?

8. Explain how you can request permission from someone. Also, explain in what situations you would need to ask for permission. Give an explanation with examples?
9. Explain how to make requests in both formal and informal situations with examples?

3.9 Answers to Check Progress

A Check in Progress

1. Can
2. Should
3. May
4. could
5. Must
6. (d) All the above
7. (d) All the above
8. (c) Flattery
9. (d) All the above

B Check in progress-

1. Can't you
2. Should
3. Could
4. Can
5. Greeting
6. Compliment
7. Hi
8. Informal
9. Informal
10. Suggest

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Course: English Language and Communication Skills-1	
Course Code: **C24AEC101T**	Author: **Dr. Astha Gupta**
Lesson No: **4**	Vetter: **Prof. Anju Verma**

Listening Skills and Its Types

STRUCTURE

4.0 Objectives
4.1 Introduction
4.2 Meaning of Listening
4.3 Types of Listening
4.4 Process of Listening
4.4.1 Listening Vs Hearing
4.4.2 Traits to be a Good Listener
4.5 Check your Progress
4.6 Summary
4.7 Keywords
4.8 Self Assessment Test
4.9 Answers to Check Progress
4.10 References/Suggested Readings

4.0 Learning Objectives

- After studying the lesson, you should be able to:
- Understand the meaning of listening
- Explain the process and benefits of listening
- Describe various types of listening
- Discuss the good listening habits
- Explain barriers of effective listening.
- Identify the traits of a good listener

4.1 Introduction

Listening is one of the important skills in communication. Listening is the accurate perception of what is being communicated. It is the art of separating fact from statement, and accusation. Listening

involves the following four major operations. They are as follows: 1. Hearing 2. Understanding 3. Retaining 4. Recalling Listening is not the simple ability to decode information. It is a two-way exchange in which both parties involved must always be receptive to the thoughts, ideas, and emotions of the other. Listening **is an essential management and leadership skill.** According to John Marshall "Listening is a powerful means of communication and % influence as to talk well. We were given two ears but only one mouth. This is because God knew that listening was twice as hard as talking. A lot of people use the words 'listening' and 'hearing' interchangeably. But they are not the same. The difference lies in the attention and the effort that you expend in the act of listening. **It leads to breakdown in communication.** Listening is a mental activity and hearing is a physical activity. Listening includes hearing. In hearing, we get sounds but we do not use mind. In listening, we have to understand, retain and recall also. Listening is a natural process. Many organizations provide training oflistening skills to their employee for productivity and creativity of work.Many successful leaders and great personalities and entrepreneurs credit their success to effective listening skills. For example, Richard Bransonfrequently quotes listening as one of the main factors behind success.It is a process where receiver pays attention to the sounds and tries tounderstand the meaning conveyed by the sender. It is quite similar toreading skills as it involves the reception and decoding of verbalmessages from the sender**.** People need to practice and acquire skills to be good listeners, because a speaker cannot throw you information in the same manner that a dart player tosses a dart at a passive dartboard. Information is an intangible substance that must be sent by the speaker and received by an active listene.Listening is an important aid to communication. Undoubtedly, if people are bad listeners, they will also make bad communicators. It is not the end result of the exercise.

'Statements and sound advice does little for anyone'.

4.2 Meaning of Listening

Listening is the process of receiving messages from oral, verbal and nonverbal communication and interpreting the same. It is necessary here to differentiate hearing and listening. Hearing is receiving the sounds through ears without evaluation and interpretation. Listening is a very broad concept. Hearing is just a part of listening. We listen through ears, eyes, mind and heart (empathy). Listening task not only the current input and also the matter that is already existing in the memory. Listening takes the total environment into consideration. Listening in a classroom is different from listening to the same teacher privately. People feel listening is very hard and, in many instances Therefore, every-one tries to be a

sender most of the time. When somebody is communicating a message, people try to obstruct and try to communicate something from their side. In fact, when you are listening you will gain many things. You can understand the other person totally and also you will find time to respond effectively. Therefore, one has to practice listening. Good listening skills are essential to become a good communicator.

As Charles Gragg, Professor at Harvard, states, 'It can be said flatly that the mere act of listening to wise

4.3 Types Of Listening

Listening has the following types:

1. **Attentive listening**: It involves paying attention on the words that are being spoken rather than understanding the head and heart of the person speaking. Attentive listening is said to an effective listening. Example: you are sitting in class and actively participating in the discussion.

2. **Pretending listening**: It means pretending through facial expressions that communicated message is listened. Here, nothing like listening takes place, just hearing is there. Example: you are sitting in a class and just pretending to listen to the lecture.

3. **Selective listening**: It means not taking the message as it is, but adding or deducting according to one's own whims and wishes i.e., selecting the 'desired' part and ignoring the 'undesired' part of the message. This type of listening leads to strengthen one's own beliefs and restrains furtherlearning. It usually happens in selective listening that the listener tries to identify himself with the situation either partially or totally and attempts to find his autobiography in the lives of others.

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

5. Listening for mutual creativity: It is a higher form of listening. The listening to inspire mutual creativity is responsible for many breakthroughs in the world. Listening for mutual creativity is rooted in two questions. What do you most want? And how can I help you get what you most want? To listen in total support of other people, to be for their goals and aspirations in your own body, mind and spirit – may well be the greatest gift you can give your fellow human beings. Caution! This listening is synergistic in nature. The terms 'synergy' means that whole is greater than sum of its parts. Listening for creativity not only smoothes but accelerates the understanding process through communion of hearts

and minds. This listening relieves the persons from stress and strain, soothes their hearts and helps them to bring the idea lying in the crust of their subconscious minds to the conscious surface. Thus, it leads to mutual creativity.

6. Comprehensive Listening: In this type of listening listener listens different sound, tries to understandand comprehend it. This is one of the important skills needed in the classroom when students have to listen to the lecture to understand and comprehend the message and information provided by the lecturer. For example, when you ask direction of particular place to someone, after receiving all the information regarding the direction of the location, you need to comprehend the message to remember it for longer period oftime. Comprehensive listening is useful to remember any message for longer period of time.

7. Critical Listening: Critical Listening means the listener not only listens to the message but also analyzes and evaluates it. This type of listening enables professionals of any organization to conduct brainstorming sessions to create new solutions of any problems. In this listening, the listener judges the speaker's knowledge, choice of words, stylistic device and style of speaking of the speaker. For example, listening to a sales person, before purchasing anything is important. Without listening his/her speech, you cannot jump to the conclusion regarding any product.

8.Therapeutic Listening: As the word suggests therapeutic means to heal something. When youlisten other person problems and try to give them some advice is known as Therapeutic listening.Counselors, medical professional may use it when listening to their acquaintances or friends to let them express their emotions and get advice. The most important aspect of this listening is to understand the mood and emphasize the point of view of speaker and the person you are listening to. The most important aspect of this listening is attention and empathy. Attention: when you give attention to all the small details including nonverbal cues show how interested you are in what speaker is saying to you.

For example, if your friend is not passing through good phase of life and sharing his/her thoughts and situations with you, your use of eye contact and good hand gesture shows that how attentive you are in his/her problem.

9. Appreciative Listening: In this type of listening, listener appreciates speaker for the speech. In this type of listening, listener does not criticize the speaker for his/her flaws in speech and also suggests the speaker to try alternative method, to improve communication.

For example, when a teacher asks questions in the classroom and after listening to the answer of a

of a student, the teacher always appreciates the attempt of a student and if the answer is wrong, the teacher asks them to improve it, but he will not criticize the student.

4.4 Process of Listening

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

4.4.1 Selection

Because one hears much more than one listens to, selection of the listening message initiates the process that selection involves a deliberate mental act. Example: Think of how one functions in a room crowded with conversational groups. An individual hears all the sounds around him, but he selectively listens to only the few people in his immediate circle. Once an individual speaks, the listeners will not listen to the whole subject matter. They will listen selectively.

4.4.2 Reception:

Once one selects the sound to which one will listen, the next stage is reception. The complicated hearing mechanism picks up the chosen sound waves and transfers them to the brain. Hearing ability is a critical part of the process.

4.4.3 Symbol

Meaning manipulation: The most complicated part of listening requires one's mind to take the internal message symbols, interpret them, and convert them into meanings for them. As one can create symbol meanings that are right for him, neither the written nor the spoken words have any inherent meaning. Comprehension and retention are important in listening. However, one usually cannot re-listen from the same speaker as one can re-read. Therefore, the danger of misunderstanding and forgetting is even greater in listening than in reading. The typical listener cannot remember half of what he or she just heard, and can recall only one-fourth of it a short time later. This is a biological phenomenon and is inherent in every listener.

4.4.1 Listening vs Hearing

Listening is the ability to receive and interpret messages in the communication process. Hearing is the process, function, or power of perceiving sound. Listening is more active and requires efforts while hearing is involuntary and natural. Let's understand it in detail.

Listening	Hearing
Listening is a transient experience due to the fact that it necessitates attention and concentration,	Hearing is a continuous process. We are hearing sounds throughout the day as a natural

which are insufficient to sustain for the numerous sounds we encounter throughout the day.	physiological function.
The act of listening is entirely voluntary. What we listen to, interpret, and respond to is a conscious decision.	Hearing is an involuntary process. We are not able to select what we hear; rather, we are automatically aware of the sounds and conversations that surround us.
Listening is a procedure that is time-bound. It necessitates sustained concentration for a designated duration, such as during a seminar, conference, classroom lecture, or meeting.	Hearings are conducted continuously. We continue to hear sounds even when we are asleep or in a state of somnolence.

4.4.2 Traits To Be A Good Listener

To achieve something we must work hard. To be good listener there arecertain aspects to be followed and implemented in our day to day life. Letus discuss them.

a) Eager to Learn:

No matter how much you may think you already know about aspeech, a topic or a person, there‘s always more to discover and learning life. One of the main traits of a good listener is to listen with great interest.

b) Do Not interrupt

Sometimes, it may happen that you know more about certain subject and the speech delivered by a speaker and you would become eager to share your viewpoints. But interrupting a talk or a speech is not a good sign of an ideal listener. A good listener gives the speaker time to complete their point and wait until the end to share his/her thoughts or feedback on the topic.

c) Be Attentive

Being present means, you are present in the current moment. Being present, you can listen to understand, interpret and comprehend the message. At this moment, one should avoid all distractions, including your phone, talking to other people, looking outside the window, etc.Maintaining eye contact at the time of listening will help the listener to emphasize and demonstrate his focus.

d) Ask Questions

Sometimes it so happens that, you missed some point at the time oflistening, and needed more information on the topic. At that time, youcan ask question at the end of the speech to the speaker by using suchphrases like, Can you through some light on ., it would be great help, if you can explain the speaker to speak more on the topic.

Ask open ended question to get more information ratheronly yes and no answer type questions. This creates more supportive and trusting environment which will help the communication to move effortlessly.

e) Be Non-evaluative

As a listener do not evaluate the speaker's ideas and feelings. Yourbehaviour at the time of listening should create the impression that,you are accepting the persona and speech without making anyjudgment.

4.5 Check Your Progress

A. State whether the following statements are true or false

1. Hearing is a form of listening.
2. Listening is more of a physical activity and hearing is more of a mental activity.
3. Pretending listening is of no use.
4. Attentive listening is most effective form of listening.
5. Listening for mutual creativity is one of the higher forms of listening.
6. A good listener has a distinct type of personality.
7. Listening is an important ingredient of the communication process and lack of this can create problems in the communication process.
8. A good listener can recreate vague speaking to get clearer meaning.
9. Asking logical and related questions is an important part of effective listening.
10. A good listener gets carried away with the emotions of the speech and speaker.

B. Choose the correct option from given below

i) Process of receiving information in the form of sounds or actionand reacting or responding to that information through spoken orunspoken methods is known as . . . .

a) Listening
b) Hearing
c) Feedback

ii) . . . . . .suggests active presence of mind at the timeof listening.

a) Active Listening
b) Passive Listening
c) Communication

iii) In . . . . . the listener is not much attentive or they do not have intention to listen to.

a) Active Listening

b) Passive Listening

c) Communication

iv) In . . . . . .the listener appreciates the speaker for the speech.

a) Active Listening

b) Passive Listening

c) Appreciative Listening

v) . . . . . towards speaker is the most dangerous thing in listening.

a) Prejudice

b) Happiness

c) Ignorance

4.6 Summary

Listening is not a simple ability to decode information. It is a two-way exchange in which both parties involved must always be receptive to the thoughts, ideas, and emotions of the other. There are different types of listening, Attentive listening, pretending listening, emphatic, selective, intuitive and listening for mutual creativity.The process of listening consists of three steps: Selection, reception and symbol. Listening is a major ingredient of the communication process, and the lack of this skill is primarily responsible for many of the problems we experience with people. Effective listening is one of the critical skills related to effective communication. It requires more than merely hearing the speaker. It requires grasping and understanding. A good listener listens to understand what is meant, not to get ready to reply, contradict, or refute. This is extremely important as a general attitude. Active listening is a process of understanding without judgment. It is more than listening to the content of the message, it is also trying to understand what is behind the content. that listening is not like hearing and that a listener not only hears through the ears but also through the eyes. Good listening skills are a prerequisite for success in one's professional career.

4.7 Keywords

Effective Listening: It can be defined as the art of hearing and understanding what someone is saying.

Feeling Reflection: your perception of the speaker's feelings based on words, tone, and body language.

Interpreting: The listener is engaged in the act of decoding the message during interpretion.

Paraphrase: Restating what another person has said in your own words

Ability: Possession of the means or skill to do something,

Entrepreneur: A person who sets up a business or businesses,taking on financial risks in the hope of profit.

Enthusiastic : A person shows intense and eager enjoyment,

Acquaintances: A person one knows slightly, but who is not a close friend

Critical Expressing: Adverse or disapproving comments or judgments.

Biased : Unfairly prejudiced for or against someone or something.

Intuitive Listening: Involves the recognition of symbolic communication, metaphors, dreams, induction, nonverbal emotional communications etc.

4.8 Self Assessment Test

1.What is Listening? Discuss.

2. Discuss traits of a good listener

3. Discuss the difference between Listening and Hearing.

4. What is Active Listening? Discuss.

5. How is listening different from hearing? Explain with the help of examples.

6. Discuss different types of listening. Give example for each.

7. Explain the process of listening with the help of an example.

8. Is effective listening related to personality or sex of an individual? Justify your answer.

9. “Listening is a skill that cannot be learnt easily”. Substantiate.

10. “Listening is a major ingredient of the communication process”. Discuss.

11. Discuss the requisites of effective listening.

12. Examine the traits of a good listener.

13. Is there a connection between listening and perception? If yes, what?

14. “Listening enhances scholarship”. Do you agree?

4.9 Answers to check your progress

A. Check Your Progress

1. False

2. False

3. True
4. True
5. False
6. False
7. True
8. True
9. True
10. False

B. Check Your Progress

1. (a) Listening
2. (a) Active listening
3. (b) Passive Listening
4. (c) Appreciative Listening
5. (a) Prejudice

4.10 References/ Suggested Readings

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Course Code: **C24AEC101T**	Author: **Dr. Astha Gupta**
Lesson No: **5**	Vetter: **Prof. Anju Verma**

IMPORTANCE AND BARRIERS OF LISTENING SKILLS

STRUCTURE

5.0 Learning Objectives
5.1 Introduction
5.2 Importance of Listening
5.3 Significance of Listening
5.4 Barriers of Listening
5.4.1 Strategies for Improving Effective Listening
5.5 Check Your Progress
5.6 Summary
5.7 Keywords
5.8 Self Assessment Test
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5.0 Learning Objectives

By the end of this unit, students will be able to:

- Understand the importance of effective listening.
- Differentiate between various types of listening.
- Identify common barriers to effective listening and ways to overcome them.
- Apply strategies for listening for gist and listening for details.
- Demonstrate improved listening skills through practical exercises

5.1 Introduction

Listening is a critical communication skill that involves receiving, understanding, interpreting, and responding to verbal messages. Effective listening enhances comprehension, builds relationships, and fosters a deeper understanding of content. This study material aims to improve your listening skills by focusing on both listening for gist and listening for details and keywords. .listeningisan essential management and leadership skill**.**

According to John Marshall "Listening is a powerful means of communication and % influence as to talk well." We were given two ears but only one mouth. This is because God knew that listening was twice as hard as talking. A lot of people use the words ‘listening’ and ‘hearing’ interchangeably. But they are not the same. The difference lies in the attention and the effort that you expend in the act of listening**.** It leads to breakdown incommunication. Listening is a mental activity and hearing is a physical activity. Listening includes hearing. In hearing, we get sounds but we do not use mind. In listening, we have to understand, retain and recall also. Listening is a natural process

5.2 Importance of Listening

The ability to listen well is quite as important as the ability to speak well. In communication, however good a transmitter is, it becomes effective only in partnership with a good receiver. It is obvious that unless someone listens, any effort to communicate will be lost. After all, communication involves the negotiation of mutual meanings, which requires two parties. Listening is a major ingredient of the communication process, and the lack of this skill is primarily responsible for many of the problems we experience with people. Effective human relations are based heavily on good listening skills. Poor listeners are usually also poor negotiators and are also ineffective in crisis situations.

Effective listening is one of the critical skills related to effective communication. It requires more than merely hearing the speaker. It requires grasping and understanding. It includes active, empathetic and supportive behaviours. Listening is a cornerstone of effective communication and plays a crucial role in personal and professional interactions. It is not just about hearing words, but about understanding and interpreting the message being conveyed. This section delves into why listening is important and how it impacts various aspects of life.

5.3 The Significance of Good Listening

5.3.1 Enhances Communication

Understanding Messages: Listening allows for the accurate reception of information, ensuring that messages are understood as intended.

Feedback Mechanism: Through listening, one can provide appropriate feedback, fostering a two-way communication process.

5.3.2 Builds Relationships

Trust and Respect: Actively listening to others demonstrates respect and builds trust, which is fundamental in personal and professional relationships.

Emotional Connection: Listening empathetically helps in understanding others' emotions and perspectives, strengthening emotional bonds.

5.3.3 Facilitates Learning

Knowledge Acquisition: Listening is a primary means of learning new information, whether in academic settings, workplaces, or daily life.

Skill Development: Effective listening skills contribute to the development of other skills such as critical thinking, problem-solving, and decision-making.

5.3.4 Promotes Problem-Solving

Identifying Issues: By listening attentively, one can identify underlying issues and concerns, which is the first step in problem-solving. Generating Solutions: Listening to different viewpoints can lead to innovative solutions and collaborative problem-solving.

5.3.5 Reduces Misunderstandings

Clarification: Asking questions and seeking clarification while listening can prevent misinterpretations and confusion.

Accuracy: Accurate listening ensures that instructions and information are correctly understood and followed.

5.3.6 Improves Productivity

Efficiency: In professional settings, effective listening leads to better understanding of tasks and expectations, enhancing efficiency and productivity.

Team Collaboration: Good listening skills facilitate better teamwork and collaboration, leading to more successful outcomes.

5.3.7 Real-Life Applications

In Education: Students who listen attentively in class are more likely to comprehend material and perform well academically. In the Workplace: Employees who practice effective listening are better equipped to understand job requirements, collaborate with colleagues, and meet organizational goals.

In Personal Relationships: Listening enhances personal relationships by fostering better understanding, empathy, and emotional support.

Listening is an essential skill that impacts all areas of life. By understanding its importance and actively working to improve your listening abilities, you can enhance your communication, build stronger relationships, facilitate learning and problem-solving, reduce misunderstandings, and increase

productivity. Investing in developing effective listening skills is crucial for personal and professional success.

5.4 Barriers of Listening

Effective listening is crucial for successful communication, but various barriers can hinder our ability to listen attentively and comprehend messages accurately. Understanding these barriers is the first step towards overcoming them and improving our listening skills. Listening is a psychological process. Sometimes, due to some barrier, it can be blocked and stopped completely. Let us discuss various barriers to listening.

i. External Barriers Noise and Environmental Distractions

One of the most common external barriers to listening is noise and other environmental distractions. Background noises, such as traffic, construction, or conversations happening nearby, can interfere with our ability to focus on the speaker.

Visual distractions, like people moving around or bright lights, can also divert our attention. Creating a conducive environment by minimizing noise and distractions can help mitigate this barrier.

ii. Physical Barriers

Physical conditions, such as hearing impairments, poor acoustics, or physical distance between the speaker and listener, can significantly affect listening.

For instance, someone with hearing loss may struggle to catch every word in a conversation, while a poorly designed room can cause sound to be distorted or muffled. Using hearing aids, improving room acoustics, or moving closer to the speaker can help address these physical barriers.

iii. Internal Barriers Personal Biases and Prejudices

Personal biases and prejudices can cloud our judgment and affect how we interpret messages. When we have preconceived notions about the speaker or the topic, we may listen selectively, only hearing what aligns with our views and ignoring the rest. This selective listening can lead to misunderstandings and ineffective communication. Being aware of our biases and making a conscious effort to set them aside can improve our listening.

iv. Emotional Interference

Emotions can significantly impact our ability to listen. When we are feeling stressed, angry, or anxious, our minds tend to focus on our emotional state rather than the speaker's message. This emotional

interference can prevent us from fully engaging with the conversation. Practicing mindfulness and emotional regulation techniques can help manage emotions and enhance our listening skills.

v. Cognitive Overload

When we are bombarded with too much information at once, our cognitive capacity can become overwhelmed, leading to cognitive overload. This can make it difficult to process and retain what we are hearing. To prevent cognitive overload, it's helpful to take breaks, prioritize information, and focus on one thing at a time.

vi. Lack of Interest or Motivation

A lack of interest or motivation to listen can result in inattentiveness and poor comprehension. When we are not engaged with the topic or speaker, our minds tend to wander, and we miss important details. Finding ways to connect personally with the topic, such as relating it to our own experiences or setting specific listening goals, can increase our motivation to listen attentively.

vii. Psychological Barriers Defensiveness

When we feel threatened or criticized, we may become defensive and focus on formulating a response rather than truly listening to the speaker. This defensive listening can create barriers to understanding and productive communication. Approaching conversations with an open mind and a willingness to understand the other person's perspective can reduce defensiveness.

viii. Assumptions and Jumping to Conclusions:

Making assumptions or jumping to conclusions before the speaker has finished can lead to misinterpretations. When we think we already know what the speaker is going to say, we may stop listening actively and miss crucial information. Practicing patience and withholding judgment until the speaker has finished can help overcome this barrier. Recognizing and addressing the various barriers to listening is essential for improving our listening skills and enhancing communication. By being aware of external, internal, and psychological barriers, and employing strategies to overcome them, we can become more effective listeners. This not only improves our personal and professional interactions but also fosters better understanding and stronger relationships.

5.4.1 Strategies for improving Effective Listening

Effective listening is a vital component of communication that requires conscious effort and practice. By employing specific strategies, individuals can enhance their listening skills, leading to better understanding, improved relationships, and more productive interactions.

i. Active Engagement Maintain Eye Contact

Maintaining eye contact with the speaker signals that you are focused and interested in what they are saying. It helps to build a connection and encourages the speaker to continue sharing. However, it's important to balance eye contact to avoid making the speaker uncomfortable. Use Non-Verbal Cues: Non-verbal cues such as nodding, smiling, and appropriate facial expressions show that you are paying attention and understanding the speaker. These cues provide positive feedback and reinforce the speaker's confidence in the communication process.

ii. Avoid Distractions Minimize External Distractions

Create an environment conducive to listening by minimizing external distractions such as background noise, interruptions, and visual clutter. This can be achieved by choosing a quiet location, turning off electronic devices, and arranging a suitable time for the conversation. Manage Internal Distractions: Internal distractions, such as personal thoughts and emotions, can interfere with listening. Practice mindfulness and focus techniques to stay present during conversations. If your mind starts to wander, gently bring your attention back to the speaker.

iii. Active Feedback Paraphrase and Summarize

Paraphrasing and summarizing what the speaker has said demonstrates that you are listening and understanding their message. It involves restating the speaker's points in your own words and can clarify any misunderstandings. For example, you might say, "So, what I hear you saying is..." followed by your interpretation of their message.

iv. Ask Clarifying Questions

Asking questions for clarification shows that you are engaged and interested in comprehending the details. It helps to clear up any ambiguities and ensures that you have a complete understanding of the message. Questions like, "Can you explain that further?" or "What did you mean by...?" are effective ways to seek clarification.

v. Be Patient Avoid Interrupting

Allow the speaker to finish their thoughts without interrupting. Interruptions can disrupt the flow of conversation and may prevent the speaker from fully expressing their ideas. Practice patience and wait for natural pauses before responding or asking questions.

vi. Hold Back Judgment:

Listen with an open mind and avoid making judgments or forming responses while the speaker

is talking. Premature judgments can lead to misunderstandings and hinder effective communication. Focus on understanding the speaker's perspective before forming your opinion.

vii. Focus on Content Take Notes:

Taking notes during conversations, especially in professional or educational settings, can help retain important information and provide a reference for future discussions. ideas, and questions that arise during the conversation to enhance your understanding and recall.

viii. Identify Key Points

Focus on identifying the main ideas and key points in the speaker's message. This involves discerning the core message and supporting details, which can help in summarizing and recalling the information later.

ix. Empathetic Listening Understand Emotions

Empathetic listening involves paying attention to the speaker's emotions as well as their words. Acknowledge and validate their feelings by using empathetic responses such as, "It sounds like you're feeling..." followed by an emotion that matches their tone and content.

x. Show Support

Empathetic listening fosters trust and strengthens relationships by creating a safe space for the speaker to share their thoughts and feelings. Effective listening requires active engagement, minimizing distractions, providing feedback, being patient, focusing on content, and practicing empathy. By implementing these strategies, individuals can significantly enhance their listening skills, leading to more meaningful and productive interactions. Improved listening not only benefits personal and professional relationships but also contributes to better understanding and collaboration in various contexts.

5.5 Check Your Progress

A. True or False Questions

i. Listening and hearing are exactly the same physiological process.

ii. A semantic barrier occurs when the speaker uses technical jargon that the listener does not understand.

iii. Planning your response while the other person is still talking is a helpful habit for active listening.

iv. Active listening helps to reduce workplace conflict and build stronger professional relationships.

v. Emotional states, like anger or stress, can act as severe internal barriers to effective listening.

B. Fill in the Blank

i. The type of listening where you fake attention by nodding along while your mind is entirely elsewhere is called _____.

ii. Loud background construction, a freezing cold room, or a flickering light bulb are examples of _____ barriers.

iii. When a person tunes in only to parts of a conversation that interest them and ignores the rest, they are practicing _____ listening**.**

iv. Listening to understand, support, and validate the emotions of a speaker is known as _____ listening.

v. Receiving too much data or information at one time can lead to a listening barrier known as information _____.

5.6 Summary

Effective listening is a vital skill for personal and professional success. By understanding the importance of listening, recognizing different types of listening, identifying barriers, and applying strategic approaches, you can significantly improve your listening abilities.

5.7 Keywords

Active Listening : Fully engaging in the listening process with feedback and comprehension.
Empathetic Listening: Listening to understand the speaker's emotions and perspective.
Gist: The main or essential part of a message.
Cognitive Overload: Being overwhelmed by too much information.

5.8 Self Assessment test

1. Why is effective listening important?

2. Name and describe three types of listening?

3. List two common barriers to effective listening and suggest ways to overcome them?

4. What strategies can be used to listen for details?

5. Describe barriers of Listening?

6. Explain significance of listening?

7.How to improve listening in detail **?**

5.9 Answers to Check Your Progress

A Check Your Progress.

i False

ii True

iii False

iv True

v True

B Check Your Progress

i. Pseudolistening (or false listening)

ii. Environmental (or physical)

iii. Selective

iv Empathetic (or empathetic listening)

v. Overload

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Note Taking And Techniques

STRUCTURE

6.0 Objectives
6.1 Introduction
6.2. Meaning Of Note Taking
6.2.1 Reason for Note Taking
6.2.2 Techniques of Note-Making
6.2.3 Importance of Note-Taking
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6.0 Learning Objectives:

After studying this unit, you will be able to:

- Actively process information, improve long-term retention, and create a structured reference for future revision.
- Build long-term memory, sharpens critical thinking by helping you extract main ideas,

and speeds up exam preparation or project research by creating a quick-reference guide.

- Assess the importance and relevance of Note taking.
- Discuss the Cornell method, Outline method and Mapping method of note taking.
- Understand the steps and Methods of effective note making.

6.1 Introduction

Note taking is the practice of recording information captured from a transient source, such as an oral discussion at a meeting, or a lecture. It is an important skill for students, especially at the college level. Unless you have an extraordinary memory, effective note taking will help you throughout your college and professional careers. You can increase your comprehension and retention of information through accurate and meaningful note taking. Note-making is the systematic process of reviewing, connecting, and organizing ideas from lectures or readings into a concise, structured format. It is a critical skill that transforms passive learning into an active cognitive process, helping you clarify thinking, retain information, and easily review material for exams .

A good note taker is one who listens to what is being communicated carefully and critically. Note making is an advanced writing skill which has acquired importance of late due to knowledge explosion. There is a need to remember at least the main points of any given subject. Making notes is a complex activity which combines several skills like reading, writing, understanding, presenting and summarizing. We take notes to reduce the source material, like a chapter of a text book or an article, to a minimum, while still being able to follow the key points of an argument**.**

6.2 Meaning of Note Taking

Note-Taking is the act of retaining the documentation from various sources. By taking notes, an individual can store the embodiment of the data, liberating their wits from reviewing everything. Notes are ordinarily extracted from a short source, for example, a talk or an oral conversation at a gathering or a conference wherein the notes might be the main record of the occasion or from a long substance. Note-Taking isn't only recording all that you peruse or hear, but additionally, a course of orchestrating and looking into thoughts from reading or from one's talks

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

that you will be able to retain everything in your mind, then you are mistaken as it may happen that you may miss some important information while writing or may miss an important argument. Therefore it is always better that we make notes, which can be used while we start writing or preparing for the examination or use for future reference.

6.2.1 Reason for Note Taking

Why Note-Making?

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

(a) Today when there is plethora of information available on any topic because of the spread of digital information therefore it is significant that one takes down notes of whatever one reads so that it can be used in future; otherwise the person may have the tendency to forget many a things that he or she has read.

(b) The notes can be used for future reference.

(c) By Note-Taking on can filter the key ideas from what one has read and can do away with information and analyses that are not so useful.

(d) It can be helpful in revision work.

6.2.2 Techniques of Note-taking or How to make notes?

The first significant thing about Note-taking is that the reader should read or go through:

- The reading or the passage very carefully and try to figure out the key ideas, main theme, key arguments of the reading / passage. The Note-maker should them put the main idea of the passage as heading of the passage.
- The heading should be short and easy to understand (usually of three to four words) and usually written on the top middle of the page. Moreover it should be so that it evokes the interest of the other readers and also makes you again go through it. Under the heading of the passage, the sub-headings should come in.
- The subordinate or associated ideas that come under the heading, that are used to develop the heading or the main idea of the reading or passage. Once we are through with the subheading it is essential to write the points under eachsubheading which goes on in support/ against/ to uphold/ to argue in favour or against/ to provide the details/ etc. of the sub-heading. It should be kept in mind to properly indent (space suitably and provide them numbers of put them in bullet form) the points.

Other significant things :

- There is no need to write full sentences in Note-taking – one can just write in the form of just the necessary words which can be understandable.
- Abbreviations should be used as much as possible (and a list of abbreviations should be provided at the end of Note-Making for other readers) Abbreviations Some Popular and standard Abbreviations

a. Capitalized first letters of words U.S.A.,U.K.,U.S.S.R., W.B.,U.P., etc.

b. Common abbreviations

c. Sc. (for science), Mr., Mrs., Dr., Govt., etc

d. Common symbols e.g., : \, ∴ , +ve, -ve, ® (leading to), ↑ (rising), ↓ (falling), =, etc.

e. Measurements and Figures 100′, 100”, 100 kg, 1000 mm, 100ml, etc.

Making own abbreviations Such as, edn. (education), progm. (programme), prog’ve (progressive). We are all accustomed to doing it as we use such abbreviations usually when we write SMS or while writing informally WhatApp messages. Since notes are prepared for one’s own use, one has the flexibility to use a format which suits the most, yet the following format may be conveniently used by all, though there could be other customized formats according to one’s needs and preference.

Heading: .....

Point 1. .....

1.a Sub-point. .....

1.b Sub point. .....

Point 2. .....

2.a Sub point. .....

2.b Sub point. .....

Abbr. used

6.2.2.1 Paraphrasing and Summarising

Summarising and Paraphrasing are very useful skills because they allow us to use the work of authors whom we wish to cite, while using our own words and thus not turning our paper into a copy-and-paste from other works. These skills help us demonstrate our understanding of a text, and showcase our original analysis and use of what we have read. In Short Paraphrasing means putting a piece of writing in new words, so that most of the language or expression is different, while the content or idea is retained. Summarising means reproducing the main points of a piece of writing while substantially

cutting down its length. Paraphrasing means changing the words in which something you have read has been expressed. The result of paraphrasing should be significantly different from the original source, so that as far as the expression goes, it counts as your original writing. At the same time, because you will be giving credit to the original author of the text you have read, s/he must not be misquoted. Therefore, the meaning must not be changed. Consider the following sentence: "There has been much debate about the reasons for the industrial revolution happening in eighteenth-century Britain, rather than in France or Germany." This could be paraphrased: "Why the industrial revolution occurred in Britain in the eighteenth century, instead of on the continent, has been the subject of considerable discussion." (Bailey, 50)

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

Passage for Paraphrasing: The information that Columbus wanted most was: Where is the gold? He had persuaded the king and queen of Spain to finance an expedition to the lands, the wealth, he expected would be on the other side of the Atlantic – the Indies and Asia, gold and spices. Spain was recently unified, one of the new modern nation-states, like France, England, and Portugal. Its population, mostly poor peasants, worked for the nobility, who were 2 percent of the population and owned 95 percent of the land. Like other states of the modern world, Spain sought gold, which was becoming.

6.2. 3 Importance of Note Taking

Note taking is without a doubt one of the most important and essential tools in a student's life. It is important because:

1. It is essential for providing you with the necessary evidence to inform and develop your argument.
2. It assists you in concentrating on and understanding the information you are reading by helping you to summarise the ideas and arguments in the text.
3. It allows you to focus on the points relevant to your purpose.
4. Well-organised notes make the writing process much more efficient.

5. Notes developed using an active and critical approach will also allow you to refi ne your argument before you begin writing. It is a record of the primary concerns of a lecture, meeting, or study for later use.

6. It helps in keeping the data convenient at whatever point we require it.

7. Note-taking helps in remembering and reviewing the previous occasions, said or heard and in comprehension, thinking, and gives a super-lasting record.

8. It helps in understanding an idea effectively if the notes are in a way that would sound natural to you.

9. It assists with recognising the central issues and subtleties.

10. It has extraordinary significance in tests or scholastic composition.

6.2.4 Methods of Note Taking:

Note taking is useful only when it is done properly. When you wish to acquire learning in the right manner, you need to be sure that you are concentrating on proper techniques in note taking. It is important to ensure that you are following the right methods in taking notes so as to not miss out on the important details and also to follow the lessons well. Perhaps the simplest method of note taking is the sentence method. You can write every new fact, thought or any piece of information in a new sentence. Thus your notes will looks slightly more organized than paragraph. However, it can sometimes become difficult to differentiate between major and minor facts. So, it is advisable that students use different fonts or different style (say, simple writing for major points and italics for minor points) so that they can easily figure the main and minor points.

We will discuss some more popular methods of note-taking in subsequent subsections.

6.2.4.1 Cornell Method

Lecture notes are an essential part of a successful student's life, whether it is high school or university level. Notes are of no use if they are not well organized and difficult to read. One of the most popular ways of taking notes is by using the Cornell method. In this method, you need to divide the paper into three sections.

Technique of Dividing the Page Approximately 2 inches from the bottom of your paper, draw a horizontal line all the way across the page.

Approximately 2.5 inches from the left side of your paper, draw a vertical line from the top to the horizontal line you have just drawn.

On standard paper, this will give you a 2.5 x 9-inch section on the left, a 6 x 9-inch section on the right, and 2 x 8.5-inch section at the bottom. The 6x9 section is you note taking section.

It is important that you create all three sections because each section has its own purpose in the Cornell method. Once you have divided your paper into three sections, you are ready to take notes. While taking notes, you need to remember the 'R's of note taking.

1. Record

During the lecture, record your notes in the note-taking section. You should (practically you can't) not try to write down every single word of the lecture, but try to capture the main points. At this time, grammar, punctuation and spelling are not relevant, as long as the notes are readable later. There are a number of symbols and abbreviations that are commonly used while taking notes. You can also develop your own shorthand or abbreviations for your notes. You can create a key for your abbreviations so that you don't forget them. By time and repeated usage you will be able to remember the common abbreviations. Example: Some commonly used abbreviations and symbols & and % percentage b4 before govt. government w/0 without ASAP as soon as possible edu education diff different/difference min/max minimum/maximum qty quantity.

2. Reduce

In the lecture, reduce your notes to main keywords. These are cues to help you remember the information, and they are written in the 2.5-inch section to the left of the notes. The cue section is also a good place to note any questions that you have as you go over you.

3. **Recapitulate**

The summary of your notes goes in the 2-inch space at the bottom of the page. Summarise each page of notes at the bottom of that page. You can also summarise the entire lecture on the last page of the notes for that lecture. Most lists place recapitulation as the last step, but it is best to write your summary after you write your cues in the left-hand column. Writing it immediately ensures that the information is still fresh in your mind, which helps you create a more accurate summary.

4. Recite

Recite the information. Saying it out loud can help to reinforce the learning process. Ideally, you can cover up the note-taking section and use the cue section to jog your memory when reciting.

5. Reflect

Think about your notes and the information that you have just learned.

Consider how the information can be applied, and how it fits with what you already know. Figure out the significance of the information, and why knowing it is important.

6. Review

Review your notes frequently to so that you don't forget the information. It is advisable to set aside time several days each week to review and recite your notes. If you do this, you will not have to worry much before the exam.

6.2.4.2 Outline Method

The outline method of note taking starts on the left-hand side of the paper. The most important points are placed at the left edge of the paper. Less important points, which are typically ideas that support the main points, are indented to the right. Each set of less important points is indented more to the right. It is easy to see, at a glance, the level of importance of the different ideas because of the distance between them and the major points. An alternate form, which requires a little more thought, is to start with minor points to the left and indenting as points get more important. The alternate outline form is best used in lectures where minor ideas are used to build up to the most important ideas. With either form, indentation is enough to show the importance of the ideas and the relationship between them.

If you would like something more concrete, however, you can opt for using dashes, bullets or a Roman numeral and letter combination for further emphasis. For the sake of speed and being able to focus on the lecture, you may want to consider adding the marks after class when you review your notes. As the name suggests, the Outline method is a outline of the material, divided into Main topics, SubTopics, and details. Outline notes look something like this:

I. First main topic _____ .

A. Subtopic _____ .

1. Detail _____

_____

_____ .

2. Detail _____

_____

_____.

B. Subtopic_____.

The outline method of note taking has several advantages.

The outline method not only shows the content and main points of the lecture, but also shows the relationship between points. With an outline, it is easy to identify the main points of the information, and reviewing can be as simple as turning main points into questions.

In addition, the outline is set up so simply that it takes very little, if any, editing for notes to be easily understood. A major benefit of the outline method is the ability to focus on the lecture. Outlining does not require speed or great detail in the writing, both of which take away from your ability to listen to what is said. Outlining does require that you pay enough attention to the lecture to be able to outline the key ideas, which can help you retain more of the information.

There are some disadvantages to the outlining method.

The outline method can be difficult to use in science and mathematical courses because those courses need more of an ability to show sequential relationships than outlining offers. Courses with fast-paced lectures may also be difficult to outline, partially because outlining requires the note-taker to think about organization.

6.2.4.3 Mapping Method

Mapping is a visual system of condensing material to show relationships and importance. A map is a diagram of the major points, with their signifi cant sub-points, that support a topic. The purpose of mapping as an organizing strategy is to improve memory by grouping material in a highly visual way. The map provides a quick reference for over-viewing a lecture or a textbook chapter.

The following steps describe the procedure to use in mapping:

- Draw a circle or a box in the middle of a page and write the subject or topic of the material or lecture in it.
- Decide the main ideas that support the subject and write them on the lines radiating from the central circle or box.
- Decide the significant details and write them on lines attached to each main idea.
- The number of details you include will depend on the material and your purpose.

Maps are not restricted to any one pattern, but can be formed in a variety of creative shapes as the following diagrams illustrate:

The following example illustrates how the lecture on the extra sensory perceptions could be mapped. Notice how the visual display emphasizes the groups of ideas supporting the topic. Example: Source: www.mynoteweb.com.

The mapping method is the best approach when the lecture is heavy or when it will be your first time to hear the lecturer. This approach is also applicable when you are attending a conference or seminar. The basic advantage of this format is that it helps you to visually track the main points of the lecture regardless of conditions. Since the information is presented diagrammatically, not much thinking is needed and relationships can easily be seen. It is also easy to edit your notes by adding numbers, marks, and color coding. But sometimes the students tend to make the diagram so complicated that they are not able to decode it properly afterwards.

6.3 Writing Meeting Notes

Note taking skills also come in handy at professional level. Did u know? The notes taken at a meeting are called minutes. At some point your seniors may ask you to take minutes at a meeting. This task is not reserved for secretaries only. Any person who attends a meeting may be asked to do this. Since the minutes will serve as an official record of what took place during the meeting, you must be very accurate and organised. While taking minutes in a meeting the writer should be very attentive and excellent listener. One who takes minutes should keep the following points in mind:

1. Before the Meeting, you should

(a) Decide how you will take notes, i.e. pen and paper, laptop computer, or tape recorder. If you choose pen and paper, you must make sure you have plenty of papers (or a diary or notebook) and at least a couple of pens in working order.

(b) Use the meeting agenda to formulate an outline.

2. During the Meeting, you should

(a) Pass around an attendance sheet as soon as the meeting is called to order.

(b) Get a list of committee members and make sure you know who is who.

(c) Note the time the meeting begins.

(d) Not try to write down every single comment made by the speaker, just put down the main ideas.

(e) Write down motions, who made them, and the results of votes, if any but there is no need to write down who seconded a motion.

(f) Also make note of any motions to be voted on at future meetings.

(g) Also note the ending time of the meeting.

3. After the Meeting, you should

(a) Transfer all the information noted to a system/ laptop as soon as possible after the meeting, while everything is still fresh in your mind.

(b) Highlight the name of organization, name of committee, type of meeting (daily, weekly, monthly, annual, or special), and purpose of meeting.

(c) Proofread the minutes carefully before submitting them.

1. I read my assignments before I go to a lecture.
2. I find lectures interesting and challenging.
3. My lecture notes are well organized.
4. I recognize main ideas in lectures.
5. I recognize supporting details of main ideas.
6. I recognize patterns in lectures, i.e. cause-effect, concept-example.
7. My lecture notes are complete.
8. I recognize relationships between lectures and readings.
9. I integrate my lecture notes with my reading notes.
10. I summarize my notes, both lecture and reading, in my own words.
11. I review my notes immediately after class.
12. I conduct weekly reviews of my notes.
13. I edit my notes within 24 hours after class. How did you do?

Taking this task should help you identify the note taking skills on which you need to work. Good note taking skills include doing all of the things listed above for every class.

6.3.1 Steps for Effective Note taking

1. Don’t try to write down everything the speaker says
2. Write down the main points only
3. Try to write notes in point form with separate sub headings
4. Develop your own shorthand and abbreviations
5. Leave proper space between your notes so that you can make additions later on
6. Write down any references given in class to read later
7. Number any handouts issued or text book reference made with a corresponding number in the relevant place in your notes

8. Try to keep a highlighter or a different coloured pen with you so that you can underline key phrases
9. It is always advisable to date and number each sheet of notes
10. Before your next lecture expand on your class notes from text books, etc. to make your notes complete and more meaningful.

Note Taking vs Note Making

Note Taking	Note Making
Note-taking is the act of recording significant information as it is read or witnessed. The initial phase of information recording is this.	Making notes is the process of evaluating, organizing, and summarizing the recorded information in a manner that is both plain and meaningful to facilitate comprehension.
Note-taking is primarily descriptive and emphasizes the rapid acquisition of information.	Note-taking is a creative and analytical process that entails the connection of ideas, the use of headings, diagrams, symbols, or keywords to facilitate the retention and revision of the information.

6.5 Check Your Progress

A. State whether the following statements are true or false.

1. A good note taker has to be a good listener.
2. While taking notes, the student should try and jot down every comment made by the speaker.
3. While using the sentence method of note taking, it is advisable to distinguish between main points and minor points.
4. While taking notes, a student should take utmost care for grammar, spellings and punctuations.
5. Saying the information noted down aloud helps in longer retention of the information.
6. Making notes is an easy task.
7. Making notes helps you identify the key points of the text.
8. While making notes, the attempt should be to make them as brief as possible.
9. Linear method of note making makes use of diagrams and charts.
10. The left side of the brain deals with lists and sequence

B. Fill in the blanks:

1. In Cornell method of note taking, a student divides the paper into……. sections.

2. The outline method of note taking starts on the …….hand side of the paper.

3. ……..method of note taking does not require speed or great detail in writing.

4. Purpose of …… is to improve memory by grouping material in a highly visual way.

5. The notes taken in a business meeting are called…… .

6. The main idea behind note making is to record…….. .

7. The use of key ideas or words is crucial to …….method of note-making.

8. The ……..side of the brain builds and stores images and patterns.

9. Fishbone diagrams are also called……..diagrams.

10. ……..is often considered as the fi rst stage of producing effective notes.

6.6 Summary

Note taking is an important skill for students, especially at the college level. Unless you have an extraordinary memory, effective note taking will be will help you throughout your college and professional careers. Note taking assists you in concentrating on and understanding the information you are reading by helping you to summarise the ideas and arguments in the text. It is important to ensure that you are following the right methods in taking notes so as to not miss out on the important details and also to follow the lessons well. Popular methods of note taking include sentence method, Cornell method, outline method and mapping method. Note taking skills is also helpful for professionals. It helps them in taking the minutes properly and in an organized way. Making notes is a complex activity which combines several skills like reading, writing, understanding, presenting and summarizing. Effective note taking and making methods are those that best encourage the process of review and recall of what has been learned, and encourage integration of your own perspectives, comments and reflections.

6.7 Keywords

Fishbone Diagram: The problem is identified (tip of arrow) and 'side bones' are added, as appropriate, to build up a structure perceived to be contributing to the 'effect'.

Indentation: The blank space between a margin and the beginning of an indented line.

Linear Note Making: Traditional approach that typically involves making notes in the form of lists or phrases Mapping: A visual system of condensing material to show relationships and importance.

Mind-mapping: It involves making notes with patterns and by using images Minutes:

A summarized record of the proceedings at a meeting.

Note Making: An advanced process that involves reviewing, synthesizing, connecting ideas from the lecture or reading and presenting the information in a readable, creative way.

Note Taking: Practice of recording information captured from a transient source, such as an oral discussion at a meeting, or a lecture.

Recapitulate: Summarise Sentence Method of Note Taking: Writing each point separately in a different sentences.

6.8 Self-Assessment Test

1. "The key to good note taking habits is effective and active listening." Comment.
2. "Note taking enables you to acquire learning in the right manner." Discuss.
3. "Notes are of no use if they are not well organized and diffi cult to read." Substantiate.
4. Draw a specimen of a page to explain the Cornell method of note taking.
5. Explain the 6 'R's of note taking.
6. Suppose you are taking notes on world geography. You are being told about continents and powerful countries within. How will you take down notes using mapping method? Draw a diagram as a specimen of your notes.
7. Explain the sequential method of note making with help of an example.
8. Assess the pattern note making method. Explain its utility with help of examples.
9. What things should a student keep in mind while making notes from a text book?
10. Read the following short essay and make proper notes.

Global Warming: A Deadly Threat for Human Life .

Global Warming refers to the sustained increase in the average temperature of the earth's atmosphere. Human activity contributes to this change through the buildup of heattrapping greenhouse gases. Over time, this may be sufficient to cause climatic change, including raising sea levels, altering precipitation patterns and changing water supplies and crop yields. It is also an increase in the near surface temperature of the Earth. Global warming has occurred in the distant past as the result of natural influences, but the term is most often used to refer to the warming predicted to occur as a result of increased emissions of greenhouse gases.

Scientists generally agree that the Earth's surface has warmed by about 1 degree Fahrenheit in the past 140 years. The Intergovernmental Panel on Climate Change (IPCC) recently concluded that increased

concentrations of greenhouse gases are causing an increase in the Earth's surface temperature and that increased concentrations of sulfate aerosols have led to relative cooling in some regions, generally over and downwind of heavily industrialized areas. Global warming has occurred in the distant past as the result of natural influences, but the term is today most often used to refer to the warming some scientists predict will occur as a result of increased anthropogenic emissions of greenhouse gases. The usual method to research about this phenomenon is to measure the surface-air temperature over time. Some people blame the nature for the temperature increase while other points at human causes, such as our cars, industries that pollutes the air with Carbon Dioxide and farmers in the third world that pollutes the air with methane gas. Both Carbon Dioxide and Methane are Greenhouse gases. Since the late 19th century, we have experienced a rise in average global temperatures approximated between 0.6C and 0.2C.

6.9 Answers to Check Your Progress

A Check Your Progress

1. True
2. False
3. True
4. False
5. True
6. False
7. True
8. False
9. False
10. True

B Check Your Progress-

1. 3
2. Left
3. Outline
4. Mapping
5. Minutes
6. Pointers

7. Sequential
8. Right
9. Isikawa
10. Note taking

6.10 References/ Suggested Readings

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Course: English Language and Communication Skills-1	
Course Code: **C24AEC101T**	Author: **Dr. Astha Gupta**
Lesson No: **7**	Vetter: **Prof. Anju Verma**

PARTS OF SPEECH

STRUCTURE

7.0 Learning Objectives

7.1 Introduction to Parts of Speech

- 7.1.1 Noun
- 7.1.2 Pronoun
- 7.1.3 Verb
- 7.1.4 Adjective
- 7.1.5 Adverb
- 7.1.6 Preposition
- 7.1.7 Conjunction
- 7.1.8 Interjection
- 7.1.9 Exercises

7.2 Check Your Progress

7.3 Summary

7.4 Keywords

7.5 Self Assessment Test

7.6 Answers to Check Your Progress

7.7 References / Suggested Readings

7.0 Learning Objectives

Upon completion of your studies, you will be capable of:

• Have a rudimentary understanding of English grammar and composition rules

• Fortify your foundation in order to enhance your written and spoken English

• Emphasize the practical application of all elements of speech, in conjunction with their theoretical definitions

• Resolve any uncertainties or complications that may arise during English communication

7.1 Introduction to Parts of Speech

Parts of speech are categorized that how a word functions grammatically in a sentence. Understanding these is the foundation of building grammatically correct and meaningful sentence**.** Words are divided into different kinds or classes, called Parts of Speech, according to their use, and their work in a sentences. Every component of speech has a distinct purpose that contributes to its uniqueness. The eight components of speech are as follows:

1. Noun
2. Pronoun
3. Verb
4. Adverb
5. Adjective
6. Prepositions
7. Conjunctions
8. Interjections

7.1.1 Noun

A **noun** is a term used to identify a person, place, animal, thing, quality, or idea. Nouns act as the subject or object in a sentence.

For example:

1. The sun is scorching.
2. I received a flower from him.
3. She poured water into the bottle.

In the definition of noun, the word 'thing' includes

1. all objects that we can see, hear, taste, touch or smell
2. something that we can think of but cannot perceive by the senses.

7.1.2 Types of Noun

Nouns are divided into following different types:

1. Common Noun
2. Proper Noun
3. Collective Noun
4. Abstract Noun

7.1.2.1 Common Noun

A common noun is a name shared by all members of the same class or sort. (Here, "common" refers to shared by all.) Words like "city," "bus," "school," "pen," "paper," "book," and so on. Let's examine the instances:

1. Meena met a boy at the library.
2. Books are placed on the table.
3. They ate an apple in the morning.
4. My Father asked me to buy a new bag.
5. shayama carried a basket of fruits.

7.1.2.2 Proper Noun

A proper noun is the name of a specific individual or location. (To be proper is to be one's own. Therefore, a person's name is a proper noun.

• The initial letters of proper nouns are usually capitalized (written in upper case). For instance, Jacob and Sarah were buddies as kids.

• Occasionally, proper nouns are employed as common nouns.

For instance, Kalidas is frequently referred to as India's Shakespeare. (The best playwright is Shakespeare.)

Let's examine the following examples:

1. India is the world's seventh-largest nation.
2. Rssica attends a university.
3. Manit went on a trip to Delhi.
4. A representation of grandeur is the Taj Mahal.
5. Jaipur is referred to be India's "pink city."

The italicized terms in the aforementioned examples are proper nouns.

7.1.2.3 Collective Noun

A collective noun, such as throng, mob, flock, herd, army, fleet, etc., is the name of a number (or collection) of people or objects gathered collectively or stated as one whole. Examine the following instances:

1. A school of fish was captured by the fisherman.
2. The field was being grazed by a herd of cattle.

3. A beautiful song was sung by the chorus.

4. I presented my friend with a bouquet of flowers.

The italicized terms in the aforementioned examples are collective nouns.

7.1.2.4 Abstract Nouns

An abstract noun is often the name of a characteristic, behavior, or condition that is seen independently of the item to which it belongs, such as:

• Goodness, compassion, whiteness, darkness, honesty, knowledge, and bravery are examples of quality.

• Laughter, robbery, mobility, condemnation, and hatred

State: Slavery, sleep, poverty, childhood, and boyhood The formation of abstract nouns

• From adjectives, such as "kindness" from "kind" and "honesty" from "honest."

• From verbs, such as "obedience" from "obey"

• Based on Common Nouns Consider the following instances: "childhood" from "child," "slavery" from "slave"

1. The best policy is to be honest.

2. One of the best human qualities is friendship.

3. The youngster made a lot of poor choices when he was younger.

4. Beauty is subjective.

7.1.2.5. Material nouns

The name of a material, substance, or component that something is composed of is called a material noun. Iron, copper, steel, gold, coal, silver, rice, wheat, milk, water, tea, and sugar are examples of food and drink items. Note: Although a material noun is a kind of common noun, the two are distinguished from one another. A material noun is an uncountable noun, whereas a common noun is often countable. We get milk from the cow. Milk is a material noun (uncountable), but cow is a common noun (countable).

i. Countable Nouns (or countables) are the names of things, individuals, etc. that we are able to count. A book, pen, paper, table, bottle, etc. are a few examples.

ii. Uncountable Nouns (or uncountables) are terms used to describe things that humans are unable to count. They mostly refer to materials and abstract concepts. For instance, oil, sugar, honey, integrity, etc.

7.1.2 Pronouns - A word that is used in place of a noun is called a pronoun. Pronouns must be used in place of the nouns because they cannot be repeated in a sentence or paragraph.

Examples: Due to his illness, Mohan is not present.

You left the books there.

Pronouns are the words that are italicized.

Types of Pronouns

There are Following kinds of pronouns:

i) Personal Pronouns ii) Possessive Pronouns iii) Demonstrative Pronouns iv) Reflective Pronouns v) Relative Pronouns vi) Interrogative Pronouns vii) Indefinite Pronouns.

7.1.2.1 Personal Pronouns

They are employed to replace individuals or objects. Depending on whether they relate to one or more nouns, they can be either singular or plural. For instance, "I," "me," "we," and "us" They are either the sentence's object or its topic. For various purposes in a sentence, they have distinct forms.

Examples

When an author refers to themselves in a statement, they use the pronoun "I" if they are in the subject position. I met my friend at the restaurant, for instance.

In the above example, 'I' is the subject of the sentence. If he/she is in the object position- My friend met me at the restaurant. In the above example, 'me' is the object of the sentence.

7.1.2.2 Possessive Pronouns

They indicate possession of something besides being personal pronouns. For example, 'my', 'mine', 'our' etc..

a. The color of my car is red.

b. I own the brown bag.

c. It is our duty to protect the environment.

7.1.2.3 Relative Pronouns

Relative pronouns, such as "who," "that," and "which," start with a clause. They may also belong to the category of alternative pronouns. For example,

1. She watched the film that you had recommended.

2. Samar is the one who likes eating ice-creams the most.

7.1.2.4 Reflexive Pronouns

The sentence employs a reflexive pronoun following the verb when the subject acts on itself. It consists of herself, him, themselves, and me. For example:

1. He did the homework himself.
2. She choreographed the performance herself.
3. He bought himself a new tablet.
4. I have told that myself a couple of times.

7.1.2.5 Intensive Pronouns

Though they serve a distinct purpose in a phrase, they are comparable to reflexive pronouns. It just serves to highlight its antecedent and is not an important component of a phrase. For example:

1. I myself like a little stroll after dinner.
2. We went to hear the man himself speak.
3. The author approved the book cover herself.

7.1.2.6 Indefinite Pronouns

Like personal pronouns, they refer to people or things, but they don't have a particular person or object in mind. They consist of everything, everyone, and some.

7.1.2.7 Demonstrative Pronouns

They highlight or change someone or something. There are four demonstrative pronouns:

Interrogative pronouns, interrogative pronouns that begin questions, these and those (for numerous words), this and that (for solitary words). For instance, in "Who are you"?

7.1.2.8 The Interrogative Pronoun

The query begins with "who" The five interrogative pronouns are which and what (for inquiries involving objects) and who, whom, and whose (for questions involving individuals).

7.1.2.9 Reciprocal Pronouns

Similar to reflexive pronouns, reciprocal pronouns refer to groups of two or more that engage in the same action. One another (for bigger groups) and each other (for groups of two) are the only two reciprocal pronouns.

7.1.2.10 Distributive Pronouns

One person, animal, or object at a time is referred to using a distributive pronoun. Each, neither, and either are examples of pronouns that should be used in conjunction with singular verbs and plural

nouns. Here's an illustration: Today, every dog had a bath. Or neither of the shipments showed up on schedule.

7.1.3 Verbs

A verb is a word used to express action or state; A verb is the main part of a sentence that expresses an action, an occurrence, or a state of being. Every complete sentence requires at least one verb to describe what the subject is doing or experiencing.

Verbs are foundational to sentence building and are categorized into several key types based on how they function.

1. The girl wrote a letter to her cousin.
2. Delhi is a big city.
3. Iron and copper are useful metals.

A verb is the part of a sentence that tells us what the subject performs. They are the heart of English sentences.

Types of Verbs- There are folloeing kinds of verbs.

7.1.3.1 Finite Verbs

The verbs themselves are referred to as the roots of sentences. It is a verb that is performed by subject, employs one of the twelve tenses, and varies depending on the subject's number or person. Alex, for instance, attended school. The activity was previously carried out by the subject, Alex. The verb "went" alone makes this information clear.

7.1.3.2 Non finite Verbs

They're not verbs at all. They function as nouns, adjectives, adverbs, etc. in the phrase instead of verbs. Because these verbs, also known as verbals, have no direct connection to the subject, they do not vary based on the number or person of the subject. Occasionally, they turn into the topic. Non-finite verbs appear in three different forms: infinitive, gerund, and participle (participles become finite verbs when they accept auxiliary verbs).

7.1.3.3 Action Verbs

It describes the actions of a sentence's subject. Action verbs can evoke strong feelings in the reader or listener and enhance the accuracy and vividness of scenarios. They may be intransitive or transitive.

7.1.3.4 Transitive Verbs

An action verb that needs one or more objects to finish its meaning is called a transitive verb. It "transfers" the operation to either a direct or indirect object.It has to have a direct object. It requires action to be taken on something or someone.

I painted the automobile, for instance. (The verb "paint" requires that something be painted).

7.1.3.5 Intransitive Verbs

They take no action. Adjectives, adverbs, prepositions, and other parts of speech may come after them. For instance: She grinned. (The action of "smiling" does not fall upon anything or anybody, hence the verb "smile" cannot have any object.) I get up at six in the morning. (This verb does not require an object.)

7.1.3.6 Linking Verbs

A connecting verb provides information about the sentence's topic. It links the subject and the complement, or the words that come after the linking verb, in its most basic form. Rather than displaying activity, it establishes a connection between them. The complement redefines or restates the subject, thus what is on each side of a connecting verb is frequently equal. Linking verbs, such as am, is, are, was, and were, are generally referred to as "be" verbs. Other verbs include act, feel, remain, appear, become, seem, smell, sound, grow, look, prove, stay, taste, and turn. This list contains verbs that can also be action verbs. Try substituting versions of the verbs "be" for them to see if they are connecting verbs. That verb is a connecting verb if the revised phrase makes sense.

1. She seems prepared for the game, for instance. (She's prepared for the match.)
2. It looked like wonderful cuisine. (The cuisine was excellent.)
3. You appear content. (You're content.)

7.1.3.7 Auxiliary Verb

Helping verbs are another name for auxiliary verbs. By demonstrating time, tense, and potential, an auxiliary verb expands on the primary verb. They are the verbs "be," "have," and "do." They are employed in both the perfect and continuous (progressive) tenses. Although auxiliary verbs support major verbs, linking verbs function as primary verbs in the phrase. "Do" is an auxiliary verb that may be used to emphasize points, convey negation, pose inquiries, and more.

For instance:

1. Alex attends school.
2. They are strolling in the park.

3. I've watched a film.

4. Are you a tea drinker?

7.1.3.8 Modal Verbs

One type of auxiliary verb is a modal verb. In order to convey possibility, potentiality, capacity, permission, anticipation, and duty, it supports the primary verb. Can, could, must, may, might, ought to, shall, should, will, and would are these.

For instance:

1. I might wish to speak with you once more.

2. To win, they have to give it their all.

3. She need to give him a call.

7.1.4 Adverbs

An adverb is a word or phrase (e.g., softly, quite, then, there) that qualifies or modifies an adjective, verb, or other adverb or word group, conveying a relationship of location, time, occasion, manner, cause, degree, etc. For Illustrations

- Abruptly: I thought the movie ended abruptly.
- Beautifully: The beautifully painted landscape is a wonderful addition to my living room decor.
- Delicately: Grandma's crystal vase is a priceless antique that must be handled delicately.
- Delightfully: Her outfit showcased her delightfully quirky personality.
- Firmly: The teacher firmly disciplined the students for their misbehavior.

Adverbs tell us how it happened

- Briskly: Kristen briskly walked to the library, eager to complete her homework.
- Brutally: It was brutally clear he was not interested in hearing my opinion.
- Cheerfully: April cheerfully greeted Mark each morning. 4. Randomly: I love to randomly share interesting trivia with my friends and family.

Adverbs tell us where it happened

- Downstairs: The public library often holds meetings downstairs.
- Everywhere: Jack looked everywhere for his missing keys.
- Here: She will plant her garden here.
- Adverbs tell when it happened

- Early: She arrived early for the meeting.
- First: When I bake, I make cookies first.
- Last: When I clean, I do laundry last.

Adverbs tell the extent of Action

- Almost: I almost stopped at McDonald's for lunch, but I was running late.
- Also: A talented singer, Jamie also enjoys playing the saxophone.
- Enough: Daniel is finally tall enough to ride the roller coaster.

Adverbs are Intensifiers

- He literally wrecked his car.
- I am certain of the facts.

7.1.5 Adjectives

A noun or pronoun is described by this term. Along with nouns, verbs, and adverbs, adjectives make up the four main word classes. Adjectives include things like huge, little, blue, old, rich, and lovely. They provide us with additional details about individuals, animals, or objects that are represented by nouns and pronouns.

The three degrees of an adjective are positive, comparative and superlative.

An adjective that is often used to describe rather than compare is called a positive adjective: “This is good soup” and “I am funny”.

An adjective used to compare two objects is called a comparative adjective, and it frequently comes after the phrase "than". For example: “This soup is better than that salad” or “I am funnier than her”.

An adjective that is used to compare three or more items or to indicate that something is the most. For example: “This is the best soup in the whole world” or “I am the funniest out of all the other bloggers.” These three degrees only work for descriptive adjectives. If a descriptive adjective has one or two syllables, you can turn it into its comparative and superlative forms by adding -er and -est.

Types of Adjectives

7.1.5.1 Descriptive Adjectives

When you hear the term "adjective," you most likely think of a descriptive adjective. Nouns and pronouns are described by descriptive adjectives. Descriptive adjectives include terms like lovely, cute, humorous, tall, bothersome, loud, and wonderful. These adjectives give the words they alter more

details and characteristics. For instance, "The flowers have a smell" simply states a fact without using any adjectives to characterize the flowers or their scent. With two descriptive words, "The beautiful flowers have a nice smell" provides us with a lot more details.

7.1.5.2 Quantitative Adjectives

They explain how much of anything there is. To put it another way, they respond to the query "how much?" or "how many?" Numbers like one and thirty are this type of adjective. So are more general words like many, half and a lot. Examples: 1. "How many children do you have?" "I only have one daughter".

Demonstrative Adjectives- A demonstrative adjective describes "which" noun or pronoun you're referring to. These adjectives include the words:

1. This — Used to refer to a singular noun close to you.
2. That — Used to refer to a singular noun far from you.
3. These — Used to refer to a plural noun close to you.
4. Those — Used to refer to a plural noun far from you.

Examples:

1. "Which bicycle is yours?" "This bicycle is mine, and that one used to be mine until I sold it."
2. This shark is pregnant.
3. That lady looks worried.

7.1.5.3 Possessive Adjectives

They describe to whom a thing belongs. Some of the most common possessive adjectives include:

1. My — Belonging to me
2. His — Belonging to him
3. Her — Belonging to her
4. Their — Belonging to them
5. Your — Belonging to you

Interrogative Adjectives - Interrogate, meaning that they ask a question. These adjectives are always followed by a noun or a pronoun, and are used to form questions. The interrogative adjectives are:

1. Which — Asks to make a choice between options.
2. What — Asks to make a choice (in general).
3. Whose — Asks who something belongs to.

Other question words, like “who” or “how,” aren’t adjectives since they don’t modify nouns.

For example, you can say “whose coat is this?” but you can’t say “who coat?” Which, what and whose are only considered adjectives if they’re immediately followed by a noun. The word which is an adjective in this sentence:

“Which color is your favorite?” But not in this one: “Which is your favorite color?”

7.1.5.4 Distributive Adjectives

They describe specific members out of a group. These adjectives are used to single out one or more individual items or people. Some of the most common distributive adjectives include:

1. Each — Every single one of a group (used to speak about group members individually).
2. Every — Every single one of a group (used to make generalizations).
3. Either — One between a choice of two.
4. Neither — Not one or the other between a choice of two.
5. Any — One or some things out of any number of choices.

This is also used when the choice is irrelevant, like: “it doesn’t matter. These adjectives are always followed by the noun or pronoun they’re modifying. Examples.

1. Every rose has its thorn.”
2. “Which of these two songs do you like?” “I don’t like either song.”
3. Either of these movies would be interesting to me.
4. Neither pen will do, as I need to sign in pencil.

7.1.5.5 Articles

Articles are words placed before a noun to define its specificity. The three English articles—***a***, ***an***, and ***the***—are divided into two main categories: **Indefinite** and **Definite.**

Although articles are their own part of speech, they’re technically also adjectives. Articles are used to describe which noun you’re referring to.

1. Indefinite Articles (*A* / *An*)

Use indefinite articles with singular, countable nouns that are general or mentioned for the first time.

A: Used before words that begin with a **consonant sound** (e.g., ***a car***, ***a university***).

An: Used before words that begin with a **vowel sound** (e.g., ***an apple***, ***an honest mistake***).

Example: "I want to buy **a** car." (Any car, not a specific one).

2. Definite Article (*The*)

Use the definite article when the noun is specific, both the speaker and listener know which item is being referred to, or the item is unique. It works with singular, plural, and uncountable nouns.

- **Specific:** "Where is **the** car?" (A specific car we both know about).
- **Unique: The** sun, **the** world.
- **Superlatives: The** tallest building.

3. Zero Article (No Article)

You do not use an article in several situations, including:

- Plural and uncountable nouns used in a general sense (e.g., *"Milk is healthy"*, not *"The milk is healthy"*).
- Names of continents, most countries, and cities (e.g., *"Asia"*, *"France"*, *"London"*, but use *the* for grouped names like *the United States*).
- Languages and sports (e.g., *"I speak Spanish"*,

7.1.6 Conjunctions

A conjunction is a word used to connect words, phrases, or clauses within a sentence. By linking these elements, conjunctions allow us to form longer, more complex, and interconnected sentences.

:1. Sarah and Max are childhood friends.

2. Do you like tea or coffee ?

3. Although she is diligent, she could not get a good score.

Types of Conjunctions

Conjunctions in English are categorized into three main types based on how they connect elements.

7.1.6.1 Coordinating Conjunctions

The job of a coordinating conjunction is to join two words, phrases, or independent clauses, which are parallel in structure. There are seven coordinating conjunctions which are by far the most common conjunctions: and, but, for, nor, or, so, yet.

For example:

We went to the stadium and enjoyed the cricket match.

Do you want an ice cream or chocolate?

7.1.6.2 Correlative Conjunctions

A correlative conjunction uses a set of words in a parallel sentence structure to show a contrast or to compare the equal parts of a sentence. The words of correlative conjunctions have a special connection

between them. The correlative conjunctions are not only - but also, either- or, neither - nor, both - and, not - but, whether - or.

7.1.6.3 Subordinating Conjunctions

A subordinating conjunction joins elements of an unparallel sentence structure. These elements are usually a dependent clause and an independent clause.

Examples-

1. Before they left home, I had had my breakfast.
2. Provided they come, you can start the class on Tuesday.

7.1.7 Prepositions

It is a word in grammar that is used before a noun, a noun phrase, or a pronoun, connecting it to another word. We commonly use prepositions to show a relationship in space or time or a logical relationship between two or more people, places or things. Prepositions are most followed by a noun phrase or they explain relationships of sequence, space, and logic between the object of the sentence and the rest of the sentence. They help us understand order, time connections, and positions.

Types of Prepositions

7.1.7.1 Prepositions of time

They show the relationship of time between the nouns to the other parts of a sentence. On, at, in, from, to, for, since, ago, before, till/until, by, etc. are the most common prepositions of time.

For example:

At: Specific clock times (e.g., meeting **at** 6:00 PM).

On: Days and dates (e.g., born **on** a Tuesday, due **on** May 1st).

In: Months, years, and seasons (e.g., born **in** 2002, leaves **in** winter).

1. I started working at 10 AM.
2. I'll see her on Friday.
3. I will get a holiday in December.

7.1.7.2 Prepositions of Place:

They show the relationship of place between the nouns to the other parts of a sentence. Common prepositions of places & direction: On, at, in, by, from, to, towards, up, down, across, between, among, through, in front of, behind, above, over, under, below, etc. are the most common.

On: On a surface (e.g., the keys are **on** the table).

In: Inside a bounded space (e.g., milk is **in** the fridge).

Under: Below something (e.g., the cat is **under** the couch).

7.1.7.3 Prepositions of Agents or Things

They indicate a casual relationship between nouns and other parts of the sentence. Of, for, by, with, about, etc. are the most used and common prepositions of agents or things.

Through refers to moving directly inside something and out the other end.

1. The cat went **through** the opening in the fence.
2. The train passes **through** the tunnel.

Across refers to moving from one side to another.

1. Mike travelled **across** America on his motorcycle.
2. Rebecca and Judi are swimming **across** the lake.

Into refers to entering or looking inside something.

1. James went **into** the room**.**
2. They stare i**nto** the darkness.

Off refers to moving away and often down from something or leading in a direction away from something

1. He rolled **off** the couch after his nap.
2. Sarah's GPS directions took her **off** the main highway.

Up, over, down, past and ***around*** also indicate directions of movement:

1. Jack went **up** the hill.
2. We will travel **over** rough terrain on our way across the United States.
3. The ball went **down** the sewer.
4. A car zoomed **past** a truck on the highway

5.The horse runs **around** the track all morning.

7.1.7.4 Phrasal Prepositions

A phrasal preposition is not a prepositional phrase, but they are a combination of two or more words which functions as a preposition.

For example, Along with, apart from, because of, by means of, according to, in front of, contrary to, in spite of, on account of, in reference to, in addition to, in regard to, instead of, on top of, out of, with regard to, etc. are the most common phrasal prepositions.

7.1.8 Interjections

An interjection is a word or phrase used to express a sudden, spontaneous emotion or reaction (like surprise, joy, or pain). Grammatically independent from the rest of the sentence, they are usually followed by an exclamation mark. For example, Hey!" "Ouch!", Hurray,Alas and "Cut that out!" are interjections.

Common Examples

- **Pain:** ***"Ouch!"*** That hurt.
- **Surprise:** ***"Wow!"*** That looks amazing.
- **Disgust:** ***"Yuck!"*** This tastes awful.
- **Hesitation:** I need to go, ***"um"***, this way

Rules for using Interjections

Rule 1: Interjections emphasize sudden feelings, emotions, and moods. Additionally, there are a lot of taboo words that are typically used in casual conversation but not in formal contexts. These terms are classified as interjections.

Examples:

1. Wow! That's an amazing scene.

2.Aw, I did not want him to come Rule

Rule 2: Certain interruptions can briefly divert someone's attention or disrupt a discussion or idea. Since these sounds are meaningless, they are merely noises rather than words. Examples:

1. Your, um, shirt has a stain on the back.

2. I want to, uh, ask you out on a date.

Rule 3: Some interjections simply communicate yes or no. Examples:

1. Yes! I will most definitely do it.

2. Nah, we are not going.

Rule 4: Some interjections are used to get someone's attention. Examples:

1. Yo, Alex! Get in the bus!

2. Hey! Will you give me that pen?

Illustreation of Interjections for Greeting:

1. Hi! How is your child's health now?

2. Hello! How are you, Pankaj?

3. Hey! Where are you staying?

Illustration of Interjections for Joy:

1. Hurray! My team has won the match.
2. Wow! The view.
3. Hurray! I have won the prize.

Illustration of Interjections for Surprise:

1. What! You have broken thetoy.
2. Eh! You have done a mess.
3. Ah! What have you seen?

Illustration of Interjections for Grief/Pain:

1. Ah! Our team lost the competition.
2. Ouch! I hurt my shoulder.
3. What a pity! You have lost your key.

Illustration of Interjections for Approval:

1. Bravo! Virat has taken a wicket.
2. Well done! You have done a good work.

7.1.9 Exercises

Exercises 1– Identify the Correct Part of Speech-

Read the following sentences carefully and identify the part of speech of the highlighted word.

- The children were playing inside.
- She solved the question confidently.
- Honesty is the best policy.
- We will meet after dinner.
- That is my book.
- The dog jumped over the wall.
- Everyone admired her wisdom.
- He is extremely careful while talking.
- She bought apples and bananas.
- Wow, that event was impressive.

Answers

- Adverb
- Adverb
- Noun
- Preposition
- Possessive adjective
- Preposition
- Noun
- Adjective
- Conjunction
- Interjection

Exercise 2 – Choose the Appropriate Part of Speech

Fill in the blanks using the correct form of the word given in brackets.

- The executive spoke very ___ during the meeting. (calm)
- We were surprised by his ___ choice. (sudden)
- She completed the task ___ than expected. (quick)
- The team ___ the tournament easily. (win)
- There is ___ water left in the bottle. (little)
- The students listened ___ to the advice. (attentive)
- The bird flew ___ the door. (through)
- This pencile belongs to ___. (she)
- He was tired ___ continued walking. (but)
- The climate today is extremely ___. (pleasant)

Answers

- calmly
- sudden
- quicker
- won
- little
- attentively

- through
- her
- but
- pleasant

Exercise 3 – Error Correction Based on Parts of Speech

Each sentence contains an error related to parts of speech. Identify and correct it.

- She sings very beautiful.
- He gave me an useful suggestion.
- The childrens are playing outside.
- She did not spoke the truth.
- He is more smarter than his brother.
- The news are surprising.
- She walked slow towards the gate.
- I have less books than you.
- The team were confident of win.
- He explained the rule clear.

Answers

- She sings very beautifully.
- He gave me a useful suggestion.
- The children are playing outside.
- She did not speak the truth.
- He is smarter than his brother.
- The news is surprising.
- She walked slowly towards the gate.
- I have fewer books than you.
- The team was confident of winning.
- He explained the rule clearly.

Exercise 4 – Identify Multiple Parts of Speech in a Sentence

Identify the two parts of speech indicated in each sentence.

- She answered the query politely. (verb, adverb)
- The blue sea looked beautiful. (adjective, noun)
- He waited patiently inside. (adverb, preposition)
- We bought fresh groceries today. (adjective, noun)
- They struggled hard but succeeded. (adverb, conjunction)
- The pet is under the table. (preposition, noun)
- She sang and danced gracefully. (verb, adverb)
- This bike is mine. (pronoun, verb)
- He mentioned the truth honestly. (noun, adverb)
- The old woman walked slowly. (adjective, adverb)

Answers

- answered – Verb, politely – Adverb
- blue – Adjective, sky – Noun
- patiently – Adverb, outside – Preposition
- fresh – Adjective, vegetables – Noun
- hard – Adverb, but – Conjunction
- under – Preposition, table – Noun
- sang / danced – Verb, gracefully – Adverb
- This – Pronoun, is – Verb
- truth – Noun, honestly – Adverb
- old – Adjective, slowly – Adverb

Exercise 5 – Mixed Application Exercise

Rewrite each sentence by correcting the parts of speech without changing the meaning.

- She completed the work quick.
- He is capable to solve the problem.
- The students was attentive.
- She speaks fluent English.
- He did the task careless.
- I have much friends here.
- She behaved very polite.

- The teacher explained the lesson good.
- He ran slow due to injury.
- The dog barked fierce.

Answers

- She completed the work quickly.
- He is capable of solving the problem.
- The students were attentive.
- She speaks fluent English.
- He did the task carelessly.
- I have many friends here.
- She behaved very politely.
- The teacher explained the lesson well.
- He ran slowly due to injury.
- The dog barked fiercely.

7.2 Check Your Progress

1. I go to school daily. The underlined word is a _____.

A. proper noun B. adjective C. common noun D. verb

2. Which of the following is not an abstract noun?

A. honesty B. beautiful C. unity D. friendship

3. The fishermen caught a shoal of fish. What is 'shoal' in this sentence?

A. adjective B. collective noun C. proper noun D. abstract noun

4. I am eagerly waiting to meet Savitri. _____ is arriving tomorrow.

A. Him B. His C. She D. He

5. Could you please pass me the glass? The underlined word is a _____.

A. noun B. pronoun C. modal verb D. adjective

6. The girl walked briskly. The underlined word is a/an _____.

A. adverb B. verb C. noun D. pronoun

7. The student solved the sums herself. The underlined word is a _____ pronoun.

A. possessive B. reflexive C. indefinite D. interrogative

8. I went _____ the mall.

A. at B. on C. to D. of

9. My friend _____ I went to a show.

A. or B. also C. with D. and

10. I will see you ____ Sunday.

A. on B. at C. in D. for

7.3 Summary

The functions of the parts of speech are that they clarify the manner in which words can be employed in a variety of contexts. Many words in the English language can serve as two or more parts of speech at different times, depending on the context. Additionally, every word in the language functions as at least one part of speech. Without the utilization of parts of speech, English grammar and composition are rendered incomplete. Interestingly, English grammar comprises eight elements of speech.

Each component serves a unique purpose. A noun is a word or phrase that denotes a person, place, thing, quality, or action. Certain terms in the English language serve as two distinct elements of speech. A noun is a term that is used to identify a person, place, or object. In a sentence, a pronoun is employed in place of a noun. The action that is conducted in a sentence is referred to as a verb. In a sentence, an adverb is used to modify the verb. In a sentence, adjectives serve to characterize nouns and pronouns. Conjunctions serve to connect the two terms or clauses in a sentence. The two components of a sentence are connected by prepositions. Interjections are the phrases that are employed to convey emotions.

7.4 Keywords

Adjectives: are words that describe, identify, or quantify a noun or pronoun.

Adverb: Modifiers of a verb, an adjective, another adverb, a phrase, or a clause.

Conjunction: Words that are uses to connect words, phrases, and clauses.

Interjection: A word added to a sentence to express emotion.

Noun: A word used to name a person, animal, place, thing, and abstract idea.

Preposition: A word that connects nouns, pronouns and phrases to other words in a sentence.

Pronoun: Words that can replace a noun (or another pronoun).

Verb: Word that claims something about the subject of the sentence and states actions, events, or states of being.

7.5 Self Assessment Test

1. Define a noun and give suitable examples?

2. Discuss different types of verbs?

3. How are adjectives different from adverbs?

4. Discuss different types of prepositions?

5. Write 10 sentences using interjections?

6. Discuss about DifferenceAdverb and adjectives with examples ?

7.6 Answers to Check Your Progress

1. C
2. B
3. B
4. C
5. C
6. A
7. B
8. C
9. D
10. A
11. D
12. D

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Course: **English Language and Communication Skills-1**	
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COMMUNICATION PRACTICE AND EXERCISES

STRUCTURE

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8.0 Learning Objectives

The main objectives of communication practice are:

- To improve speaking and listening skills.
- To develop confidence in expressing ideas and thoughts

- To enhance interpersonal communication abilities.
- To improve clarity and accuracy in communication.
- To develop professional communication skills required at workplaces.
- To use appropriate language for negotiation and conflict resolution.
- To adapt your tone and vocabulary based on the specific situation and audience

8.1 Introduction

Communication is not merely the exchange of information; It is a skill that develops through continuous practice, as a person learns to drive by driving and learns to swim by swimming, communication improves through regular speaking, listening, reading, and writing activities. Communication practice helps individual to become confident, clear, talented and effective communicators in both personal and professional fields.

Communication exercises are structured activities to improve various aspects of communication such as speaking, listening, understanding, presentation, interpersonal interaction, and written expression etc. These exercises provide opportunities to apply theoretical knowledge in real-life situations and develop practical communication competence.

Importance of Communication Practice

Practicing communication is essential because it sharpens your ability to articulate ideas, build stronger relationships, and prevent misunderstandings. Consistent practice transforms theoretical knowledge into actionable skills, ultimately boosting confidence, increasing professional opportunities, and fostering trust in both personal and workplace environments.

1. Builds Confidence

Regular communication practice helps individuals to reduce hesitation and fear while speaking in public or interacting with others.

2. Improves Fluency

Practice enables speakers to communicate smoothly and naturally without unnecessary pauses**.**

3. Enhances Listening Skills

Communication exercises teach learners how to listen actively and understand messages accurately for enhancing Listening skill.

4. Develops Professional Competence

Employers value candidates who can communicate effectively with colleagues, customers, and clients.

5. Strengthens Relationships

Effective communication helps build trust, cooperation, and positive relationships.

6. Active Listening: Dedicated practice shifts the focus from just waiting to speak to genuinely understanding others.

7. Career Advancement: Employers consistently rank strong verbal and written communication among the most highly valued skills for leadership and hiring.

8. Conflict Resolution: Practice helps you navigate difficult conversations and de-escalate disagreements efficiently.

8.2 Types of Communication Exercises

Communication exercises are structured activities designed to build active listening, improve clarity, foster empathy, and resolve barriers. They help individuals practice both conveying messages effectively and interpreting them accurately across various settings.

8.2.1 Speaking Exercises

These exercises improve verbal communication skills. Speaking exercises are activities designed to improve a person's ability to communicate effectively through spoken language. These exercises develop fluency, pronunciation, confidence, vocabulary, listening ability, and interpersonal communication skills.Speaking is one of the most important communication skills because it enables people to express ideas, share information, build relationships, and participate in social and professional interactions.

Examples

- Self-introduction
- Group discussion
- Role play
- Public speaking
- Storytelling
- Extempore speech

8.2.1.1 Self-Introduction

Self-introduction is the process of presenting oneself to others. It is often the first step in communication and helps create a positive impression.

Components of Self-Introduction

- Name
- Place of residence
- Educational qualification
- Interests and hobbies
- Career goals

For Example

"Good morning everyone. My name is Ankit Jain . I am from jaipur, Rajasthan. I am pursuing my Bachelor's degree from Rajasthan university. My hobbies include reading books and listening to music. I am willing to improve my communication skills and aim to build a successful career in education. Thank you."

Importance Of Career's Aim

- It builds confidence.
- Develops communication skills.
- Helps in interviews and presentations.
- Creates first impression on all.

Activity

Introduce yourself in one minute using the above points.

8.2.1.2 Group Discussion (GD)

A **Group Discussion (GD)** is a structured conversation in which a small group of people discuss a specific topic to share ideas, exchange opinions, solve problems, or reach a conclusion. It is commonly used in educational institutions, workplaces, and recruitment processes to assess communication and interpersonal skills.It is a method of communication where participants interact with each other on a given topic in a systematic manner, expressing their views while listening to and responding to others.

Objectives of Group Discussion

- To exchange knowledge and ideas.
- To develop communication skills.
- To improve critical and analytical thinking.
- To encourage teamwork and cooperation.
- To develop leadership qualities.

- To enhance confidence in public speaking.
- To improve decision-making abilities.

Importance of Group Discussion

- Encourages active participation.
- Helps understand different viewpoints.
- Develops problem-solving skills.
- Improves listening skills.
- Builds confidence and personality.
- Prepares students for interviews and workplace communication.

Types of Group Discussion

- **Topic-Based GD:** Participants discuss a general topic and express their opinions.
- **Factual Topics:** Focus on socioeconomic, current affairs, or general knowledge events. Evaluators look for clarity and logical, fact-based arguments.
- **Abstract Topics:** Involve symbolic or vague ideas (e.g., "Silence is golden"). These test creativity, lateral thinking, and conceptual articulation.
- **Controversial Topics:** Designed to provoke disagreement (e.g., "Is privacy more important than national security?"). They measure emotional control and conflict management.
- **Opinion-Based Topics:** Require participants to share beliefs and perspectives rather than pure facts.

Example

- Impact of Social Media on Youth
- Online Education vs Traditional Education
- Climate Change
- Artificial Intelligence in Education
- Blue is Better"
- "Success and Failure"

2. Format Based GD

- **Case Study GDs:** Participants are given a real-life or hypothetical business scenario and must analyze the problem to propose collaborative solutions. This is highly popular in management and corporate hiring.

- **Role-Play GDs:** Participants are assigned specific roles (e.g., a politician, an activist, or a CEO) and discuss an issue strictly from that assigned perspective.
- **Debate-Style GDs:** Participants are assigned "for" or "against" stances on a topic. It tests logical reasoning, persuasion, and counter-argumentation skills.
- **Fishbowl GDs:** A smaller group sits in the center to discuss a topic while the rest of the candidates observe. Observers may take notes or rotate into the center group.

3. Structure Based GD

- **Structured GDs:** Highly formal environments with a moderator, strict time limits, and specific rules regarding who speaks when.
- **Unstructured GDs:** Leaderless, free-flowing conversations where participants are expected to drive the discussion, manage group dynamics, and establish order organically.

Process of Group Discussion

A Group Discussion (GD) is a structured, purposeful conversation among 6 to 12 participants. The process typically involves an introduction, the main discussion, and a conclusion, and is designed to evaluate candidates on communication, teamwork, leadership, and analytical skills

1. Introduction

The moderator introduces the topic and explains the rules.

Preparation and Initiation

- **The Brief:** A moderator or panelist will introduce the topic and set any specific rules (e.g., time limits).
- **Preparation Phase:** Participants are usually given a few minutes (typically 2-5 minutes) to gather their thoughts, brainstorm, and structure their points.
- **Initiation:** The discussion kicks off when someone takes the lead to introduce the topic, define the scope, and establish the tone. Initiating shows high confidence and leadership, provided your opening is relevant and concise.

2. The Main Discussion and Analysis

- **Exchange of Ideas:** Participants take turns presenting their views, debating, and actively listening to others.
- **Constructive Interaction:** Successful discussions are collaborative. Instead of cutting people off, participants build upon previous points and maintain eye contact.

- **Conflict Resolution:** If the discussion deviates or gets heated, participants are evaluated on their ability to intervene politely, re-focus the topic, and de-escalate tension.
- Different viewpoints are examined and evaluated.

3. Conclusion and and Summarization.- The group summarizes the discussion and presents the final outcome.

Recapping: Towards the end of the allotted time, a participant (often the one who initiated or guided the flow) summarizes the main arguments and conclusions reached by the group.

Final Consensus: The summarizer wraps up the session cleanly without introducing any brand-new information

Do's in Group Discussion

- Speak clearly and confidently.
- Listen carefully to others.
- Respect different opinions.
- Support your views with facts and examples.
- Maintain eye contact.
- Participate actively.

Don'ts in Group Discussion

- Do not interrupt others.
- Do not dominate the discussion.
- Avoid personal criticism.
- Do not speak without relevant points.
- Avoid aggressive behavior.

Example of a Group Discussion

Topic: Should mobile phones be allowed in classrooms?

Student A: Mobile phones can help students access educational resources quickly.

Student B: However, they can also distract students from learning.

Student C: Proper guidelines can ensure that phones are used only for educational purposes.

Student D: Teachers should supervise their use during class activities.

Conclusion: Mobile phones can be useful in classrooms if used responsibly under proper supervision.

Advantages of Group Discussion

1. Improves communication skills.
2. Enhances knowledge and awareness.
3. Develops leadership qualities.
4. Encourages teamwork.
5. Builds confidence.
6. Improves problem-solving abilities.

Disadvantage of Group Discussion

1. Dominant participants may control the discussion.
2. Shy members may hesitate to speak.
3. Discussions may go off-topic.
4. Conflicts may arise due to differing opinions.

Conclusion

Group Discussion is an effective speaking exercise that helps individuals develop communication, leadership, teamwork, and analytical skills. It provides a platform for sharing ideas, learning from others, and improving confidence. Regular participation in group discussions prepares students for academic, professional, and social success.

Example Topics

- Impact of Social Media on Students
- Online Education: Advantages and Disadvantages
- Importance of Communication Skills

Activity

Divide students into groups of 5–8 and discuss a topic for 10 minutes.

8.2.1.3 Role Play

Introduction

Role Play is a speaking activity in which participants act out real-life situations by assuming different roles or characters. It is one of the most effective communication exercises because it provides learners with an opportunity to practice speaking in realistic situations.

Through role play, students learn how to communicate effectively, solve problems, express emotions, and respond appropriately in different social and professional contexts.

Meaning of Role Play

Role play is a learning technique where individuals act as specific characters in a given situation and interact with others according to their assigned roles.

For example, a student may act as a customer while another student acts as a shopkeeper. By performing the conversation, both participants practice communication skills in a practical setting.

Role play can be defined as a communication exercise in which participants assume particular roles and act out situations to practice language, communication, and interpersonal skills.

Objectives of Role Play

- To improve speaking and communication skills.
- To develop confidence in public interactions.
- To encourage creative thinking.
- To improve problem-solving abilities.
- To develop interpersonal and social skills.
- To prepare students for real-life situations.
- To enhance listening and responding skills.

Features of Role Play

- Interactive activity
- Real-life situations
- Active participation
- Creative expression
- Problem-solving approach
- Immediate feedback

Types of Role Play

1.Structured Role Play

In structured role play, participants are given specific roles and instructions for performing their roles accordingly.

Example

Teacher–Student Conversation

Teacher: Why were you absent yesterday?

Student: I was unwell and visited the doctor.

Teacher: Did you complete the missed work?

Student: Yes, I completed it with the help of my classmates.

2. Semi-Structured Role Play

Participants receive a situation but create their own dialogues.

Example-

Customer wants to exchange a defective product.

Students decide how the conversation should proceed.

3. Unstructured Role Play

Participants receive only a topic and freely develop the conversation.

Example

Discussing solutions to traffic problems in a city.

4. Spontaneous Role Play

Participants act immediately without preparation.

Example

A tourist asks for directions and another participant helps.

Steps in Conducting Role Play

Step 1: Select a Situation

Choose a relevant and interesting situation.

Examples:

- Doctor and Patient
- Employer and Employee
- Teacher and Student
- Customer and Shopkeeper

Step 2: Assign Roles

Participants are assigned different characters.

Step 3: Explain the Scenario

Provide background information about the situation.

Step 4: Preparation

Participants prepare their dialogues and actions.

Step 5: Performance

Participants act out the situation.

Step 6: Feedback

Teacher or audience provides suggestions for improvement.

Examples of Role Play

Example 1: Doctor and Patient

Situation

A patient visits a doctor because of a fever.

Doctor: Good morning. What seems to be the problem?

Patient: Good morning, doctor. I have been suffering from fever for two days.

Doctor: Do you have any other symptoms?

Patient: Yes, I also have a headache and weakness.

Doctor: I will prescribe some medicines. Take rest and drink plenty of water.

Patient: Thank you, doctor.

Example 2: Customer and Shopkeeper

Situation

A customer wants to buy a mobile phone.

Customer: Good afternoon. I am looking for a smartphone.

Shopkeeper: Certainly. What features do you need?

Customer: I need a good camera and long battery life.

Shopkeeper: This model has both features.

Customer: What is the price?

Shopkeeper: It costs ₹15,000.

Customer: Thank you. I would like to buy it.

Example 3: Job Interview

Situation

A candidate appears for an interview.

Interviewer: Please introduce yourself.

Candidate: My name is Rahul Sharma. I recently completed my graduation.

Interviewer: What are your strengths?

Candidate: I am hardworking, adaptable, and a quick learner.

Interviewer: Why should we hire you?

Candidate: I am dedicated and eager to contribute to the growth of the organization.

Example 4: Teacher and Student

Situation

A student seeks help regarding studies.

Student: Good morning, sir.

Teacher: Good morning. How can I help you?

Student: I am finding mathematics difficult.

Teacher: Which topic is causing problems?

Student: Algebra.

Teacher: I will explain it again and provide additional practice exercises.

Student: Thank you, sir.

Skills Developed Through Role Play

i) Communication Skills

It improves verbal and non-verbal communication.

ii) Listening Skills

It Encourages active listening.

iii) Decision-Making Skills

The Participants make quick decisions during interactions.

iv) Leadership Skills

It Develops confidence and initiative.

v) Problem-Solving Skills

Helps participants handle challenging situations.

vi) Emotional Intelligence

Develops empathy and understanding of others.

Advantages of Role Play

1. Increases confidence in speaking.
2. Makes learning enjoyable and interactive.
3. Improves language fluency.

4. Encourages teamwork.
5. Develops creativity.
6. Enhances interpersonal skills.
7. Provides practical learning experiences.
8. Helps overcome stage fear.

Disadvantages of Role Play

1. Some students may feel shy.
2. Requires preparation and time.
3. Participants may deviate from the topic.
4. Large groups can be difficult to manage.

Tips for Effective Role Play

- Understand your role clearly.
- Speak confidently and naturally
- Use appropriate body language.
- Listen carefully to others.
- Stay focused on the situation
- .Maintain eye contact.
- Practice before performing.

Conclusion

Role Play is an important speaking exercise that allows learners to practice communication in realistic situations. It develops confidence, fluency, creativity, teamwork, and problem-solving skills. By participating in role plays such as doctor–patient, teacher–student, customer–shopkeeper, and job interviews, students gain valuable experience that prepares them for real-life personal and professional communication.

Importance Of Role Play

- Improves practical communication.
- Develops creativity.
- Enhances problem-solving abilities.
- Builds confidence in real-life situations.

Examples

- Teacher and Student
- Customer and Shopkeeper
- Employer and Employee
- Doctor and Patient

Sample Role Play-

Customer: Excuse me, I would like to return this product.

Shopkeeper: Certainly. May I know the reason?

Customer: It is damaged.

Shopkeeper: We will replace it immediately.

8.2.1.4 Dialogues

Introduction

A dialogue is a conversation between two or more people in which they exchange ideas, information, feelings, or opinions. Dialogues are an important speaking exercise because they help learners practice real-life communication situations. Through dialogues, students improve their pronunciation, fluency, vocabulary, listening skills, and confidence.

Dialogues are widely used in language learning because they provide practical experience in communicating effectively with others.

Meaning of Dialogue

A dialogue is a verbal interaction between two or more individuals where each participant speaks and responds to the others. It is a structured conversation between two or more people intended to exchange information, express ideas, or solve problems through communication.

Example

A: Good morning. How are you?

B: Good morning. I am fine, thank you. How are you?

A: I am doing well.

This simple conversation is an example of a dialogue.

Objectives of Dialogue Practice

- To improve speaking skills.
- To develop confidence in communication.

- To improve pronunciation and fluency.
- To enhance listening skills.
- To learn appropriate language usage.
- To prepare students for real-life situations.

Importance of Dialogues

1. Improves Communication Skills

Students learn how to communicate effectively.

2. Builds Confidence

Regular dialogue practice reduces hesitation while speaking.

3. Develops Listening Skills

Participants must listen carefully before responding.

4. Enhances Vocabulary

Learners acquire new words and expressions.

5. Encourages Interaction

Students learn how to interact politely and professionally.

Characteristics of a Good Dialogue

- Clear and meaningful
- Natural and realistic
- Relevant to the situation
- Polite and respectful
- Logical flow of conversation
- Proper turn-taking

Types of Dialogues

1. Informal Dialogue

Used among friends, family members, and classmates.

Example

Savi: Hi, Aman! How was your weekend?

Naman: It was great. I visited my grandparents.

Savi: That sounds nice. Did you enjoy it?

Naman: Yes, I had a wonderful time.

2. Formal Dialogue

Used in professional and official situations.

Example

Manager: Good morning. Please take your seat.

Candidate: Thank you, sir.

Manager: Tell me about yourself.

Candidate: I recently completed my graduation and am looking for opportunities to learn and grow.

3. Transactional Dialogue

Used to exchange information or complete a task.

Example

Customer: How much does this notebook cost?

Shopkeeper: It costs ₹50.

Customer: Please give me two notebooks.

Shopkeeper: Certainly.

4. Interpersonal Dialogue

Focused on building relationships and expressing feelings.

Example

Friend A: You seem worried. Is everything okay?

Friend B: I have an important exam tomorrow.

Friend A: Don't worry. You have prepared well.

Friend B: Thank you for your encouragement.

Elements of Effective Dialogue

Speaker

The person who conveys information.

Listener

The person who receives and understands information.

Message

The information being exchanged.

Feedback

The response given by the listener.

Context

The situation in which communication takes place.

Examples of Dialogues

Example 1: Teacher and Student

Situation: Asking for Permission

Student: Good morning, ma'am.

Teacher: Good morning. How can I help you?

Student: May I leave early today? I have a doctor's appointment.

Teacher: Have you completed your classwork?

Student: Yes, ma'am.

Teacher: Then you may leave after the second period.

Student: Thank you very much.

Example 2: Customer and Shopkeeper

Situation: Buying a Shirt

Customer: Good evening. I would like to buy a shirt.

Shopkeeper: Certainly. What size do you need?

Customer: Medium size.

Shopkeeper: Here are some options.

Customer: I like this blue one. What is the price?

Shopkeeper: It costs ₹1,200.

Customer: I'll take it.

Shopkeeper: Thank you for your purchase.

Example 3: Doctor and Patient

Situation: Medical Consultation

Doctor: What brings you here today?

Patient: I have a sore throat and fever.

Doctor: Since when have you been experiencing these symptoms?

Patient: For three days.

Doctor: I will prescribe some medication and advise rest.

Patient: Thank you, doctor.

Example 4: Job Interview Dialogue

Situation: Interview

Interviewer: Please introduce yourself.

Candidate: My name is Neha Sharma. I recently completed my Bachelor's degree.

Interviewer: What are your strengths?

Candidate: I am hardworking, adaptable, and eager to learn.

Interviewer: Why do you want to join our organization?

Candidate: I believe it offers excellent opportunities for professional growth.

Interviewer: Thank you.

Candidate: Thank you for the opportunity.

Example 5: Dialogue Between Friends

Situation: Planning a Trip

Ankit: Are you free this weekend?

Rohit: Yes, I am.

Ankit: Shall we go on a picnic?

Rohit: That's a great idea. Where should we go?

Ankit: Let's visit the nearby lake.

Rohit: Perfect. I'll bring some snacks.

Ankit: Great! See you on Saturday.

Steps for Writing a Good Dialogue

1. Identify the situation.
2. Decide the participants.
3. Use simple and natural language.
4. Maintain logical flow.
5. Keep responses relevant.
6. End with a proper conclusion.

Advantages of Dialogue Practice

- Improves speaking skills.
- Enhances vocabulary.
- Builds confidence.

- Develops listening skills.
- Improves pronunciation.
- Encourages teamwork and interaction.
- Prepares learners for real-life communication.

Disadvantage of Dialogue Practice

1. Some learners may feel shy.
2. Requires active participation.
3. Limited opportunities in large classes.
4. Dialogues may become repetitive if not varied.

Tips for Effective Dialogue

- Speak clearly and confidently.
- Listen attentively.
- Maintain eye contact.
- Use appropriate expressions
- .Respect the other speaker.
- Practice regularly.

Conclusion

Dialogues are an essential speaking exercise that helps learners develop effective communication skills. By engaging in conversations such as teacher–student, doctor–patient, customer–shopkeeper, and job interview dialogues, students gain practical experience in using language appropriately and confidently. Regular dialogue practice enhances fluency, vocabulary, listening skills, and overall communication competen

8.2.1.6 Public Speaking

Introduction

Public Speaking is the art of speaking before an audience to inform, persuade, motivate, educate, or entertain. It is one of the most important speaking exercises in communication skills because it helps individuals express their ideas confidently and effectively in front of a group of people.

Public speaking is used in classrooms, seminars, conferences, business meetings, political campaigns, social events, and professional presentations. It plays a vital role in personal, academic, and professional success**.**

Meaning of Public Speaking

Public speaking refers to the process of delivering a speech or presentation to a group of people in a clear, organized, and engaging manner. It is the act of communicating information, ideas, or opinions to an audience through a structured speech or presentation.Its primary goals are to inform, persuade, motivate, or entertain listeners.

Elements of Public Speaking: Public speaking revolves around five basic elements:

- **Source:** The speaker.
- **Message:** The content and information being shared.
- **Audience:** The individuals listening and receiving the message.
- **Channel:** The medium of delivery (e.g., in-person speech, virtual broadcast).
- **Intent:** The desired effect, such as education, inspiration, or celebration.

Example

A student delivering a speech on "Importance of Literature and Culture" before classmates is an example of public speaking..

Objectives of Public Speaking

1. To communicate ideas effectively.
2. To inform and educate an audience.
3. To persuade people to accept a viewpoint.
4. To inspire and motivate listeners.
5. To develop confidence and leadership skills.
6. To improve communication competence.

Importance of Public Speaking

1. Enhances Communication Skills

Public speaking improves verbal communication, pronunciation, vocabulary, and fluency.

2. Builds Self-Confidence

Speaking before an audience helps overcome fear and nervousness.

3. Develops Leadership Qualities

Leaders often communicate their vision through speeches and presentations.

4. Improves Career Opportunities

Strong public speaking skills are highly valued in professional environments.

5. Increases Persuasive Ability

Public speakers learn how to influence and convince others.

6. Promotes Personal Growth

It develops critical thinking, organization, and self-discipline.

Characteristics of Effective Public Speaking

i) Clarity

Ideas should be expressed clearly and simply.

ii) Confidence

The speaker should appear calm and self-assured.

Iii) Audience Awareness

The speech should be suitable for the audience.

iv) Organization

Ideas should be arranged logically.

v) Engagement

The speaker should maintain audience interest.

iv) Good Delivery

Voice, gestures, and body language should support the message.

Types of Public Speaking

Public speaking is generally categorized into four main types based on the speaker's primary goal: **informative** (to educate), **persuasive** (to influence), **entertaining** (to delight), and **ceremonial** (to commemorate). Understanding these formats helps tailor your message to the audience's needs. [1, 2]

1. Informative Speaking

The core goal is to share knowledge, clarify concepts, or explain a process clearly and objectively without trying to change opinions.

Examples

- College lectures, business presentations on quarterly metrics, how-to give demonstrations, and educational seminars.
- Importance of Health
- Environmental Conservation

2. Persuasive Speaking

Designed to influence the audience's beliefs, attitudes, or values, and often encourages them to take a specific action (sometimes called ***actuation***).

Examples

- Political debates, sales pitches, and advocacy or activist speeches. Why Voting is Important
- Benefits of Renewable Energy.

3. Entertaining Speaking

This style focuses on engaging, amusing, or emotionally connecting with the audience rather than delivering heavy facts or arguments.

Examples

- Best man wedding toasts, after-dinner speeches, and stand-up comedy.
- Storytelling
- Humorous Speeches

4. Ceremonial/Special Occasion Speaking

These are highly contextual speeches delivered at specific events to mark an occasion, pay tribute, or set a particular emotional tone.

Examples:

- Commencements (graduation speeches), eulogies, award acceptance speeches, and ribbon-cutting dedications.
- Welcome Speech
- Vote of Thanks
- Farewell Speech

5. Motivational Speaking

It Encourages and inspires people.

Examples

- Achieving Success
- Never Give Up

Process of Public Speaking

Step 1: Select a Topic

Choose a relevant and interesting subject.

Step 2: Research the Topic

Gather facts, examples, and supporting information.

Step 3: Organize the Speech

Arrange ideas into:

- Introduction
- Body
- Conclusion

Step 4: Practice

Rehearse the speech several times.

Step 5: Deliver the Speech

Present confidently before the audience.

Example Speech

Topic: Importance of Education

Good morning everyone**.**

Today, I would like to speak about the importance of education.

Education is the foundation of personal and social development. It helps individuals acquire knowledge, skills, and values. Education enables people to make informed decisions and contribute positively to society. A well-educated person can secure better employment opportunities and improve their quality of life. Education also promotes equality, reduces poverty, and strengthens democracy. In today's competitive world, education is more important than ever. It empowers individuals to face challenges and achieve their goals.

In conclusion, Education is the key to success and progress. We should value education and make the best use of learning opportunities.

Thank you.

Techniques for Effective Public Speaking

i)Voice Modulation

Change tone, pitch, and volume appropriately.

ii) Eye Contact

Maintain eye contact with the audience.

iii) Body Language

Use gestures and posture effectively.

iv) Proper Pronunciation

Speak clearly and correctly.

v) Use of Examples

Support ideas with relevant examples.

vi) Audience Interaction

Encourage participation and engagement.

Common Barriers to Public Speaking

Public speaking barriers are the psychological, structural, and environmental factors that hinder effective communication. These typically include severe stage fright (glossophobia), lack of content preparation, over-focusing on perfection, and poor non-verbal delivery such as filler words or monotone pacing**.** These hurdles can be categorized into four main areas:

1. Psychological & Emotional

Glossophobia: The intense fear of being judged, making mistakes, or being the center of attention.

Imposter Syndrome: Feeling unqualified to address the audience.

Perfectionism: Holding unrealistic expectations that every word must be flawlessly delivered, causing immense pre-speech anxiety.

2. Preparation & Content

Unclear Message: Failing to define the core purpose of the presentation.

Insufficient Rehearsal: Relying on winging it or reading directly from slides.

Audience Disconnect: Failing to tailor the content to the audience's knowledge level or interests.

3. Delivery & Mechanics

Filler Words: Overusing "ums," "ahs," or "like" which dilute the speaker's message.

Poor Pacing: Rushing through the material due to anxiety.

Lack of Body Language: Avoiding eye contact or using closed-off postures.

4. Situational & Environmental

Linguistic Barriers: Speaking in a language other than your mother tongue.

Distractions: Environmental disruptions or poor audio setups.

Lack of Experience: Simply not having enough time at the podium to build muscle memory.

Tips to Overcome Stage Fear

- Prepare thoroughly.
- Practice regularly.
- Focus on the message rather than fear.
- Maintain positive thinking.
- Start with small audiences.
- Use deep breathing techniques before speaking
- .Make eye contact with friendly listeners.

Advantages of Public Speaking

- Improves confidence.
- Enhances communication abilities.
- Develops leadership qualities.
- Increases career opportunities.
- Improves critical thinking.
- Builds professional credibility.
- Strengthens interpersonal relationships.

Disadvantages of Public Speaking

1. Fear and anxiety may affect performance.
2. Requires extensive preparation.
3. Audience reactions can influence confidence.
4. Miscommunication may occur if ideas are not presented clearly.

Activity

Prepare and deliver a 2-minute speech on a given topic

- Importance of Education
- Women Empowerment
- Environmental Protection

Conclusion

Public speaking is a powerful communication skill that enables individuals to express ideas, influence audiences, and share knowledge effectively. It develops confidence, leadership, critical thinking, and

presentation abilities. Through regular practice and preparation, anyone can become an effective public speaker and succeed in academic, social, and professional life.

8.2.17 Storytelling

Meaning

Storytelling is the art of narrating events or stories to an audience. It is an interaction of using words, actions, or visuals to craft and share narratives. It transcends pure entertainment, serving as a powerful communication tool to evoke emotion, preserve culture, explain complex concepts, and build authentic connections between the teller and the audience.

Storytelling is the social and cultural activity of sharing stories, sometimes with improvisation, theatrics, or embellishment. Every culture has its own narratives, which are shared as a means of entertainment education, cultural preservation, or instilling moral values. Crucial elements of stories and storytelling include plot , characters, and narrative point of view. The term "storytelling" can refer specifically to oral storytelling but also broadly to techniques used in other media to unfold or disclose the narrative of a story

Importance of Story -Telling

Storytelling has a significant impact on **emotions** and decisions because of its ability to create deep and engaging connections. When we listen to a story, our brain does more than process information. It also activates areas linked to emotions.

- Enhances creativity.
- Improves language skills.
- Develops imagination.
- Increases audience engagement.

Elements of a Story

The seven fundamental elements of a story are **character, setting, plot, conflict, theme, point of view, and style**. Working together, these building blocks transform basic concepts into fully realized, compelling narratives.

- **Character:** The individuals who drive the story. Memorable characters possess distinct motivations, flaws, and undergo some form of internal or external transformation

.**Setting:** The time and location where the narrative unfolds. It establishes the physical environment, cultural context, and atmosphere of the world.

- **Plot:** The sequence of events that make up the narrative. It usually consists of a beginning (status quo), rising action (complications), climax (turning point), and falling action.
- **Conflict:** The struggle between opposing forces that propels the story forward. This can be external (e.g., a villain or nature) or internal (e.g., a character fighting their own doubts).
- **Theme:** The central message, lesson, or philosophical idea that the story explores. It is the deeper "why" behind the narrative.
- **Point of View:** The perspective from which the story is told. Common viewpoints include first-person ("I"), second-person ("You"), and third-person ("He/She/They").
- **Style:** The author's unique voice, encompassing their word choice, sentence structure, tone, and overall use of literary devices.

Example

A thirsty crow found a pitcher with little water. It dropped stones into the pitcher until the water level rose. The crow drank the water and flew away happily.

Moral-Where there is a will, there is a way.

8.2.1.8 Debate

Introduction

A Debate is a formal discussion in which two individuals or groups present opposing viewpoints on a specific topic. It is an important speaking exercise that develops communication skills, critical thinking, confidence, and the ability to present logical arguments.

In a debate, one side speaks for the motion (Proposition/Affirmative Team**)**, while the other side speaks against the motion (Opposition/Negative Team**)**. Each side tries to convince the audience or judges that its viewpoint is more convincing and logical.

Meaning of Debate

A debate is a structured argument where participants discuss a topic by presenting evidence, facts, examples, and reasoning to support their position. It is a formal exchange of arguments between opposing sides on a particular issue with the aim of persuading an audience or judges.

Example

Topic: "Online Education is Better than Traditional Education."

One team supports the statement, while the other team opposes it.

Objectives of Debate

1. To develop effective speaking skills.
2. To improve critical and analytical thinking.
3. To encourage logical reasoning.
4. To build confidence in public speaking.
5. To enhance listening skills.
6. To develop persuasion techniques.
7. To increase awareness of current issues.

Importance of Debate

1. Improves Communication Skills

Participants learn to express ideas clearly and persuasively.

2. Develops Critical Thinking

Debaters analyze issues from different perspectives.

3. Enhances Research Skills

Participants gather facts and evidence to support arguments.

4. Builds Confidence

Regular participation reduces stage fear.

5. Encourages Active Listening

Debaters must understand and respond to opposing arguments.

6. Develops Leadership Qualities

Debating improves decision-making and leadership abilities.

Features of Debate

- Formal and structured
- Presence of opposing viewpoints
- Logical arguments
- Evidence-based discussion
- Rebuttal of opposing arguments
- Time-bound participation

Types of Debate

There are several major types of debate, categorized by their formats, goals, and rules.

The most common styles are Parliamentary Debate , Policy Debate, (Cross-Examination), Lincoln-Douglas (Values), and Public Forum.

Parliamentary Debate

Often practiced impromptu, this style simulates government proceedings (like the British Parliament). Two teams—the Proposition (or Government) and the Opposition—argue for or against a specific motion. It emphasizes quick thinking, rhetoric, and general knowledge over heavy, pre-researched evidence.

Policy Debate

Also known as Cross-Examination or CX, this highly technical, research-heavy format pairs two-person teams to argue for or against a specific policy proposal. It focuses heavily on evidence, empirical data, and detailed counter-plans.

Lincoln-Douglas (LD) Debate

A one-on-one debate format that focuses on philosophical, moral, and value-based issues. Instead of debating specific legislation or statistics, debaters argue which moral principles (such as liberty versus security) are more important.

Public Forum (PF) Debate

Designed to be accessible to a general audience, this team-based format (usually two-on-two) focuses on current events and real-world public policy. It places a premium on persuasive communication, logic, and clarity rather than rapid-fire evidence-sharing.

Extemporaneous and Impromptu Debate

Participants receive a topic with very little preparation time (often 15 to 30 minutes) and must construct a full argument on the spot. This format heavily tests adaptability and spontaneity.

Mock Trial and Moot Court

Simulates actual courtroom and legal proceedings. Participants act as lawyers, witnesses, and judges, arguing scenario-based legal cases and demonstrating a mix of debate and legal reasoning.

Academic and Classroom Debates

Informal or semi-formal formats used in schools to teach critical thinking. Formats like ***Turncoat*** (arguing both for and against a topic) or ***Fishbowl*** (alternating active debaters with observers) are frequently used.

Structure of a Debate

1. Introduction

The moderator introduces the topic and rules.

2. Opening Statement

Both sides present their main position.

3. Arguments

Each side presents supporting points and evidence.

4. Rebuttal

Participants challenge and respond to opposing arguments.

5. Conclusion

Both sides summarize their viewpoints.

6. Judgment

The audience or judges decide the winner.

Components of a Debate

Motion

The statement being debated.

Example

"Social Media Does More Harm Than Good."

Proposition Team

The team that supports the motion.

Opposition Team

The team that opposes the motion.

Moderator

The person who manages the debate.

Audience/Judges

People who evaluate the debate.

Skills Required for Effective Debating

Communication Skills

Clear and effective expression of ideas.

Critical Thinking

Logical analysis of issues.

Research Skills

Finding relevant facts and evidence.

Listening Skills

Understanding opposing viewpoints.

Persuasion Skills

Convincing others through reasoning.

Confidence

Speaking effectively before an audience.

Example Debate

Topic: Mobile Phones Should Be Allowed in Classrooms

Proposition (For the Motion)

Speaker 1

Good morning everyone.

I strongly support the motion that mobile phones should be allowed in classrooms.

Firstly, smartphones provide instant access to educational resources, online libraries, and learning applications. Students can quickly search for information and improve their understanding.

Secondly, mobile phones encourage digital learning and technological literacy, which are essential in today's world. Therefore, mobile phones can enhance the learning experience when used responsibly.

Thank you.

Opposition (Against the Motion)

Speaker 2:

Good morning.

I oppose the motion.

Mobile phones can become a major source of distraction during classes. Students may use them for social media, games, or entertainment instead of learning.Additionally, excessive mobile phone use can reduce concentration and classroom interaction.Therefore, mobile phones should not be freely allowed in classrooms.

Thank you.

Proposition: Proper rules and teacher supervision can prevent misuse of mobile phones.

Opposition: Even with supervision, distractions cannot be completely eliminated.

Conclusion

Both sides summarize their arguments before judges decide the outcome.

Common Debate Topics

Educational Topics

- Online Education vs Traditional Education
- Homework Should Be Abolished
- Mobile Phones in Classrooms

Social Topics

- Social Media: Boon or Bane
- Gender Equality
- Importance of Moral Education

Environmental Topics

- Plastic Should Be Completely Banned
- Climate Change Requires Immediate Action

Technology Topics

- Artificial Intelligence Will Replace Human Jobs
- Technology Improves Human Life

Rules of Debate

1. Speak only when permitted.
2. Respect opposing viewpoints.
3. Use facts and evidence.
4. Avoid personal attacks.
5. Stay focused on the topic.
6. Follow the allotted time.
7. Use polite language.

Advantages of Debate

1. Improves public speaking skills.
2. Develops critical thinking.

3. Enhances research abilities.
4. Builds confidence.
5. Improves listening skills.
6. Encourages teamwork.
7. Develops leadership qualities.
8. Increases awareness of social issues.

Disadvantages of Debate

1. Strong speakers may dominate.
2. Participants may become overly competitive.
3. Time constraints may limit discussion.
4. Emotional arguments may affect objectivity.

Tips for Effective Debating

- Research the topic thoroughly.
- Organize arguments logically.
- Support points with facts and examples.
- Listen carefully to opponents.
- Remain calm and respectful.
- Speak confidently and clearly.
- Prepare strong rebuttals.

Conclusion

Debate is an effective speaking exercise that develops communication, critical thinking, analytical reasoning, and persuasion skills. By presenting arguments, responding to opposing views, and defending their positions, participants learn to communicate confidently and logically. Regular participation in debates prepares students for academic success, professional communication, leadership roles, and informed decision-making in everyday life.

8.2.1.9 Extempore Speech

Meaning

Extempore speaking is delivering a speech without prior preparation on a given topic.

Objectives

- Improve spontaneous speaking.

- Develop quick thinking.
- Enhance confidence.
- Increase vocabulary usage.

Procedure

1. A topic is given.
2. Student gets 1–2 minutes to think.
3. Student speaks for 2–3 minutes.

Sample Topics

- My Favourite Teacher
- Importance of Time Management
- Technology in Education
- Healthy Lifestyle

Example

"Time management is an essential skill for students. It helps us complete our tasks efficiently and reduces stress..."

Benefits of Speaking Exercises

1. Improve fluency in English.
2. Build self-confidence.
3. Enhance interpersonal communication.
4. Develop leadership qualities.
5. Improve pronunciation and vocabulary.
6. Prepare students for interviews and presentations.
7. Strengthen critical thinking and decision-making skills.
8. Improve academic and professional performance.

Conclusion

Speaking exercises are an essential part of communication skills development. Activities such as self-introduction, group discussions, role plays, public speaking, storytelling, and extempore speeches help learners become confident, fluent, and effective communicators. Regular practice of these exercises prepares students for academic success, workplace communication, and everyday interactions.

8.2.2 Listening Exercises

Listening exercises improve comprehension and attention.

Examples

- Listening to recorded speeches
- Following oral instructions
- Summarizing audio content
- Note-taking while listening

Activity: Listen to a short speech and answer questions related to its main idea and supporting points.

8.2.3 Reading Exercises

Reading activities improve vocabulary and comprehension.

Examples

- Reading newspaper articles
- Reading reports and notices
- Reading comprehension passages

Activity

Read an article and identify:

- Main idea
- Important facts
- New vocabulary words

8.2.4 Writing Exercises

Writing exercises improve written communication.

Examples

- Letter writing
- Email writing
- Report writing
- Paragraph writing
- Notice writing

Activity: Write a paragraph on "The Importance of Effective Communication."

8.2.5 Non-Verbal Communication Exercises

These activities focus on body language and facial expressions.

Examples

- Maintaining eye contact
- Using appropriate gestures
- Understanding facial expressions
- Posture practice

Activity: Observe a speaker and identify different non-verbal signals used during communication. is a dialogue that occurs in a particular context or situation, where participants communicate to achieve a specific purpose.

Example

A customer speaking to a shopkeeper while purchasing an item is a situational conversation because it takes place in a specific situation**.**

8.3 Situational Conversations

Introduction

Situational Conversations are conversations that take place in specific real-life situations. They help learners practice speaking skills by simulating everyday, academic, social, and professional interactions. These conversations prepare individuals to communicate confidently and appropriately in different circumstances**.**

Situational conversations are widely used in communication skills training because they provide practical experience in handling real-world communication challenges.

Meaning

Situational Conversations refer to dialogues tailored specifically to a context, setting, or goal. Rather than generic small talk, these exchanges rely on the environment, the relationship between speakers, and the objective to dictate the vocabulary, tone, and phrases used.

Situational conversations are structured verbal interactions based on real-life situations, enabling learners to practice appropriate language, expressions, and communication strategies.

Objectives of Situational Conversations

1. To improve spoken communication skills.
2. To build confidence in real-life interactions.
3. To develop listening and responding abilities.
4. To improve vocabulary and language usage.

5. To prepare learners for academic and professional situations.
6. To enhance interpersonal communication skills.

Importance of Situational Conversations

Practical Learning

Learners practice communication in realistic situations.

Confidence Building

Regular practice reduces fear and hesitation.

Improved Fluency

Frequent conversations improve speaking fluency.

Better Social Skills

Learners understand social norms and etiquette.

Professional Preparation

Students become ready for workplace communication.

Characteristics of Situational Conversations

- Based on real-life situations
- Purpose-oriented
- Interactive
- Context-specific
- Practical and meaningful
- Encourages spontaneous speaking

Types of Situational Conversations

1. Social Situations

Conversations in daily life and social interactions.

Small Talk: Casual, light-hearted conversations about neutral topics (e.g., the weather, hobbies) used to break the ice.

Introductions & Greetings: Setting a warm, welcoming impression when meeting someone new.

Catching Up: Reconnecting with friends or former colleagues to swap life updates.

Examples

- Meeting a friend
- Greeting a guest

- Asking for directions

2. Educational Situations

Conversations related to schools and colleges.

Mentoring & Coaching: Providing guidance, skill-building tips, and constructive feedback.

Brainstorming: Open-ended, creative group discussions used to generate new ideas or solutions.

Examples

- Student and teacher interaction
- Seeking information from the library
- Academic counseling

3. Professional Situations

Conversations in workplaces and offices.

- **Job Interviews:** Formal Q&A designed to highlight skills, experience, and cultural fit.
- **Negotiations:** Persuasive exchanges aimed at reaching a mutual agreement (e.g., salaries, vendor contracts).
- **Performance Reviews:** Constructive feedback sessions evaluating past performance and setting future goals.
- **Client Pitches:** Persuasive, high-energy presentations intended to win new business.

Examples

- Job interviews
- Office meetings
- Communication with clients

4. Service Situations

Conversations while receiving services.

Service Encounters: Buying goods or services (e.g., ordering food at a restaurant or asking a sales associate for help).

Navigation & Directions: Asking for or giving directions in unfamiliar areas or foreign cities.

Planning & Logistics: Coordinating tasks, schedules, or travel plans with peers or family members.

Problem-Solving: Addressing a specific issue, such as returning a defective product or clarifying a misunderstandin

Examples

- Banking
- Shopping
- Hospital visits
- Restaurant orders

Examples of Situational Conversations

1. At a Railway Station

Situation

A passenger wants information about a train.

Passenger: Excuse me, could you tell me when the Delhi Express will arrive?

Inquiry Clerk: It is expected to arrive at 5:30 p.m.

Passenger: Is it running on time?

Inquiry Clerk: Yes, it is on schedule.

Passenger: Thank you.

Inquiry Clerk: You're welcome.

2. At a Restaurant

Situation

A customer orders food.

Waiter: Good evening. Welcome to our restaurant.

Customer: Good evening. May I see the menu, please?

Waiter: Certainly. Here is the menu.

Customer: I would like to order a vegetable sandwich and a coffee.

Waiter: Anything else?

Customer: No, thank you.

Waiter: Your order will be served shortly.

3. At a Bank

Situation

Opening a bank account.

Customer: Good morning. I would like to open a savings account.

Bank Officer: Certainly. Please fill out this application form.

Customer: What documents are required?

Bank Officer: You need identity proof and address proof.

Customer: Thank you.

Bank Officer: You're welcome.

4. Asking for Directions

Situation

A tourist asks for help.

Tourist: Excuse me, could you tell me how to reach the museum?

Resident: Go straight for two blocks and turn left.

Tourist: Is it far from here?

Resident: No, it is about a five-minute walk.

Tourist: Thank you very much.

Resident: My pleasure.

5. Doctor and Patient

Situation

Medical consultation.

Doctor: What seems to be the problem?

Patient: I have been experiencing stomach pain since yesterday.

Doctor: Have you eaten anything unusual?

Patient: Yes, I ate street food last night.

Doctor: I will prescribe some medicines. Please avoid oily food.

Patient: **Thank you, doctor.**

6. Hotel Reservation

Situation

Booking a room.

Guest: Good evening. I would like to book a room for two nights.

Receptionist: Certainly. What type of room would you prefer?

Guest: A double room, please.

Receptionist: May I have your identification document?

Guest: Sure. Here it is.

Receptionist: Your booking is confirmed.

Skills Developed Through Situational Conversations

Communication Skills

Improve clarity and effectiveness in speaking.

Listening Skills

Enhance understanding of spoken messages.

Confidence

Reduce nervousness in real-life interactions.

Problem-Solving Skills

Help handle unexpected situations.

Social Skills

Improve interpersonal relationships.

Professional Skills

Prepare learners for workplace communication.

Advantages of Situational Conversations

1. Provide real-life communication practice.
2. Improve speaking fluency.
3. Build confidence.
4. Enhance listening skills.
5. Develop professional communication abilities.
6. Increase vocabulary and language proficiency.
7. Encourage active participation.

Tips for Effective Situational Conversations

- Understand the situation clearly.
- Use polite and appropriate language.
- Listen carefully before responding.
- eye contact.
- Speak confidently and clearly.
- Stay relevant to the context.

Conclusion

Situational conversations are an important speaking exercise that helps learners communicate effectively in real-life situations. Whether at a bank, restaurant, railway station, hospital, library, or workplace, these conversations develop fluency, confidence, listening ability, and interpersonal skills. Regular practice of situational conversations prepares students for both personal and professional communication challenges.

Situational conversations are conversations based on specific real-life situations.

Situation 1: Asking for Directions

Tourist: Excuse me, where is the railway station?

Local Person: Go straight and take the second left.

Tourist: Thank you.

Local Person: You're welcome.

Situation 2: Making an Enquiry

Customer: What are your business hours?

Receptionist: We are open from 9 a.m. to 6 p.m.

Situation 3: Making a Complaint

Customer: I received a damaged product.

Service Agent: We apologize for the inconvenience. We will replace it.

Situation 4: Seeking Permission

Student: May I leave early today?

Teacher: Yes, you may.

Situation 5: Workplace Communication

Employee: **Could you please clarify the deadline**

8.4 Communication Practice Activities

1. Introduce yourself in front of the class.
2. Participate in a group discussion on social media.
3. Write a formal email requesting information.
4. Conduct a mock job interview.

Deliver a three-minute presentation on a topic of your choice

1. Role Play

Prepare role plays on:

1. Teacher–Student
2. Customer–Shopkeeper
3. Doctor–Patient
4. Employer–Employee
5. Hotel Receptionist–Guest

2. Group Discussion Topics

1. Impact of Social Media on Communication
2. Online Education
3. Importance of English Language
4. Artificial Intelligence in Education
5. Work-Life Balance
6. Environmental Protection

Rules

- Listen carefully.
- Respect others' opinions.
- Speak clearly and confidently.
- Avoid interrupting others.

3. Presentation Practice

Students prepare and deliver presentations on selected topics.

Benefits

- Improves public speaking
- Develops organizational skills
- Enhances confidence

4. Debate

Debates encourage logical thinking and persuasive communication.

5 . Dialogues

1. "Online Learning is Better than Traditional Learning." Write dialogues between Manisha and her father. They are discussing her career.

2. Write dialogues between three friends who are talking about the teachers at their school. Fabricate all the details that are required.
3. Write a dialogue between the Principal and the coordinator of Arya Public School, discussing the progress in school renovation.
4. Write a dialogue between the three members of FK finance, talking about the sale and purchase taking place in the e-auction organised by their company.
5. Write a dialogue between Amina and her brother, talking about the merits and demerits of online exams.
6. Write a dialogue between the teachers of AR Public School, discussing the side effects of excessive painkiller medicines.
7. Write a dialogue between AK Sinha and MP Singh, discussing the elections taking place at the state level.
8. Vijay and Mina are discussing politics. Write a dialogue between them. You can fabricate all the necessary details.
9. Ashu and his mother are fighting over the advantages and disadvantages of social media. Write a dialogue between them.

Communication Games and Interactive Exercises

1. Telephone Game

A message is whispered from one person to another. The final message is compared with the original.

Purpose: To demonstrate communication barriers and message distortion.

2. Picture Description

Students describe a picture while others listen and draw it.

Purpose: To improve clarity and listening skills.

3. Word Association

One participant says a word, and another responds with a related word.

Purpose: To enhance vocabulary and quick thinking .

Example:

- Effective communication is a two-way process requiring active engagement.
- Context dictates your word choice and tone—always assess the situation before speaking.
- Practice through role play and self-reflection is the fastest way to improve your confidence.

Manager: The report must be submitted by Friday.

8.5 Check your progress

A Find Correct Answers

1: Which of the following is considered the primary barrier to active listening?

A) Maintaining eye contact

B) Formulating a response while the speaker is still talking

C) Asking clarifying questions

D) Taking structured notes

2: Effective communication practice in a professional organization directly results in:

A) Increased workplace conflicts

B) Decreased employee engagement

C) Enhanced team collaboration and clarity

D) Complete elimination of workplace diversity

3: A dialogue is inherently a _____ process.

A) One-way, linear

B) Two-way, interactive

C) Non-verbal, silent

D) Autocratic, structured

4: In a professional dialogue, when you do not understand a point made by the speaker, you should:

A) Pretend to understand to save time

B) Interrupt immediately with a counterargument

C) Wait for an appropriate pause and ask for clarification

D) Change the topic of conversation

5: What is the primary objective of using role plays in communication training?

A) To memorize rigid scripts

B) To test technical writing skills

C) To practice real-world interactions in a safe environment

D) To evaluate public speaking to large audiences

6: Which skill is most critical during a role play involving a customer complaint?

A) Passive aggression

B) De-escalation through empathy

C) Speaking rapidly to overwhelm the client

D) Defending company policy rigidly

7: When initiating a difficult situational conversation, such as asking for a deadline extension, you should:

A) Wait until the deadline has passed to mention it

B) Provide a clear reason along with a proposed new timeline

C) Blame your colleagues for the delay

D) Keep the request vague so you have flexibil

8: Which tone should be maintained during a situational conversation involving a peer-to-peer disagreement?

A) Assertive and respectful

B) Submissive and quiet

C) Aggressive and dominant

D) Dismissive and sarcastic

B. Fill in the Blanks

1: Communication practices help individuals bridge the gap between intent and _____.

2: _____ feedback is essential in communication practice to help individuals identify areas of improvement.

3: Unlike a monologue, a dialogue requires both a speaker and an active _____.

4: Maintaining appropriate _____ contact is a vital non-verbal element of an effective face-to-face.

5: Role-playing allows participants to experiment with different types of _____ language, such as posture and gestures.

6: In a workplace training role play, simulating an upset client helps employees build emotional _____.

7: A situational conversation requires the speaker to adapt their vocabulary and tone based on the specific _____.

8: When delivernig bad news in a situational conversation, it is best to be direct and _____.

8.6 Summary

Communication practice and exercises are essential for developing effective communication skills. Regular practice improves confidence, fluency, listening ability, and professional competence. Through activities such as role plays, group discussions, presentations, debates,dialogues and writing exercises, learners can become successful communicators capable of interacting effectively in academic, social, political and workplace environments. It can be developed through continuous practice. Dialogues, role plays, and situational conversations provide opportunities to use language in real-life contexts. These activities improve speaking, listening, confidence, interpersonal skills, and workplace communication. Regular practice helps learners become effective communicators in both personal and professional life.

8.7 Keywords

- **Active Listening :** The practice of fully focusing on, understanding, and responding to a speaker rather than just waiting for your turn to speak
- **Non-Verbal Communication :** The unspoken signals we send through body language, facial expressions, and gestures.
- **Speaking exercises:** Roleplay. Debate, Group-Discussion, Presentation ,Dialoques etc.
- **Feedback:** The verbal or non-verbal response the receiver gives to the sender, confirming that the message was understood.
- **The 7 Cs:** A checklist for effective messaging: **Clear**, **Concise**, **Concrete**, **Correct**, **Coherent**, **Complete**, and **Courteous**.
- **Empathy:** The ability to understand and share the feelings of the person you are communicating with.
- **Encoding / Decoding:** The process of turning a thought into a message (encoding) and interpreting a received message (decoding).
- **Paraphrasing:** Restating the speaker's ideas in your own words to verify understanding and show active engagement.

8.8 Self Assessment Test

A. Short Answer Questions

1. What is a dialogue?
2. Define role play.
3. What is situational conversation?

4. Mention two benefits of role play.
5. Why are communication exercises important?
6. What is communication practice?
7. Why are communication exercises important?
8. Explain any four speaking exercises.
9. What are the benefits of role play?

B. Long Answer Questions

1. Explain the importance of dialogue in communication.
2. Discuss the role of role play in language learning.
3. Describe different types of situational conversations.
4. Explain how communication practice improves interpersonal skills.
5. Discuss the importance of group discussions.
6. Explain workplace communication exercises with examples.
7. How can communication skills be assessed?
8. What tips would you suggest for improving communication skills?

8.9 Answers to Check Your Progress

A Check Your Progress

1: B

2: C

3: B

4: C

5: C

6: B

7: B

8: A

B. Check Your Progress

Fill in the Blanks**:**

1: impact (or perception)

2: constructive

3: listener

4: eye.

5: body (or non-verbal)

6: intelligence (or resilience)

7: context (or audience)

8: transparent (or honest)

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