

EN- 132: Communicative English (AECC)

Md. Hasanujjaman
Gushkara Mahavidyalaya
Email: mdhasanujjaman100@gmail.com

Objectives of the Course: To impart basic Communication skills to the first year UG students in the English language through rigorous practice and use of various categories of common words and their application in sentences; to enable them to achieve effective language proficiency for their social, professional and inter personal communication both in speaking and writing.

Chapter I

Introduction to Communication

The word communication has been derived from Latin word “communis” which means common. Thus communication means sharing of ideas is common. It can be defined as exchange of facts, ideas, opinions or emotions between two or more persons to create a common ground of understanding. Communication is the process of passing information & message from one person to another. It involves at least two persons i.e. a sender & a receiver. The sender develops & transmits a message to the receiver. The purpose is to achieve common understanding between the sender & the receiver. The basic unit of communication in an organisation is the link between manager & subordinator. Managers communicate to their subordinates & receive messages from them. To be effective as a manager, you need to be an effective communicator.

Communication is a two-way process in which participants not only exchange ideas, feelings and information but also create and share meaning for reaching mutual understanding. It is the exchange of ideas, thoughts, messages, or the like, by speech, signals or writing. It is to express oneself in such a way that one is readily and clearly understood. It is a process of conveying information from the sender to the receiver with the use of the media in which the communicated information is understood.

Communication is the expression or exchange of information by speech, writing, gestures, conduct or electronic medium. It is a process of passing information, ideas, facts, or opinions between two or more parties. It is the process by which an idea is brought to another's perception. The information that is so expressed or exchanged is also referred to as communication. It is a complex and dynamic process that allows organisms to exchange information by several methods.

To quote a few, select definitions on communication:

- **US ARMY:** “Communication is the exchange and flow of information and ideas from one person to another; it involves a sender transmitting an idea, information, or feeling to a receiver.”
- **William Rice-Johnson:** "A communication takes place when one individual, a sender, displays, transmits or otherwise directs a set of symbols to another individual, a receiver, with the aim of changing something, either something the receiver is doing (or not doing) or changing his or her world view. This set of symbols is typically described as a message."
- **Pranav Mistry:** "Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. Many of the problems that occur in an organization are the either the direct result of people failing to communicate and/or processes, which leads to confusion and can cause good plans to fail."
- **Peter Drucker;** "The most important thing in communication is hearing what isn't said."
- **Conrad & Poole:** “Communication is the process by which people interactively create, sustain and manage meaning”

This broad definition of communication includes body-language, skills of speaking and writing. It outlines the objectives of communication. It emphasizes listening as an important aspect of communication.

Objective of Communication

The objective of communication is to motivate, inform, suggest, warn, order, change behaviour and establish better relations with others.

COMPONENTS OF COMMUNICATION

Communication comprises of 8 major components, which are the objects of study of Communication Theory. These are interdependent and are considered as basic elements of any communication process. They include:

- **Source** - which "*produces a message or sequence of messages to be communicated to the receiving terminal.*"

- **Sender** - refers to *transmitter*, which "*operates on the message in some way to produce a signal suitable for transmission over the channel*. Aristotle uses the term *speaker* (orator)" to refer to this component.
- **Channel** is "*merely the medium used to transmit the signal from transmitter to receiver*".
- **Receiver** - "*performs the inverse operation of that done by the transmitter, reconstructing the message from the signal.*"
- **Destination** is "*the person (or thing) for whom the message is intended*".
- **Message** is derived from Latin word *mittere*, meaning "to send". It refers to a concept, information, communication or statement that is sent in an oral/graphic/written/audio/visual/audio-visual form to the recipient.
- **Feedback** is the loop of making a two-way communication process related to the response to the message. It is simply the reaction of the Destination back to the Source, direct and/or indirect.
- **Context** is considered as a very significant component as it decides the given communication process and fixes all the above said 7 components. It refers to the background and the environment – immediate and far. Space and time play a larger role of a given communication. A good communication means different things to different (or even same) people at different times.

Three other elements associated with the process of communication are: Entropy, Redundancy and Noise. Entropy is a measure of the amount of uncertainty in the message/content. Redundancy either knowingly or unknowingly enters the communication process. If deliberate, it serves the purpose of reiterating the message; otherwise repetitiveness is undesired element. Noise is actually anything irrelevant, unwarranted, undesired and hence, a disturbance/interference to effective transmission. Noise is anything that disrupts or interferes with the effective communication process. Noise can be physical, psychological or semantic and can disturb the communication process at any point; noise may be associated with any element in the system:

- Physical noise or external noise are environmental distractions such as startling sounds, appearances of things, music playing somewhere else, and someone talking really loudly near you, etc;
- Physiological noise are biological influences that distract one from effectively communicating; these could include sweaty palms, pounding heart, butterfly in the stomach, induced by speech anxiety, or feeling sick, exhausted at work, the ringing noise in your ear, being really hungry, and if you have a runny nose or a cough.

- Psychological noise are the preconceived bias and assumptions such as thinking someone who speaks like a valley girl is dumb, or someone from a foreign country can't speak English well so you speak loudly and slowly to them.
- Semantic noise is word choices that are confusing and may have the effect of distorting the meaning.

COMMUNICATION THEORIES

The term 'theory' is often intimidating to students. Theories provide an abstract understanding of a process, Miller says. It is simply a summary of a process. Hoover (1984) defines it as "*a set of inter-related propositions that suggest why events occur in the manner that they do*". Foss, Foss and Griffin (1999) defines theory as, "*a way of framing an experience or event—an effort to understand and account for something and the way it functions in the world*". Any thoughts or ideas about how things work in the world or one's life are personal theories. Theories are essentially frameworks for how the world works, and therefore guide how to function in the world. Theory is an idea of how something happens. It is an attempt to explain or represent an experience. The term communication theory may refer to a single theory or an entire set of theories related to communication. "Theories are not just things to be read and learned. They are constantly evolving works." (Littlejohn, 2002, p. 25)

In a field like Communication, theories are important to understand because they directly impact our daily lives. The first function communication theories serve is that they help us organize and understand our communication experiences. A second function is that they help us choose what communicative behaviours to study. A third function is that they help us broaden our understanding of human communication. And the fourth function is that they help us predict and control our communication. A fifth function of theories is that they help us challenge current social and cultural realities and provide new ways of thinking and living. While theories serve many useful functions, these functions do not really matter if we do not have well-developed theories that provide a good representation of how our world works. Littlejohn considers a communication theory to be "any conceptual representation or explanation of the communication process"

EVOLUTION

Communication theory is the discipline that studies the principles of transmitting information and the methods by which it is delivered (as print or radio or television, etc.). It is an attempt to explain how and why humans communicate meaningfully with each other. Such theories can originate from a variety of different fields, including Psychology, Biology, and Philosophy, though the actual study of the nature of communication is a field in itself. At its core, a communication theory is generally devoted to providing an explanation of how, exactly, one

individual is able to communicate meaning to another and the degree to which the speaker and the listener can understand each other. Other theories are more focused on the historical and ritual significance of communication as an essential element of culture. Such theories may focus on the broad cultural effects of communication instead of the specific process of transmitting meaning.

- Theories
- Rhetorical
- Semiotic
- Phenomenological
- Cybernetic
- Socio-cultural
- Critical

RHETORICAL THEORY

Rhetorical theory is said to have begun on the Island of Sicily when a dictator was overthrown, leaving landowners to argue in court over who rightfully owned the land - the original owners or those who had been given the land during the tyrant's regime? Under the Greek legal system of the time, individuals had to present their own cases in court - creating the need for individuals to become adept at the art of rhetoric. Cora can be credited with the first formal rhetorical theory wherein he highlighted the importance of probability to rhetoric; a speaker should argue from general probabilities or create a probable connection or basis for belief when actual facts cannot be established. Rhetorical theories address what makes public, personal diaries as rhetoric, and television, the Internet, and Web sites as rhetorical artefacts. For some rhetorical theorists, all human symbol use is inherently persuasive - no matter what our intent, anything we say or write, whether intentional or not, affects those around us.

SEMIOTIC THEORY

John Locke (1690) introduced the term 'semiotics into the English language as a synonym for "doctrine of signs". There already existed in Locke's time "semeiotics", to name that branch of medical science concerned with the study of symptoms of disease or σημεια - 'natural signs' in today's language. Semiotics is the science of communication and sign systems, of the ways people understand phenomena and organize them mentally, and of the ways in which they devise means for transmitting that understanding and for sharing it with others.

PHENOMENOLOGICAL THEORY

Phenomenological theorists emphasize that each person actively constructs her or his own world. According to the Phenomenological approach to personality, the specific ways each person perceives and interprets the world make up personality and guide one's behaviour. People's view of reality/perspective is important in guiding their behaviour and is shaped by learned expectations. These expectations form personal constructs which are generalized ways of anticipating the world and which becomes phenomenological. So, the way the person

communicates with others allows him to be unique and thus he or she creates a new phenomenological aspect of communication.

CYBERNETIC THEORY

In 1948, Norbert Wiener coined the term "cybernetics" to elaborate on the existing theory of the transmission of messages by incorporating his idea that people send messages within a system in an effort to control their surrounding environment (Wiener, 1954). The basic function of communication, which Wiener defines in his theory as the processing of information, is to control the environment in which one lives. This idea suggests that the goal of human communication is to become familiarized with a certain environment while simultaneously influencing aspects of it. So, people basically use the (digital communication through machines, social networks and artificial intelligences) cybernetic communication to create a world of his own which he controls.

SOCIO-CULTURAL THEORY

Socio-cultural theory looks at the contributions that society makes to individual development. This theory stresses the interaction between developing people and the culture in which they live. Lev Vygotsky believed that parents, caregivers, peers and the culture were largely responsible for the development of higher order functions, as to how communication functions. Socio-cultural theory focuses not only on how adults and peers influence individual learning, but also on how cultural beliefs and attitudes impact how instruction and learning take place. The purpose of communication is to develop the socio-cultural relation with the individual.

CRITICAL THEORY

Critical theory is a social theory oriented toward critiquing and changing society as a whole, in contrast to traditional theory oriented only to understanding or explaining it. This theory questions and challenges the conviction that what is, or what is in the process of becoming, or what appears to be, or what is most commonly understood to be, or what is dominantly conveyed to be, is also at the same time right and true, good and just, and necessary and inevitable: critical theory does not, at least not automatically, accept any of this. Critical theory is always particularly concerned with inquiring into the problems and limitations, the mistakes, the contradictions and incoherence, the injustices and inequities in how human beings operate within particular kinds of structures and hierarchies of relations with each other, facilitated and regulated by particular kinds of institutions, engaged in particular kinds of processes and practices, have formed, reformed, and transformed ourselves, each other, and the communities, cultures, societies, and world in which we live.

Language of Communication

Communication is very important function to build and manage all human relations. The word means nothing for us without communication. In other words, communications makes and shapes our world and perceptions about it. Through various types, forms and means of

communication we make meaning of the world. Communication is also a tool of socializing ourselves in the society where we inhabit. Since the birth of humans on this planet, communication has been evolving. In the earlier times people used different techniques and forms of communication. But as times evolved, it was shaped and reshaped. In the modern times communication has taken entirely a new dimension with technology, social media and various modern means. However, communication and its purpose remain universal. It universally allows us to build relations and express our thoughts, emotions, feelings, mood and desire.

1. Various Types of Communication

1. Intrapersonal communication,
2. Interpersonal communication,
3. Interpretive communication
4. Group communication
5. Mass communication
6. Presentational communication

1. Intrapersonal Communication

Intrapersonal communication is also known as self-talk or thinking, and refers to the ways we communicate with ourselves. We use intrapersonal communication to plan our lives, rehearse scenarios before we act them out, and tell ourselves what to do or not do. The way we communicate with ourselves greatly affects our self-esteem. A person who tells himself, "I'm so stupid" when he fails an exam will likely have poorer self-esteem than someone who thinks, "I did really well on the previous four exams. I must have just been having an off day, and I'll do better next time."

2. Interpersonal Communication

In simple terms, interpersonal communication is the communication between one person and another (or others). It is often referred to as face-to-face communication between two (or more) people. Both verbal and nonverbal communication, or body language, play a part in how one person understands another. An interview, a conversation, and intimate communications come under this interpersonal communication. It is more persuasive and influential than any other type of communication. For it involves the interplay of words, gestures, the warmth of human closeness and in fact all the five senses.

3. Interpretive communication

It is a one way communication with no alternative to the active negotiation of meaning with the writer, speaker, or producer. Here, the reader, listener or viewer interprets with the author, speaker or producer who wants the receiver of the message to understand it. It implies the ability to read, listen or view between the lines. Interpretive communication is done through reading or listening of authentic texts and viewing authentic materials.

4. Group Communication

Group communication shares all these above qualities, though in a much less measure. The larger the group the less personal and intimate is the possibility of exchange. In fact, as the group grows in size communication tends to become more and more of monologue, for participation becomes problematic. The degree of directness and intimacy therefore depends on the size of the group, the place where it meets, as also the relationship of the members of the group to one another, and to the group leader who monitors the communication. Group communication requires leadership, equal sharing of ideas, peer pressure, roles and norms, and focus on a common goal.

5. Mass Communication

It is process of sending a message through channel of communication to a large group of audiences and organizations. It involves a professional communicator who uses mechanical media to spread messages widely, rapidly and continuously to arouse intended meanings in the audience and influence him or her in a variety of ways.

6. Presentational communication

It is one way communication intended for an audience of readers, listeners or viewers. It presents information but not target exchange it. No direct opportunity for the active negotiation of meaning exists in this mode of communication. Here the presenter or communicator needs to know the language and culture of the target audience. This mode of communication is done through writing articles, advertisement, brochures, and reports. Power point presentation etc and telling a story.

2. Modes of Communication

I. Verbal Communication

Verbal communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and a piece of writing. Objective of every communication is to have people understand what we are trying to convey. In verbal communication remember the acronym KISS(keep it short and simple). When we talk to others, we assume that others understand what we are saying because we know what we are saying. But this is not the case. Usually people bring their own attitude, perception, emotions and thoughts about the topic and hence creates barrier in delivering the right meaning.

So in order to deliver the right message, you must put yourself on the other side of the table and think from your receiver's point of view. Would he understand the message? How it would sound on the other side of the table?

Verbal Communication **is further divided into:**

A. Oral Communication

In oral communication, spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet. In oral communication, communication is influenced by pitch, volume, speed and clarity of speaking.

B. Written Communication

In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via email, letter, report, memo etc. Message, in written communication, is influenced by the vocabulary & grammar used, writing style, precision and clarity of the language used.

Written Communication is most common form of communication being used in business. So, it is considered core among business skills.

Memos, reports, bulletins, job descriptions, employee manuals, and electronic mail are the types of written communication used for internal communication. For communicating with external environment in writing, electronic mail, Internet Web sites, letters, proposals, telegrams, faxes, postcards, contracts, advertisements, brochures, and news releases are used.

Non-verbal Communication

When we communicate using gesture or facial expression, it is called non-verbal communication. The popular statement 'action speaks more than words' holds true when it comes to understanding the essence of non-verbal communication. It is the way through which we communicate our feelings, emotions, and attitudes.

In body language there are two types of gestures

- I. Single gesture
- II. Cluster gesture

Single gesture such as nod of head from left to right is enough to express one's disagreement. This gesture is equivalent to one single word; hence it is called single gesture. Cluster gesture such as standing, talking and using eye contact are equivalent to meaningful arrangement of words in sentence. While communicating using verbal mode we have to choose appropriate words and arrange them grammatically to get a meaningful sentence. In the same way in non-verbal communication one has to choose one's gesture and posture correctly. Just an angry face of a teacher may not encourage students to ask questions. However, there is no water tight compartment between verbal and non-verbal communication. In real life both of these complement each other. Different types of non-verbal communications are mentioned below

- **Kinesics** – it refers to the different ways of in which a person moves his bodies such as postures, gestures and leg movements.
- **Paralinguistics** – it refers to the pitch variation of speaker's voice. It shows how the words are spoken or uttered. A simple phrase 'come here' can be said with emphasis in an authoritative manner.

- **Proxemics** – use of special language in face to face communication is known as Proxemics. It reveals a particular facet of a personality. In a college or workplace use of space is an indicator of power and superiority. For example, when a student is talking to a professor the distance between him and the professor is more than when he is talking to his fellow friends.
- **Chronemics** - in today`s fast moving world time is often considered as money. However, unlike other non-verbal communication it is very culture specific phenomenon. People from low- context culture have precise sense of time keeping compared to high-context culture countries including. Time in India is very flexible.
- **Haptics** - human being not only communicates through words and gestures but also conveys feelings through the language of touch. Tactilities is the science of touch language.

There are two types of touch language:

- I. Bodily contact
- II. Touching with hands

- **Oculies** - Facial gestures and the eyes are the most powerful medium of communication we poses after words. Eyes are often called to be the windows to our soul and mirror of our heart. Some of the eye contacts are staring eyes, vague eyes, scarcely looking eyes.
- **Artefacts** - The message that is conveyed through one`s appearance, clothing, and objects are considered as artefacts. These forms are part of personality. Very often a person develops a habit of using a particular brand, alter people often associate that with the specific person only. In an interview process it is said that the first thirty seconds are very crucial for making an impression in the interviewer`s mind. In other words, the appearance conveys a meaningful message to others.

Thus, nonverbal communication is the sending or receiving of wordless messages. We can say that communication other than oral and written, such as gesture, body language, posture, tone of voice or facial expressions, is called nonverbal communication. Nonverbal communication is all about the body language of speaker.

Nonverbal communication helps receiver in interpreting the message received. Often, nonverbal signals reflect the situation more accurately than verbal messages. Sometimes nonverbal response contradicts verbal communication and hence affects the effectiveness of message.

Nonverbal communication has the following three elements:

Appearance

Speaker: clothing, hairstyle, neatness, use of cosmetics

Surrounding: room size, lighting, decorations, furnishings

Body Language

facial expressions, gestures, postures

Sounds

Voice Tone, Volume, Speech rate

3. Types of Communication Based on Purpose and Style

The communication functions as the means by which the activities in the organisation are coordinated to achieve the organisational goals. It is also the means by the behaviour is modified, change is effected, information is made productive & goals are achieved. Whether it is with a business enterprise, a family, educational institution or trade exhibition, the transfer of information from individual to another is absolutely essential.

There are two main types of communication in every organisation – formal & informal communication.

I. Formal Communication

Formal communication refers to official communication which takes place through a chain of commands. It flows in formally established channels & is concerned with work related matters. Members of the enterprise are expected to communicate with one another strictly as per channels laid down in the structure. The formal communication may be divided into three categories which are given as follows:

a) Downward Communication:

Under this system, the flow of communication from the top management downward is to be operating level. It may also be called a communication from a superior to a subordinate. It follows the line of authority from the top to the bottom of the organisation hierarchy. Downward communication consists of plans & policies, orders and instructions, procedures & rules etc.

b) Upward Communication:

It means the flow of information from the lower levels of the organisation to the higher level of authority. It passes from subordinate to superior as that from worker to foreman, foreman to manager. From manager to general manager & so on. This communication includes opinions, ideas, suggestions, complaints, grievances, appeals, reports etc. It is very important as it serves as the feedback on the effectiveness of downward communication. Management is able to know how well its policies, plans & objectives are followed by those working at lower levels of the organisation. It keeps the management informed about the progress of the work & difficulties faced in performance. On the basis of upward communication, the management revises its plans & policies & makes further planning.

c) Horizontal Communication:

The transmission of information and understanding between people on the same level of organisation hierarchy is called the horizontal communication. This type of communication is also known as lateral or sideward or crosswise communication. Usually, it pertains to inter departmental managers working at the same level of organisation or among subordinates working under one boss. Horizontal communication speeds up information and promotes mutual understanding. It enables the managers working at the same level to exchange information and co-ordinate their activities without referring all matters to the higher level of management. The horizontal communication is generally of an informal nature. Whenever a departmental head requires some information from another departmental head, he tends to contact him directly. However, this type of communication can be oral or written.

II. Informal Communication

There is also a great deal of informal communication in an organisation. This communication flows through informal channels and may or may not be work related. Informal communication cuts through the formal organisational structure. Most of us are familiar with the term 'grapevine' used to describe a network of informal communication. Grapevines are present in all organisations. In fact, in large organisations, there are many grapevines moving up, down and across departments. Grapevines flourish because communication is a natural human tendency. People who know each other in the organisation talk together informally. One thing they have in common is the organisation they work for, so they talk about the happenings in the organisation. Grapevines carry two types of information :work related and people related. Employees want to know what is going on in the organisation. When they are not kept informed through formal channels, they seek information from the grapevine. Likewise, they are curious about the people they work with. Grapevine carry the type of personnel information not generally communicated through formal channels. Employees get to know plans, promotions, punishments, etc, much before they are formally announced. Informality however, reduces uniformity of communication and sometimes false or distorted news is circulated.

Some employees consider the grapevine their main source of information. It is fast- they get information quickly and more information is given than is normally included in formal downward communications, which are often written and may originate from someone they do not know personally. Manager often become frustrated with grapevines, particularly when they carry incorrect information. But grapevines exist; managers cannot stop them. Managers can, however, increase the accuracy of the grapevine by feeding it correct information. And they can try to reduce the relevance placed on grapevines by making certain that formal communication is complete and timely.

4. Use of Communication in Personal, Social and Business Purposes

Communication is a broad concept of human interaction. Since immemorial communication has been playing the vital role in bringing people together and in allowing them to co inhabit in same or in different places. But in the modern times communication has far reaching impact on human beings. It is used for various purposes and in various ways. Different people and different group or organizations extensively use communication for their particular

purposes. Some use it for personal and social interaction. Some use it for purely business communication with particular terms and phrase.

a) Personal

Personal communications usually take the form of a conversation, a letter, or an email. They are generally unpublished and not usually acceptable as a reference. However if their content is very important in the context of your work, they may be included. It is recommended that permission be sought from the source or party to the conversation if you wish to include quotes in your text. Personal communications are cited within the text but are not included in the reference list, unless they are publicly available in an archive or repository. It's the communication between person to person. It provides necessary communication between two people making man a social animal. We have letters, e-mails, SMSs, telephone and mobile phone facilities which also include STD and ISD services. Social communication behaviours such as eye contact, facial expressions, and body language are influenced by socio-cultural and individual factors (Curenton& Justice, 2004; Inglebret, Jones, & Pavel, 2008). There is a wide range of acceptable norms within and across individuals, families, and cultures which are personal communication.

b) Social

Social communication is the use of language in social contexts. It encompasses social interaction, social cognition, pragmatics, and language processing. Social communication skills include the ability to vary speech style, take the perspective of others, understand and appropriately use the rules for verbal and nonverbal communication, and use the structural aspects of language (e.g., vocabulary, syntax, and phonology) to accomplish these goals. Social communication, spoken language, and written language have an intricate relationship. Spoken and written language skills allow for effective communication in a variety of social contexts and for a variety of purposes.

c) Business

Business communication is used for a wide variety of activities including, but not limited to: strategic communications planning, media relations, public relations (which can include social media, broadcast and written communications, and more), brand management, reputation management, speech-writing, customer-client relations, and internal/employee communications.

Companies with limited resources may choose to engage in only a few of these activities, while larger organizations may employ a full spectrum of communications. Since it is difficult to develop such a broad range of skills, communications professionals often specialize in one or two of these areas but usually have at least a working knowledge of most of them. By far, the most important qualifications communications professionals can possess are excellent writing ability, good 'people' skills, and the capacity to think critically and strategically.

❖ Barriers to Effective Communication

Barriers to effective communication can distort the message or intention of the message being conveyed. This may result in failure of the communication process or cause an effect that is undesirable. These include filtering, selective perception, information overload, emotions, language, silence, communication apprehension, gender differences and political correctness.

This also includes a lack of expressing "knowledge-appropriate" communication, which occurs when a person uses ambiguous or complex legal words, medical jargon, or descriptions of a situation or environment that is not understood by the recipient.

- **Physical barriers-** Physical barriers are often due to the nature of the environment. An example of this is the natural barrier which exists if staff is located in different buildings or on different sites. Likewise, poor or outdated equipment, particularly the failure of management to introduce new technology, may also cause problems. Staff shortages are another factor which frequently causes communication difficulties for an organization.
- **System design-** System design faults refer to problems with the structures or systems in place in an organization. Examples might include an organizational structure which is unclear and therefore makes it confusing to know whom to communicate with. Other examples could be inefficient or inappropriate information systems, a lack of supervision or training, and a lack of clarity in roles and responsibilities which can lead to staff being uncertain about what is expected of them.
- **Attitudinal barriers-** Attitudinal barriers come about as a result of problems with staff in an organization. These may be brought about, for example, by such factors as poor management, lack of consultation with employees, personality conflicts which can result in people delaying or refusing to communicate, the personal attitudes of individual employees which may be due to lack of motivation or dissatisfaction at work, brought about by insufficient training to enable them to carry out particular tasks, or simply resistance to change due to entrenched attitudes and ideas.
- **Ambiguity of words/phrases-** Words sounding the same but having different meaning can convey a different meaning altogether. Hence the communicator must ensure that the receiver receives the same meaning. It is better if such words are avoided by using alternatives whenever possible.
- **Individual linguistic ability-** The use of jargon, difficult or inappropriate words in communication can prevent the recipients from understanding the message. Poorly explained or misunderstood messages can also result in confusion. However, research in communication has shown that confusion can lend legitimacy to research when persuasion fails.

- **Physiological barriers**- These may result from individuals' personal discomfort, caused—for example—by ill health, poor eyesight or hearing difficulties.
- **Bypassing**-These happens when the communicators (sender and the receiver) do not attach the same symbolic meanings to their words. It is when the sender is expressing a thought or a word but the receiver takes it in a different meaning. For example- ASAP, Rest room Technological multi-tasking and absorbency- With a rapid increase in technologically-driven communication in the past several decades, individuals are increasingly faced with condensed communication in the form of e-mail, text, and social updates. This has, in turn, led to a notable change in the way younger generations communicate and perceive their own self-efficacy to communicate and connect with others. With the ever-constant presence of another "world" in one's pocket, individuals are multi-tasking both physically and cognitively as constant reminders of something else happening somewhere else bombard them. Though perhaps too new of advancement to yet see long-term effects, this is a notion currently explored by such figures as Sherry Turkle.
- **Fear of being criticized**-This is a major factor that prevents good communication. If we exercise simple practices to improve our communication skill, we can become effective communicators. For example, read an article from the newspaper or collect some news from the television and present it in front of the mirror. This will not only boost your confidence, but also improve your language and vocabulary.
- **Gender barriers**- Most communicators whether aware or not, often have a set agenda. This is very notable among the different genders. For example, many women are found to be more critical in addressing conflict. It's also been noted that men are more than likely to withdraw from conflict when in comparison to women. This breakdown and comparison not only shows that there are many factors to communication between two specific genders, but also room for improvement as well as established guidelines for all.

Chapter II

Speaking Skills

“Speak the speech, I pray you, as I pronounced it to you, trippingly on the tongue; but if you mouth it, as many of our players do, I had as life the town crier spoke my lines” – Shakespeare, Hamlet.

It is a truth that man is essentially a social being. No man can live in isolation. S/he interacts with those around her/him constantly be it phatic communion with one's neighbour, or a formal

basis with one's colleague or informally with one's friends. Speech serves not only as a primary tool to maintain one's relationship with others but also to effectively communicate in different settings with different types of people at different times on various topics. So, speech in communication is very essential a part of human interaction. But speech is not only of one kind. Rather speech has various patterns and tonalities as mentioned below.

1. Monologue
2. Dialogue
3. Group Discussion
4. Effective Communication/ Mis-Communication
5. Interview
6. Public Speech

1. **Monologue:**

Monologue comes from the Greek words 'monos', which means "alone," and logos, which means "speech." It is a literary device that is the speech or verbal presentation given by a single character in order to express his or her collection of thoughts and ideas aloud. Often such a character speaks directly to audience, or to another character. Monologues are found in dramatic medium like films and plays, and also in non-dramatic medium like poetry.

There are two types of monologue:

a. Dramatic Monologue

A speech is that which is given directly to the audience or another character. It can be formal or informal, funny or serious; but it is almost always significant in both length and purpose. For example, a scene that captures a president's speech to a crowd exhibits a dramatic monologue that is both lengthy and important to the story's plotline. In fact, in TV, theatre, and film, all speeches given by a single character—to an audience, the audience, or even just one character—are dramatic monologues.

b. Internal Monologue

The expression of a character's thoughts that the audience can witness (or read, in literature) what is going on inside that character's mind. It is sometimes (depending on the style in) referred to as "stream-of-consciousness." In a piece of writing, **internal monologues** can often be easily identified by italicized blocks of text that express a character's inner thoughts. On TV and in films, **internal monologues** are usually spoken in the character's voice, but without seeing him actually speak; thus giving the feeling of being able to hear his thoughts.

2. **Dialogue**

The word derives from the Greek dialogos, which means through (dia) the word (logos), or through the meaning of the word. Literally, then, dialogue is any communication that uses words to convey meaning. However, in our terms, dialogue means a specific kind of participatory process which is particularly well suited to addressing the societal needs.

Dialogue is a process of genuine interaction through which human beings listen to each other deeply enough to be changed by what they learn. Each makes a serious effort to take others' concerns into her or his own picture, even when disagreement persists. No participant gives up her or his identity, but each recognizes enough of the other's valid human claims that he or she will act differently toward the other.

Dialogue is an open and inclusive process where communication is based on mutual respect and which main objectives are: to encourage listening, learning and problem solving.

3. Group Discussion

Group" is a collection of individuals who have regular contact and frequent interaction and who work together to achieve a common set of goals. "Discussion" is the process whereby two or more people exchange information or ideas in a face-to-face situation to achieve a goal. The goal, or end product, maybe increased knowledge, agreement leading to action, disagreement leading to competition or resolution or perhaps only a clearing of the air or a continuation of the status-quo."

"Group Discussion", popularly labelled as GD, is a methodology used by an organization (company, institute, business school, etc.) to gauge whether the candidate has certain personality traits. GDs form an important part of the short-listing process for recruitment or admission in a company or institution. In this methodology, the group of candidates is given a topic or a situation, typically given some time to think about the same, and then asked to discuss it among themselves for a specific duration.

So, a group discussion refers to a communicative situation that allows its participants to share their views and opinions with other participants. It is a systematic exchange of information, views and opinions about a topic, problem, issue or situation among the members of a group who share some common objectives.

4. Effective Communication/ Mis-Communication

Communication is defined as "the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs." So, communication is the process of sharing information, thoughts and feelings between people through speaking, writing or body language. Effective communication takes place when the message received is the same as the message intended. To put it simply, effective communication between us happens when I say something to and you understand what I am trying to say and you "get it".

It turns out that miscommunication is actually far more common than effective communication.

5. Interview

An interview is a conversation where questions are asked and answers are given.^[1] In common parlance, the word "interview" refers to a one-on-one conversation with one person acting in the role of the interviewer and the other in the role of the interviewee. The interviewer asks questions, the interviewee responds, with participants taking turns talking. Interviews

usually involve a transfer of information from interviewee to interviewer, which is usually the primary purpose of the interview, although information transfers can happen in both directions simultaneously. One can contrast an interview which involves bi-directional communication with a one-way flow of information, such as a speech or oration. Interviews usually take place face to face and in person, although modern communications technologies such as the Internet have enabled conversations to happen in which parties are separated geographically, such as with videoconferencing software, and interviews can happen without visual contact.

Face to face interviewing makes it easier for people to interact and form a connection, and it helps both the potential employer and potential hire who they might be interacting with. Further, face to face interview sessions can be more enjoyable.

6. Public Speech

Public speaking (also called oratory or oration) is the process or act of performing a speech to a live audience. This type of speech is deliberately structured with three general purposes: to inform, to persuade and to entertain. Public speaking is commonly understood as formal, face-to-face speaking of a single person to a group of listeners.^[1] Public speaking can be governed by different rules and structures.

There are five basic elements of public speaking that are described in Lasswell's model of communication: the communicator, message, medium, audience and effect. In short, the speaker should be answering the question "who says what in which channel to whom with what effect?"

Public speaking can serve the purpose of transmitting information, telling a story, motivating people to act or some combination of those. Public speaking can also take the form of a discourse community, in which the audience and speaker use discourse to achieve a common goal.

Chapter III

Reading and Understanding

Reading is considered to be an important receptive skill. It can be first thought of as a mechanical or a physical activity. Also it involves decoding and understanding. It is searching for meaning. The experts have given some common views on reading.

They are given below:

- ✓ Reading is responding to a fact actively
- ✓ Reading is trying to find the meaning of words being read
- ✓ Reading is making relationship between words
- ✓ The three elements of reading process are-

- ✓ The reader
- ✓ The text
- ✓ The writer

While reading there is a lot of activities that take place simultaneously and it is difficult for us to arrive at ne single comprehensive definition of reading. Reading is the active process of understanding print and graphic text. Reading is a thinking process. Reading develops imagination and creative side of the people. Reading helps to develop our self-image.

❖ Reading Strategies

Effective readers use strategies to comprehend the text the read before, while, and reading after reading.

There are four types of reading:

- i. Skimming
- ii. Scanning
- iii. Intensive Reading
- iv. Extensive Reading

❖ Close Reading

Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text’s form, craft, meanings, etc. It is a key requirement of the Common Core State Standards and directs the reader’s attention to the text itself.

Close reading includes:

Using short passages and excerpts

- Diving right into the text with limited pre-reading activities
- Focusing on the text itself
- Rereading deliberately
- Reading with a pencil
- Noticing things that are confusing
- Discussing the text with others
- Think-Pair Share or Turn and Talk frequently
- Small groups and whole class Responding to text-dependent questions
- Responding to text-dependent questions

Close reading is a way of analyzing a text that involves careful attention to a short passage or poem. When you conduct a close reading, you focus on a specific section of text and explain how language is used and/or how an author builds an argument. This attention to detail allows you to assess and discuss the larger themes or concerns of the text as a whole.

An effective close reading will discuss HOW the selected passage communicates meaning (what poetic or rhetorical strategies are used) as well as address WHY these strategies are used in this particular way—what is the author trying to communicate to the reader? What decisions has the author made?

When asked to produce a close reading of a text, students are often unsure where to begin. Below are some strategies you might find useful when attempting to begin the process of close reading.

- I. Reading Comprehension:
- II. Reading Comprehension
- III. Summary Paraphrasing
- IV. Analysis and Interpretation
- V. Translation (from Indian language to English and vice-versa)

I. Reading Comprehension

Reading comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows.^{[1][2]} Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics).

An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.) and practicing deep reading.^[5]

II. Paraphrase

When you paraphrase, using your own words you are explaining your source's argument, following its line of reasoning and its sequence of ideas. The purpose of a paraphrase is to convey the meaning of the original message and, in doing so, to prove that you understand the passage well enough to restate it. The paraphrase should give the reader an accurate understanding of the author's position on the topic. Your job is to uncover and explain all the facts and arguments involved in your subject.

The paraphrase:

- ✓ Alters the wording of the passage without changing its meaning.
- ✓ Retains the basic logic of the argument.
- ✓ Retains the basic sequence of ideas.
- ✓ And it can even retain the basic examples used in the passage.
- ✓ Most importantly, it accurately conveys the author's meaning and opinion.

III. Summary

A summary restates in your own words only the author's main ideas, omitting all the examples and evidence used in supporting and illustrating those points. The function of a summary is to represent the focus and emphasis of a relatively large amount of material in an efficient and concise form.

In your own words:

- ✓ State the thesis,
- ✓ main arguments and
- ✓ Conclusion of the original material.

In both the paraphrase and summary, the author's meaning and opinion are retained. However, in the case of the summary, examples and illustrations are omitted. Summaries can be tremendously helpful because they can be used to encapsulate everything from a long narrative passage of an essay, to a chapter in a book, to an entire book.

IV. Analysis and Interpretation:

Activities for Analysis and Interpretation enable students to analyze and interpret the text. Activities should include questions that go beyond the literal meaning of the text, as well as questions that relate to relevant literary terms. In addition, activities should include questions that relate to the specific higher-order thinking skills (HOTS). HOTS need to be taught explicitly. HOTS can be taught before, during or after reading a text. Decisions about when to teach them are driven by the following considerations:

- i. The text being studied: length of text, theme, setting, characters.
- ii. The choice of HOTS being introduced: Some HOTS cannot be taught after a text has been read (e.g. prediction) while others cannot be taught before the class has finished reading the text (e.g. synthesis).
- iii. The level of the class.
- iv. Teacher preference.

V. Translation

Translation is the communication of meaning from one language (the source) to another language (the target). Translation refers to written information, whereas interpretation refers to spoken information.

The purpose of translation is to convey the original tone and intent of a message, taking into account cultural and regional differences between source and target languages.

Translation has been used by humans for centuries, beginning after the appearance of written literature. Modern-day translators use sophisticated tools and technologies to accomplish their work, and rely heavily on software applications to simplify and streamline their tasks. Organizations around the world, encompassing a multitude of sectors, missions, and mandates, rely on translation for content as diverse as product labels, technical documentation, user reviews, promotional materials, annual reports, and much, much more.

Chapter IV

Writing Skills

We sometimes hear that writing is no longer necessary in an age of easy vocal communication. Phones, faxes and tape recorders have taken over many of the functions of letters and memos. One can succeed in many professions without being able to write very well. But there is another side to this thought. The very advances in communication technology which support the claim that writing is no longer important have, in fact, increased the power of written language.

Writing contributes uniquely in the way we learn. When we take notes during lectures or as we read, writing enables us to sort out the information and to highlight what is important.

Taking notes helps us remember what we're learning and yields a written record that we can review later essays or tests. Summarizing new information provides an overview of the subject and also fosters a close analysis of it. Annotating as we read by underlining and making comments in the margin involves us in conversation-debate with the author.

Writing can be of various types:

- I. Documenting**
- II. Report Writing**
- III. Making notes**
- IV. Letter writing**

I. Documenting

Documentation is a set of documents provided on paper, or online, or on digital or analogue media, such as audio tape or CDs. Examples are user guides, white papers, on-line help, and quick-reference guides. It is becoming less common to see paper (hard-copy) documentation. Documentation is distributed via websites, software products, and other on-line applications.

The procedures of documentation vary from one sector, or one type, to another. In general, these may involve document drafting, formatting, submitting, reviewing, approving, distributing, reposting and tracking, etc., and are convened by associated SOPs in a regulatory industry. It could also involve creating content from scratch. Documentation should be easy to read and understand. If it's too long and too wordy, it may be misunderstood or ignored. Clear, Short, Familiar words should be used to a maximum of 15 words to a sentence. Only gender hyper neutral word should be used and cultural biases should be avoided. Procedures should be numbered when they are to be performed.

II. Report Writing

A report is written for a clear purpose and to a particular audience. Specific information and evidence are presented, analysed and applied to a particular problem or issue. The information is presented in a clearly structured format making use of sections and headings so that the information is easy to locate and follow.

Formal Report writing has an internationally accepted pattern that includes various components that are mentioned below.

- ✓ **Cover** – The cover of a report is something that drives a reader's attention first. The report's cover leaves a huge impression on the reader's mind and he/she can get an idea regarding the report's topic or quality through the cover design.
- ✓ There is a saying – "don't judge a book by its cover" but it is also true – what seems well, sells well and hence the report writer must take care of the cover of the report with has a major role to depict the report brief.

- ✓ **Title Of The Report** – This component includes the report’s title and the name of the writer. Apart from these things, the title can also have a date and the name of the organization for which the report has been prepared. The cover also has these things but putting them in details in the title section is mandatory.
- ✓ **Table Of Contents** – This section includes headings and subheadings of the primary text written. This is a very important portion of report writing. It helps your readers to reach desired sections in your report in a hassle-free manner.
- ✓ **Summary** – Here you basically provide the synopsis of the whole report’s primary text and you can also call it an informative summary.
- ✓ Many times, it is referred as ‘executive summary’. You can also use descriptive summary which is a simple table of contents. The format is always decided by the organization.
- ✓ **Introduction** – This is the most important section of the main text. The main text always includes three components – introduction, discussion, and conclusion.
- ✓ Here, you introduce the main text of your report in the most intriguing a detailed manner so that all types of readers can get your point without much effort.
- ✓ **Discussion** – In the discussion section, a report writer discusses the main story of the report. According to your reader’s convenience, you decide the order of the report’s results.
- ✓ You can also do a result to theory comparison here along with the analysis, evaluation and interpretation of the data included.
- ✓ **Conclusion/Recommendation** – You can present the summary of the discussion section here. Here, you mention your findings and recommend the elements to your readers as per your overall evaluation.
- ✓ **Appendix** – In the appendix portion, you can attach the graphs, lists, survey and suchlike stuff that are related to your report and helps your readers to understand the report comprehensively.
- ✓ **Reference/Bibliography** – You can cite your report’s references in this portion.

III. Making Notes

Making notes is essential. The act of writing or recording notes helps motor, visual and auditory recall. This makes the subject easier to remember. You can learn more about note-taking in the following section.

Everybody makes notes in their own ways. They are for your purposes so the most important aspect is that they suit your purposes. Your notes may be neat or messy, ordered lists or sprawling webs. This does not matter as long as you can make use of them.

❖ **Methods of taking notes**

➤ **Headings and bullet points**

This is a very common way of making notes. It is especially useful if you are making notes on a computer as you can reorganise information under new headings. The heading is the key point or a question. The bullets or list of points under it all refer to that one heading.

➤ **Double notes**

These are notes where you use either two colour or two columns or two sheets of paper in order to make two connected sets of notes. The first set is a summary of what you are reading or hearing. The second set is your commentary upon the first set. This is useful for separating out other people's ideas and words from your own.

➤ **Pattern notes**

These are notes that are organised around a central concept and work their way out from that idea. Each line from the centre leads you into more depth on a particular theme. Use colour and shape to make the notes distinctive. Look for a particular image formed by the final shape of the notes - or aim to develop a particular image. This will make the notes more memorable.

➤ **Annotations**

If you own the text, you can highlight key points and write additional information and comments in the margins or underneath. This can save time making longer notes, but is less effective for processing the information and ensuring that you understand it than other forms of notes.

➤ **Summaries**

It is useful to summarise your notes on any one topic or questions down to a few key points, quotes and examples. This familiarises you with the material. It also makes it easier to carry the information around to refer to on work placement or to revise for exams.

IV. Letter Writing

A letter is such a written message that we sent to persons who are far away from us and we want to convey our message to them in a clear and forceful manner. We usually write letters to our friends and relatives. Although the advent of IT- Telephones, Mobile SMS's and Chat-has reduced the importance of personal letter writing as we can send our messages through these mediums very easily but this art is still required where there is need of formal communication. Sometimes we have to send an application to the school for grant of leave and at other time we have to complain about someone. The same way we get a lot of chances where

we have to send a formal letter. Thus this art of letter writing is no more an ornamental accomplishment but something that every educated person must acquire for practical purposes.

Main six Points that has to be taken care of while writing a letter are:-

- a. Heading
- b. The Salutation or Courteous Greetings
- c. The Body of the letter -Communication or the Message-.
- d. The Subscription -Courteous Leave-taking, or Conclusion-.
- e. The Signature -Name of the writer-
- f. The Address

.....
Reference: Collected from various internet sources and edited by me.

Sarkar, Dr. Sandip, Bablu Das, Thakurdas Jana. An Approach to Communicative English. Kolkata: Tapati Publishers, 2018.

Recommended Readings:

Fluency in English-Part II, Oxford University Press, 2006.

Business English, Pearson, 2008.

Language, Literature and Creativity, Orient Black swan, 2013.

Language through Literature(forthcoming) ed. Dr. Gaur Mishap, Dr Ramjan Kabul, Dr. Brat Biswas