



**SATHYABAMA**

INSTITUTE OF SCIENCE AND TECHNOLOGY

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**SCHOOL OF SCIENCE AND HUMANITIES**

**DEPARTMENT OF ENGLISH**

## **UNIT - I**

**English For Career – SHS1606**

## INTRODUCTION TO SOFT SKILLS

### INTRODUCTION

According to researches conducted in Harvard and Stanford Universities only 15% of your career success is provided by your hard skills, whilst other 85% by so called soft skills. “Soft skills get little respect but will make or break your career” (*Peggy Klaus*).

“Soft Skills” correlates with some terms of a very close meaning: “Life Skills”, “Emotional Intelligence Quotients”, “Social Skills”, and “Interpersonal Skills”.

**Soft skills** is a term often associated with a person's Emotional Intelligence Quotient, the cluster of personality traits, social graces, communication, language, personal habits, friendliness, managing people, leadership, etc. that characterize relationships with other people. Soft skills, also known as people skills, complement hard skills to enhance an individual's relationships, job performance and career prospects. It's often said that hard skills will get you an interview but you need soft skills to get – and keep – the job.

Unlike hard skills, which comprise a person's technical skill set and ability to perform certain functional tasks, soft skills are interpersonal and broadly applicable across job titles and industries. Many soft skills are tied to individuals' personalities rather than any formal training, and are thus considered more difficult to develop than hard skills. Soft skills are often described in terms of personality traits, such as optimism, integrity and a sense of humor. These skills are also defined by abilities that can be practiced, such as leadership, empathy, communication and sociability.

Soft skills could be defined as **life skills** which are behaviors used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. The subject varies greatly depending on social norms and community expectations. Life skills have been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. They represent the psycho-social skills that determine valued behavior and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action

competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be.

Life Skills-Based Education has a long history of supporting human development. Life skills-based education is now recognized as a methodology to address a variety of issues of youth development and thematic responses including as expressed in World Youth Report (2003), World Program for Human Rights Education (2004), UN Decade on Education for Sustainable Development (2005), the World Development Report (2007), and so on. Expected learning outcomes include a combination of knowledge, values, attitudes and skills with a particular emphasis on those skills that related to critical thinking and problem solving, self-management and communication and inter- personal skills.

**Social skills** are any skills facilitating interaction and communication with others. Social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning these skills is called socialization.

**Interpersonal skills** are sometimes also referred to as people skills or communication skills. Interpersonal skills are the skills a person uses to communicate and interact with others. They include persuasion, active listening, delegation, and leadership. The term “interpersonal skills” is used often in business contexts to refer to the measure of a person's ability to operate within business organizations through social communication and interactions. Interpersonal skills are how people relate to one another.

### **WHY SOFT SKILLS?**

#### ***Self***

- An awareness of the characteristics that define the person one is and wants to become.

#### ***Opportunity***

- An awareness of the possibilities that exist, the demands they make and the rewards and satisfactions they offer.

#### ***Aspirations***

- The ability to make realistic choices and plans based on sound information and on self–opportunity alignment.

#### ***Results***

- The ability to review outcomes, plan and take action to implement decisions and aspirations, especially at points of transition (*Kumar, A., 2007*).

In order to **SOAR** students need two things:

#### ***Academic Roots***

- Discipline based knowledge and understanding

#### ***Academic Wings***

- The ability to enhance that knowledge and understanding with awareness (self and others), critical thinking, reflective practice.

#### **The specificity of Soft Skills**

- Discipline specific
- Placement / employability preparation
- Lifelong learners
  - Learning how to learn

- Reflective practitioners



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**Fig. 1.** Soft Skills

Soft skills focus more on people than processes. Today's service economy and ascendance of work teams in large organizations puts a new premium on people skills and relationship-building (Kocon, L.).

**Soft skills = People skills=Street Smarts**

#### **THE LEARNING OBJECTIVES:**

The module content is centered on students' learning and development. It seeks to motivate students by helping them to be more effective, independent and confident self-directed learners by improving their capacity to understand what they have learned, how and when they are learning, and to encourage them to monitor, reflect on, evaluate, plan and take responsibility for their own learning.

The Main tasks of the Soft Skills module are *to develop and enhance*:

- Critical and reflective thinking;
- Self-management and self awareness skills;
- Communication skills, including interpretation and use of feedback;
- Team working and peer support strategies.

#### **DEFINITIONS**

"What exactly are soft skills?" This basic question is not easy to answer, because the perception of what is a soft skill differs from context to context. A subject may be considered a soft skill in one particular area, and may be considered a hard skill in another. On top of it the understanding of what should be recognized as a soft skill varies widely.

*Generally, soft skills may be subdivided into three basic categories:*

1. Personal qualities
2. Interpersonal skills
3. Additional skills/knowledge

Critical thinking  
 Listening to others  
 Group Work / working with others  
 Self assessment  
 Assertiveness  
 Mentoring and peer support  
 Digital Literacy

***Soft Skills:***

Communication Skills  
 Reflective Practice  
 CV and Applications  
 Professional practice  
 Creative problem solving  
 Information Literacy  
 Portfolio management

*(tools for delivery, recording and reflection)*

Soft skills complement hard skills to enhance an individual's relationships, job performance and career prospects. Unlike hard skills, which tend to be specific to a certain type of task or activity, soft skills are broadly applicable.

While your technical skills may get your foot in the door, your people skills are what open most of the doors to come. Your work ethic, your attitude, your communication skills, your emotional intelligence and a whole host of other personal attributes are the soft skills that are crucial for career success.

Soft skills are often broken down into categories, or types of skills according to the level of complexity and interaction. An example of one way of categorizing social skills can be found in the table below:

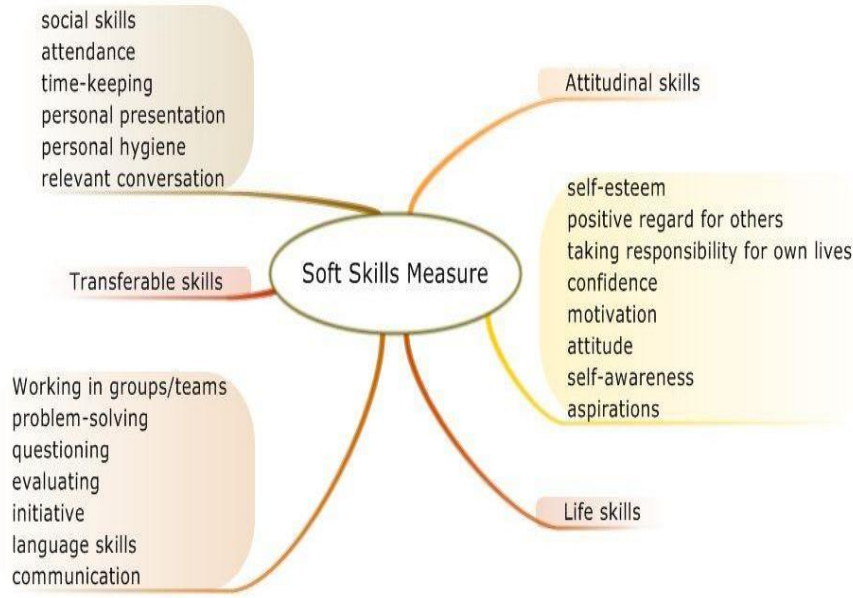
*Table 1.*

**Soft Skills Categorizing**

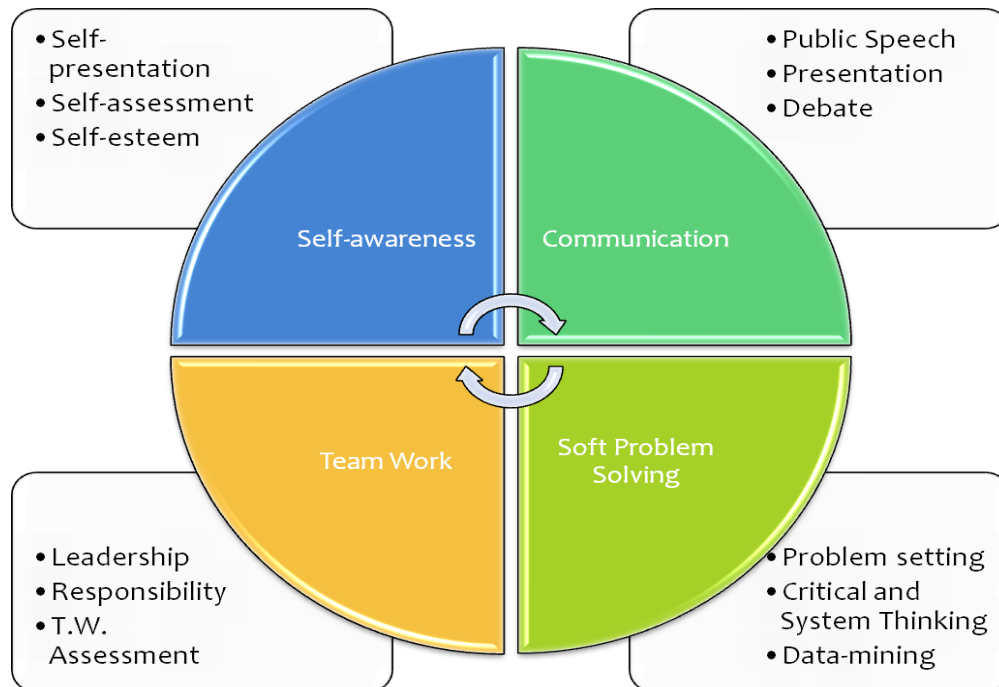
| Skill Set          | Used for   | Examples  |
|--------------------|--|---|
|                    |  | Ability to maintain eye contact, maintain   |
| Foundation Skills  | Basic social interaction                                   | appropriate personal space, understand gestures and facial expressions  |
| Interaction Skills | Skills needed to interact with others                      | Resolving conflicts, taking turns, learning how to begin and end conversations, determining appropriate topics for conversation, interacting with authority figures |
|                    | Skills needed for  | Identifying one's feelings, recognizing the feelings  |
| Affective Skills   | understanding oneself and others                           | of others, demonstrating empathy, decoding body language and facial expressions, determining whether someone is trustworthy   |
| Cognitive Skills   | Skills needed to maintain more complex social interactions | Social perception, making choices, self-monitoring, understanding community norms, determining appropriate behavior for different social situations.                |

*(Canney and Byrne, 2006)*





**Fig. 2.** Soft Skills Differentiation



**Fig. 3.** Soft Skills and Outcomes

**Self-awareness** includes identifying knowledge gaps, taking responsibility for own learning and development, understanding the impacts of self-efficacy, dealing with pressures and emotions, reflective practice, professional development and current awareness.

The mentioned skills assist students in understanding the learning process and constructing their own Selves in academic and professional activities. They become apparent in

- Surface / deep / strategic learning
- Self-efficacy
- Requires reconstruction of known events in their own lives
- Constructing a self-MAP
  - Motivation
  - Ability
  - Personality

## INTEGRAL PARTS OF SOFT SKILLS

**I. Self-Management System** consists of Self-motivation, taking responsibility, task setting/prioritizing, time-management. The structure of Self-Management System is detected in the Table below.



**Fig. 4.** Self-Management Structure

## ***II. Critical Thinking:***

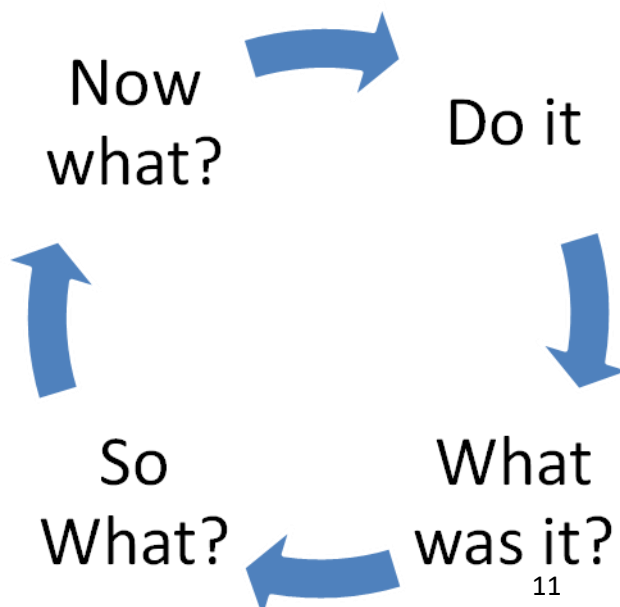
- «thinking about thinking» (Raiskums, B. W.)
- «this way of thinking, which does not accept the arguments and conclusions blindly, rather, it examines assumptions, recognize hidden values, evaluates the data and conclusions» (Mayers, D.)
- «reasonable reflective thinking, aimed at deciding what to trust and what to do» (Ennis, R.)
- “An expert is a man (*woman*) who has made all of the mistakes which can be made in a very narrow field” (*Bohr, N.*)
- “Imagination is more important than knowledge” (*Einstein, A.*)
- Critical thinking is the ability to question and to cope with uncertainty, without which none of the above would be possible.

***Critical Thinking Characteristics*** include logic; imagination; risk; “accepting nothing, questioning everything”, reaching your own conclusion; being prepared to change that conclusion in the light of emerging evidence; “The world was flat until we discovered it wasn’t...at the minute we believe it’s a sphere...”.

### ***Example of Critical Thinking:***

- Experimentation (lab / hypothesis testing)
- Social research
- Data interpretation and explanation
- Creative problem solving
- Identify the issue
- Come up with alternative solutions
- Learning to cope with uncertainty and embracing it as a learning tool (*Pickard, A., 2010*).

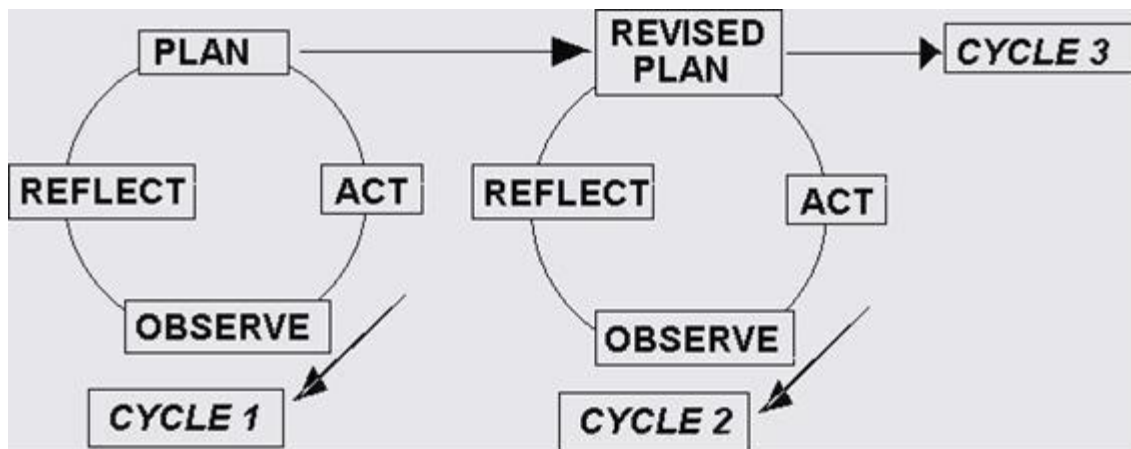
***III. Reflection*** is a form of thinking used to fulfill a purpose or to achieve some anticipated outcome and is largely based on the further processing of knowledge and understanding that we already possess.



***Fig. 5. Reflective Practice Circle***

**Reflective Practice** is triggered with the help of Self assessment questions:

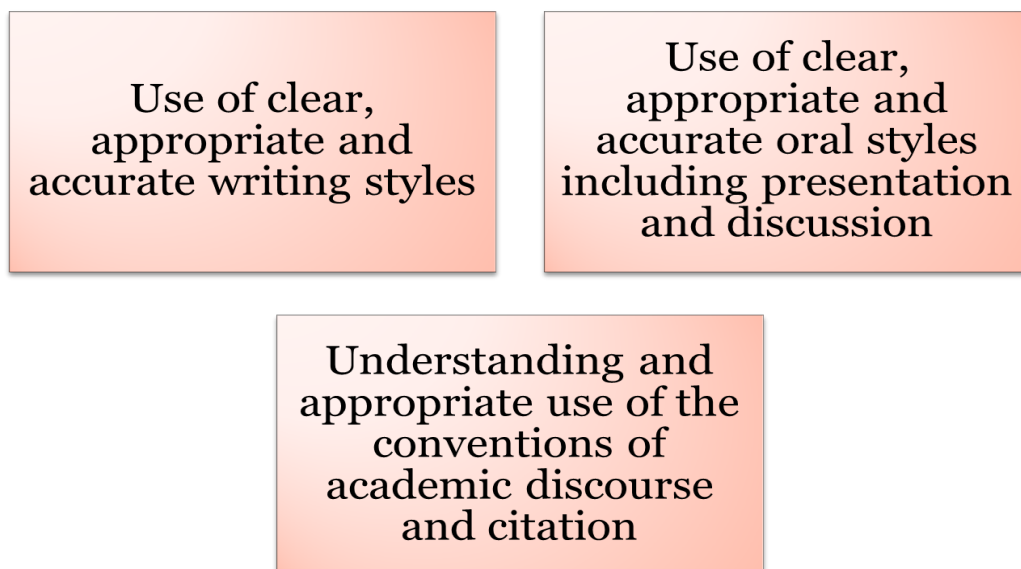
- What am I trying to do exactly?
- Why am I doing it?
- What went well and why?
- What went less well and why?
- How could I do better next time? (Shenton, A., 2012)



**Fig. 6.** Reflective Practice (Kolb, 1984; Carr & Kemmis, 1986)

Another scheme of **reflective practice** consists of 1) the reflective diary; 2) description; 3) interpretation; 4) outcome which involves hard systematic thinking and soft insight, intuition and tacit knowledge leading to a plan of action based on critical evaluation of all the available evidence.

#### **IV. Communication and Interaction**



**Fig. 7.** Effective Communication

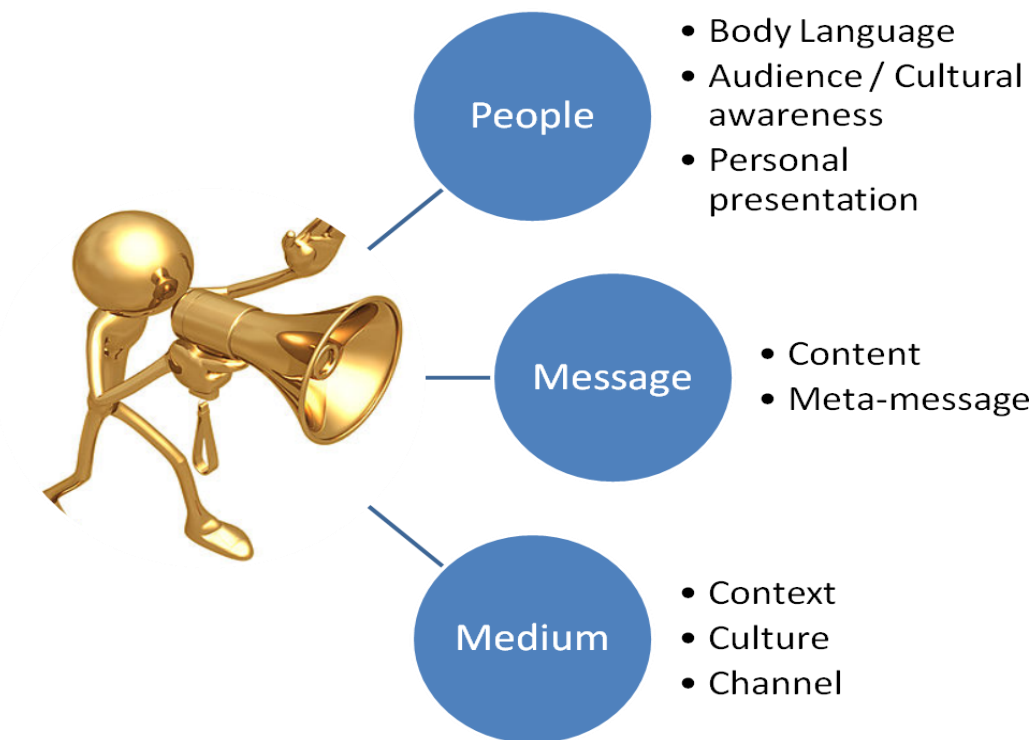
Effective communication provides for high level of ***presentation skills***:

- to increase both skills and confidence levels
- to improve research, design and communication skills
- to develop team working and project management skills
- to strengthen learning and enthusiasm for further knowledge
- to promote critical and analytical thinking

***academic debates***:

- Content and formats of academic debate
- Listening skills
- Giving and receiving feedback
- Reacting to grounded criticism

and ***effective writing and listening***:

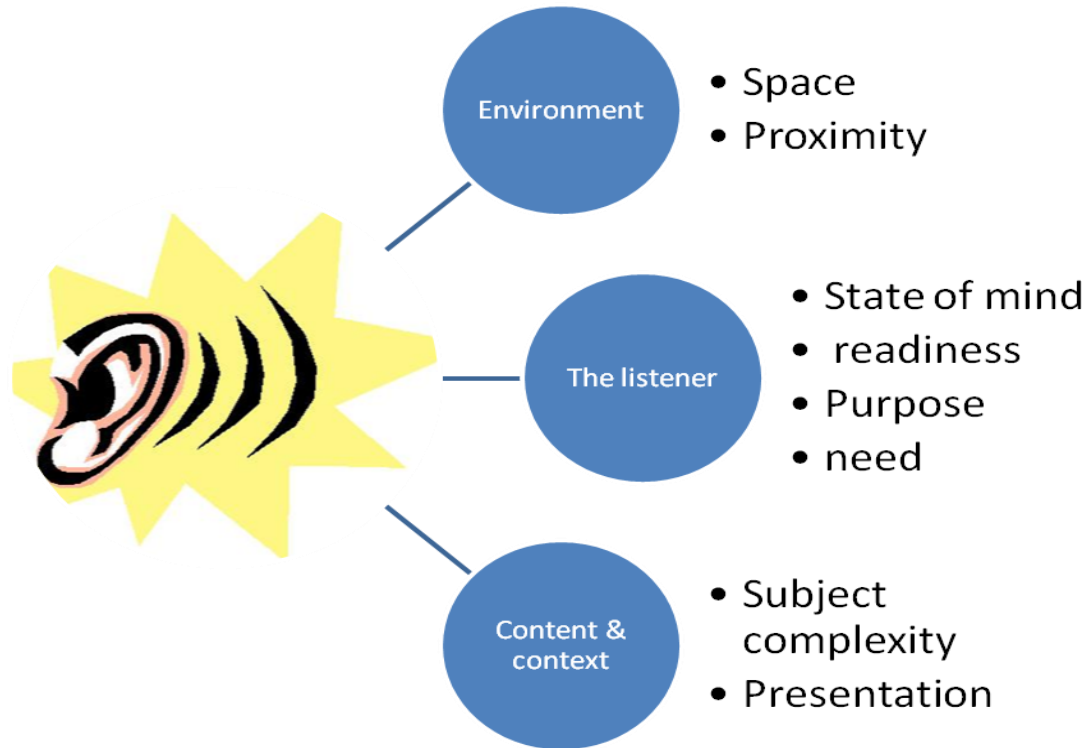


***Fig. 8.*** Skillful Writing

***Skillful writing examples:***

- Technical Writing
- Script writing / audience analysis / performance / reflection
- Observation (self and others)
- Press release;
  - Same incident from multiple stakeholder perspectives<sup>13</sup>
- Sign language qualifications (*Strachan, R., 2010*)

## *Listening to Others*



**Fig. 9.** Listening to Others

The examples of effective listening include:

- Role play
  - Sender / receiver
- Same audience, same message, how many interpretations?
- Constructed conversations

**V. Group work** is one of the most useful ways of learning about cooperation, shared responsibility, project planning, and time management. Learning how to work successfully in a group has a close association with how we participate in the work place and includes:

- Social responsibility
- Using logical and rational arguments to persuade others
- Identifying the needs of others and building positive relationships
- Understanding group dynamics
- Understanding yourself in relation to others and how they might perceive you.
- Reflection on the image you portray



**Fig. 10.** Group Work Productive Skills

## **VI. Assertiveness**

**Assertiveness** means “confident behaviour” and “self-confidence”. It is an individual ability to advance and come true own aims, needs, wishes, claims, interest and feelings. Phenomenon of assertiveness presupposes an existence of: **a)** subjective attitude toward Self (self-allowance to have the own claims); **b)** social readiness and ability to realize it in adequate manner (to have the own claims and achieve their realization); **c)** freedom from social fear and inhibition (ability to register and reveal own claims).



**Fig. 11.** Assertive Behavior

Assertiveness training helps to:

➤ recognise the three main categories of behaviours, advantages and disadvantages and how to respond to them

- explore strategies for assertiveness and influence
- understand and use the „Assertiveness Model“ for greater effectiveness
- develop and enhance self confidence and self esteem
- create an action plan to move forward with assertiveness

skills In order to develop assertive behaviour we need to explore how to:

- Create boundaries and say „No“
- Deal with disagreement, conflict and aggressive behaviour
- Negotiate win-win solutions
- Use assertiveness techniques and strategies in a variety of work settings

**VII. Peer-to-Peer** is an interaction and learning method (technology) when the source of knowledge is not a professor but a peer student (peer instructor). It promotes participation and interaction. Peer-to-Peer activity includes both trainers and trainees into campus life and promotes a sense of belonging that combats the anonymity and isolation many students experience at large universities during the first year of study.

#### **Mentoring**

- Developed their personal and professional skills such as leadership, team working, organising, time management, listening, interpersonal communication, facilitation and presentation skills

- Enabled them to gain confidence especially in situations when teamwork is required to attain a goal

- Provided valuable experience to enhance their CVs
- Enabled them to revise and practise their subject, and gain a deeper understanding of it

(Pickard, 2008).

- Not just doing the evaluating but also actively engaged
- Mentoring at point of need
- Evidence of strong success rate
- Number of models:
  - Mentoring (PAL"s)
  - Learning Leaders
  - Student ambassadors

## **OUTCOMES OF SOFT SKILLS DEVELOPMENT**

### ***Oral communication skills***

Students are able to communicate confidently and effectively with a range of audiences, in a variety of modes or registers and settings, including persuasion, argument and exposition, and they are able to make use of different support tools, including visual, audio-visual and technological.

### ***Interpersonal Skills***

Students have the skills to be able to work effectively with a range of people in a range of different



contexts, including teams, where they can be effective members and, if required, leaders,

including organizing team roles and activities. Students are open to the ideas of others. Students are capable of listening and understanding in a range of contexts.

### ***Problem Solving Skills***

Students are able to identify and define problems and through the use of skills of analysis and critical evaluation plan an appropriate course of action and devise solutions. Students are able to make judgments concerning different possible solutions. They will be able to make use of creative and lateral thinking.

### ***Organizational Skills***

Students are able to set priorities, and anticipate potential problems or needs. They are able to set and achieve targets in relation to both study and workplace tasks. Students are able to manage their time effectively.

With these soft skills you can excel as a leader. Problem solving, delegating, motivating, and team building are all much easier if you have good soft skills.

## **PERSONAL DEVELOPMENTAL PLAN (PDP)**

***Personal Development Plan*** is a form of summative assessment.

*What is PDP?* It is „a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development“.

The primary ***objective for PDP*** is to improve the capacity of individuals to understand what and how they are learning, and to review, plan, and take responsibility for their own learning, helping students:

- become more effective, independent and confident self-directed learners;
- understand how they are learning and relate their learning to a wider context;
- improve their general skills for study and career management;
- articulate personal goals and evaluate progress towards their achievement;
- and encourage a positive attitude to learning throughout life.

*PDP Structure:*

- What are my development objectives?
- Priority
- What activities do I need to undertake to achieve my objectives?
- What support/resources do I need to achieve my objectives?
- Target date for achieving my objectives
- Actual date for achieving my objectives

*Table 2.*

### **Benefits of Personal Developmental Plan**

| Benefits for Students  | Benefits for Staff  |
|--|---|
| A structured, systematic framework for recording, and reflecting on, <i>all</i> aspects of their HE experience | A framework for encouraging, and enabling, greater independent learning |

|  |  |
|--|--|
| Drawing together different aspects of their degree programme | A structure for tracking student progress, identifying and addressing areas of concern |
|--|--|

|   |  |
|---|--|
| Scope for including extra-curricular activities             | Student retention  |
| Identifying, and addressing, areas of strength and weakness | Student achievement  |
| Improving performance on assessed work                      | More and better information for preparing student references   |
| Job seeking   | A systematic approach  |
| Identifying and developing skills valued by employers       | Drawing together, and making explicit, existing good practices   |
| Evidence for use in job applications, interviews etc        | Useful evidence for (e.g.) <ul style="list-style-type: none"> <li>• institutional audit</li> <li>• addressing HE agendas (progress files, „student success“, employability)</li> </ul> |
| Skills for continuing professional development (CPD)        |  |
| Feeling good about achievements                             |  |

### ***Motivating Staff:***

- Ensure that it „fits“ with existing practices & priorities
- E.g. personal/guidance tutor system – avoid duplication of work
- Use to support student retention & achievement
- A reflective approach is something that we already use and value
- PDP need not be something „different“ or „extra“
- „Lifelong learning“ approach

### ***Motivating Students:***

- Ensure that we communicate (explicitly) the potential benefits of PDP
- Lead by example! – if staff value PDP, so will students
- Recognize their efforts (accreditation?)
- Emphasize link with employability
- Employers value graduates who are reflective, and capable of managing their own learning, personal & professional development.

PDP skills set insight, perception, Self-evaluation, and awareness and lead to autonomy and high levels of self-efficacy.

### **LONGITUDINAL EVIDENCE**

A study on 1979 Harvard MBA students asked them: “Have you set clear, written goals for your future and made plans to accomplish them?” Only 3% of the graduates had written goals and plans; 13% had non-written goals and 84% had no specific goals at all.

*TEN YEARS LATER* they were interviewed again.

1. The 13% of the class who had goals were earning, on average, twice as much as the 84% who had no goals.

2. The 3% who had clear, written goals were earning, on average, ten times as much as the other 97% put together.

You could say they were so focused that would have happened anyway but it’s impossible to separate

## ACTIVITIES

### Learning styles questionnaire (P. Honey, A. Mumford)

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning „habits“ that help you benefit more from some experiences than from others. There is no time limit to this questionnaire. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with the statement, put a tick against the appropriate number on the score sheet. If you disagree more than you agree, put a cross against the appropriate number on the score sheet. Be sure to mark each item with either a tick or cross.

#### LEARNING-STYLE PREFERENCE QUESTIONNAIRE

How well do you learn from these methods?

| Whole Class Activities                   | Very well | Well | Okay | Not Well | Badly | Notes |
|--|-----------|------|------|----------|-------|-------|
| Lecture/Teacher talk                     |           |      |      |          |       |       |
| Question & Answer                        |           |      |      |          |       |       |
| Demonstration                            |           |      |      |          |       |       |
| Watching a video/film                    |           |      |      |          |       |       |
| Notice board style displays              |           |      |      |          |       |       |
| Overhead projector                       |           |      |      |          |       |       |
| White/blackboard                         |           |      |      |          |       |       |
| Teacher led whole class discussion       |           |      |      |          |       |       |
| Free flowing whole class discussion      |           |      |      |          |       |       |
| Visits                                   |           |      |      |          |       |       |
| Dictation                                |           |      |      |          |       |       |
| Individual Activities                    | Very well | Well | Okay | Not Well | Badly | Notes |
| Essay writing/formal reasoning           |           |      |      |          |       |       |
| Exam paper questions                     |           |      |      |          |       |       |
| Worksheets or other individual work      |           |      |      |          |       |       |
| Self produced handouts                   |           |      |      |          |       |       |
| Commercially produced handouts           |           |      |      |          |       |       |
| Homework/private study                   |           |      |      |          |       |       |
| Individual assignments                   |           |      |      |          |       |       |
| Student personal choice in an assignment |           |      |      |          |       |       |
| Individually negotiated activities       |           |      |      |          |       |       |



| Learning style    | Attributes   |   |
|-------------------|--|---|
|                   | Learning activities  |   |
| <b>Activist</b>   | Activists are those people who learn by doing. Activists need to get their hands dirty, to dive in with both feet first. Have an open-minded approach to learning, involving themselves fully and without bias in new experiences.   | <ul style="list-style-type: none"> <li>• brainstorming</li> <li>• problem solving</li> <li>• group discussion</li> <li>• puzzles</li> <li>• competitions</li> <li>• role-play</li> </ul>  |
| <b>Theorist</b>   | These learners like to understand the theory behind the actions. They need models, concepts and facts in order to engage in the learning process. Prefer to analyze and synthesize, drawing new information into a systematic and logical 'theory'.  | <ul style="list-style-type: none"> <li>• models</li> <li>• statistics</li> <li>• stories</li> <li>• quotes</li> <li>• background information</li> <li>• applying theories</li> </ul>  |
| <b>Reflector</b>  | These people learn by observing and thinking about what happened. They may avoid leaping in and prefer to watch from the sidelines. Prefer to stand back and view experiences from a number of different perspectives, collecting data and taking the time to work towards an appropriate conclusion.              | <ul style="list-style-type: none"> <li>• paired discussions</li> <li>• self analysis</li> <li>• questionnaires</li> <li>• personality questionnaires</li> <li>• time out</li> <li>• observing activities</li> <li>• feedback from others</li> <li>• coaching</li> <li>• interviews</li> </ul> |
| <b>Pragmatist</b> | <p>These people need to be able to see how to put the learning into practice in the real world. Abstract concepts and games are of limited use unless they can see a way to put the ideas into action in their lives.</p> <p>Experimenters, trying out new ideas, theories and techniques to see if they work.</p> | <ul style="list-style-type: none"> <li>• time to think about how to apply learning in reality</li> <li>• case studies</li> <li>• problem solving</li> <li>• discussion</li> </ul>   |

Reference:

<https://www.skillsyouneed.com/ips/improving-communication.html>

<https://www.thebalancecareers.com/communication-skills-list-2063779>

<https://www.helpguide.org/articles/relationships-communication/effective-communication.html>

## **UNIT - II**

**English For Career – SHS1606**



You may experience many different types of job interviews. Understanding what could happen, and being prepared, will help you successfully navigate any interview situation.

#### Phone Interview

The phone interview is a screening device meant to eliminate candidates and narrow the pool of applicants for personal interviews. It is useful to have notes nearby. You will sound more prepared if you don't have to search for information. Make sure you also have paper and a pen so that you can take notes and write down any questions you might have. Be prepared to think on your feet. Pauses to think seem longer when the interviewer is not physically in your presence. Since you cannot use body language, it is important to use vocal inflections as a substitute.

#### One-to-One Interview

In a one-to-one interview session, one interviewer is speaking with one candidate. This is the most common type of interview. It has already been established that you have the skills and education necessary for the position. The interviewer wants to see if you will fit in with the company and how your skills will complement the rest of the department or unit. Your goal in a one-to-one interview is to establish rapport with the interviewer and show how your qualifications will benefit the company.

#### Behavioral Interview

A behavioral interview is designed to provide the employer with another glimpse of your abilities. Sometimes you can fudge your way through an interview; this is more difficult to do in a behavioral interview situation.

Here, employers are asking for specific examples of how you did things, or handled certain situations. The thought process behind these questions is, past performance is a good predictor of future actions.

#### Committee Interview

In a committee interview you will face several members of the organization who will be actively involved in the hiring decision. When answering questions from several people, speak directly to the person asking the question. It is not always necessary to answer to the entire group. In some committee interviews, you may be asked to demonstrate your problem-solving skills. The committee might outline a situation and ask you to formulate a plan that deals with the problem. You need not develop the ultimate solution, the interviewers are simply evaluating how you apply your knowledge and skills to a real-life situation.

#### Group Interview

The group interview is usually designed to illustrate the leadership potential of prospective managers and employees, who will be dealing with the public. Final candidates are gathered together in an informal, discussion-type interview. A subject is introduced and the interviewer will start a discussion. The goal of the group interview is to see how you interact with others and how you use your knowledge and reasoning skills.

to win over others. If you perform well in the group interview, it is usually followed later by a more extensive interview.

### Second Interview - Site Visit

In a second interview, you will be invited to visit the actual location of the organization. One purpose of this interview is to provide you with an opportunity to meet other staff members. A second reason is to allow more people to interview you at greater depth to determine whether you are a good match. The visit may take part of a day, an entire day, or perhaps even longer. When an organization offers to pay your expenses to travel to the interview, be prudent in submitting costs. Your choice of moderate rather than luxurious accommodations, food, and transportation will reflect your good judgment.

### Lunch Interview

The same guidelines apply in lunch interviews as those for typical site interviews. This type of interview may appear to be more casual, but remember it is a business lunch and you are being evaluated carefully. Use this type of interview to develop common ground with the interviewer. Follow the interviewer's lead in both selection of food and in etiquette. It is best not to order alcoholic drinks or smoke, even if offered by the interviewer.

### Structured Interview

In a structured interview, all candidates are asked the same questions for the interviewer's ease in evaluating applicants. If there is important information that you have not conveyed by the end of the interview, present your additional qualifications when asked if you have any questions or anything to add. Usually the interviewer will make written notes of your answers.

### Video Conferencing

Video conferencing is often used as a more personalized version of the telephone interview. Recruiters conduct live, face-to-face interviews with applicants via personal computers equipped with cameras and speakers. You would use the same strategies as if you were meeting in person. Clothing, body language, and dialogue typically should not differ. Your goal is still an invitation to meet personally for a second interview at the organization's location.

### Frequently Asked Traditional Interview Questions

1. Why are you interested in this job?
2. Why are you interested in this organization?

- |  |               |
|--|---------------|
| 3.<br>know about this company?   | What do you   |
| 4.<br>know about this job?   | What do you   |
| 5.<br>think it takes to be successful in our company?                        | What do you   |
| 6.<br>experience, skills and abilities relate to/qualify you for this job?   | What          |
| 7.<br>of this job would be new to you?                                       | What elements |
| 8.<br>additional training would you need?                                    | What          |
| 9.<br>we hire you? (skills, qualities and anticipated contributions)         | Why should    |
| 10.<br>yourself?   | Tell me about |
| 11.<br>like about your last job?   | What did you  |
| 12.<br>important to you in a job?  | What is       |
| 13.<br>three things are most important to you in your job?                   | What two or   |
| 14.<br>are you using to evaluate the company for which you hope to work for? | What criteria |

- |  |                 |
|--|-----------------|
| 15.<br>not like about your last job?   | What did you    |
| 16.<br>you like to avoid in a job?   | What would      |
| 17.<br>did you enjoy most at your last job?                                  | What activities |
| 18.<br>critical elements for success in your last job?                       | What were the   |
| 19.<br>leave your last job?  | Why did you     |
| 20.<br>has your job progress kept pace with your abilities?                  | To what extent  |
| 21.<br>long range and short range goals? What are you doing to achieve them? | What are you    |
| 22.<br>expect to be doing in 5 years?  | What do you     |
| 23.<br>other than those related to your occupation, have you established?    | What goals,     |
| 24.<br>really want to do in life?  | What do you     |
| 25.<br>most important rewards you expect in a career?                        | What are the    |

- |  |               |
|--|---------------|
| 26.<br>motivates you?  | What          |
| 27.<br>feel you do best? Why?  | What do you   |
| 28.<br>determine or evaluate success?  | How do you    |
| 29.<br>guide your work?  | What values   |
| 30.<br>standards for success at your last job? What have you done to meet those standards? | What are your |
| 31.<br>your objectives last year?  | What were     |
| 32.<br>weaknesses?   | What are your |
| 33.<br>would you most like to improve?   | In what areas |
| 34.<br>your employers/references say about you?  | What would    |
| 35.<br>select this field?  | Why did you   |
| 36.<br>motivated you to get your degree/training?  | What          |

- |  |               |
|--|---------------|
| 37.<br>like about the program?   | What did you  |
| 38.<br>not like about the program?                                     | What did you  |
| 39.<br>relationship that should exist between manager and subordinate? | Describe the  |
| 40.<br>management style?   | What's your   |
| 41.<br>three accomplishments have given you the most satisfaction?     | What two or   |
| 42.<br>greatest contribution to your last job?                         | What was your |
| 43.<br>accomplishment are you most proud of?                           | What          |
| 44.<br>hiring for this position, what qualities would you look for?    | If you were   |
| 45.<br>of work environment are you most comfortable?                   | In what kind  |
| 46.<br>work under pressure?  | How do you    |
| 47.<br>describe your ideal job?  | How would     |

48. What major problems have you encountered in your work and how have you dealt with them?
49. How have your previous jobs prepared you for more responsibility?
50. How would you describe your supervisor? Strengths? Weaknesses?
51. Describe a situation where you didn't get along with your supervisor?
52. In what ways has your supervisor supported you?
53. For what kinds of things have you been praised?
54. For what kinds of things have you been criticized?
55. How would you describe your coworkers?
56. What disagreements have you had with coworkers?
57. How would you describe your relationship with other departments?
58. What kind of people do you enjoy working with?
59. What kind of people do you find difficult to work with?

60. Describe an example of interacting with someone who was very difficult to work with? How did you handle it?
61. What are some of the best ideas you sold to your supervisor?
62. Define teamwork.
63. What committees/teams have you worked on?
64. How many hours a week do you normally work?
65. Why pay do you expect to receive?
66. Have you ever recognized a problem before your boss or others? Explain.
67. Describe significant project ideas you initiated or thought of in the past year. What prompted you to begin them? How did you know they were needed and would work? Where they used? Did they work?
68. What were the most difficult decisions you made in the last six months? How did you formulate these decisions? (decision framework).
69. Describe some example of job conditions, tasks, or assignments that have been dissatisfying to you?



- |   |               |
|---|---------------|
| 70.   | What kind of  |
| pressures did you feel at your last job? How did you deal with them?                    |               |
| 71.   | Describe an   |
| example of when something ‘slipped through the cracks.’                                 |               |
| 72.   | Describe an   |
| example of when you had to bend your standards? To succeed?                             |               |
| 73.   | What do you   |
| do to manage stress?  |               |
| 74.   | Who is the    |
| greatest influence in your self-development?  |               |
| 75.   | How do you    |
| schedule your time?   |               |
| 76.   | How do you    |
| set priorities?   |               |
| 77.   | Describe a    |
| situation where you had to make a decision without all of the information you required? |               |
| 78.   | Tell me about |
| the most stressful situation you’ve ever been involved with?                            |               |

### Preparing for Behavioral Interview Questions: The STAR Method

Remember that many behavioral questions try to get at how you responded to negative situations; you'll need to have examples of negative experiences ready, but try to choose negative experiences that you made the best of or -- better yet, those that had positive outcomes.

Here's a good way to prepare for behavior-based interviews:

- Identify six to eight examples from your past experience where you demonstrated top behaviors and skills that employers typically seek. Think in terms of examples that will exploit your top selling points.
- Half your examples should be totally positive, such as accomplishments or meeting goals.
- The other half should be situations that started out negatively but either ended positively or you made the best of the outcome.
- Vary your examples; don't take them all from just one area of your life.
- Use fairly recent examples.
- Use the STAR Method to answer your questions

## Situation or Task

Describe the situation that you were in or the task that you needed to accomplish. You must describe a specific event or situation, not a generalized description of what you have done in the past. Be sure to give enough detail for the interviewer to understand. This situation can be from a previous job, from a volunteer experience, or any relevant event.

Action you took Describe the action you took and be sure to keep the focus on you. Even if you are discussing a group project or effort, describe what you did -- not the efforts of the team. Don't tell what you might do, tell what you did.

Results you achieved What happened? How did the event end? What did you accomplish? What did you learn?

## Fifty Frequently Asked Behavior Based Interview Questions

Are you looking for behavior based interviewing questions? While the questions and behavior characteristics listed below are by no means comprehensive, it might be just the jump-start you're looking for. Try these...

#### If You're Looking For Behaviors that Revolve Around Leadership:

1. Tell me about a time when you accomplished something significant that wouldn't have happened if you had not been there to make it happen.

2. Tell me about a time when you were able to step into a situation, take charge, muster support and achieve good results.

3. Describe for me a time when you may have been disappointed in your behavior.

4. Tell me about a time when you had to discipline or fire a friend.

5. Tell me about a time when you've had to develop leaders under you.

6. If You're Looking For Behaviors that Revolve Around Initiative and Follow-through:

7. Give me an example of a situation where you had to overcome major obstacles to achieve your objectives.

8. Tell me about a goal that you set that took a long time to achieve or that you are still working towards.

9. Tell me about a time when you won (or lost) an important contract.

10. Tell me about a time when you used your political savvy to push a program through that you really believed in.

11. Tell me about a situation that you had significant impact on because of your follow-through.

#### If You're Looking For Behaviors that Revolve Around Thinking and Problem Solving:

1. Tell me about a time when you had to analyze facts quickly, define key issues, and respond immediately or develop a plan that produced good results.
2. If you had to do that activity over again, how would you do it differently?
3. Describe for me a situation where you may have missed an obvious solution to a problem.
4. Tell me about a time when you anticipated potential problems and developed preventative measures.
5. Tell me about a time when you surmounted a major obstacle.

If You're Looking For Behaviors that Revolve Around Communication:

1. Tell me about a time when you had to present a proposal to a person in authority and were able to do this successfully.
2. Tell me about a situation where you had to be persuasive and sell your idea to someone else.
3. Describe for me a situation where you persuaded team members to do things your way. What was the effect?
4. Tell me about a time when you were tolerant of an opinion that was different from yours.

If You're Looking For Behaviors that Revolve Around Working Effectively with Others:

1. Give me an example that would show that you've been able to develop and maintain productive relations with others, though there were differing points of view.
2. Tell me about a time when you were able to motivate others to get the desired results.
3. Tell me about a difficult situation with a co-worker, and how you handled it.

4. Tell me about a time when you played an integral role in getting a team (or work group) back on track.

If You're Looking For Behaviors that Revolve Around Work Quality:

1. Tell me about a time when you wrote a report that was well received. What do you attribute that to?
2. Tell me about a time when you wrote a report that was not well received. What do you attribute that to?
3. Tell me about a specific project or program that you were involved with that resulted in improvement in a major work area.
4. Tell me about a time when you set your sights too high (or too low).

If You're Looking For Behaviors that Revolve Around Creativity and Innovation:

1. Tell me about a situation in which you were able to find a new and better way of doing something significant.
2. Tell me about a time when you were creative in solving a problem.
3. Describe a time when you were able to come up with new ideas that were key to the success of some activity or project.
4. Tell me about a time when you had to bring out the creativity in others.

If You're Looking For Behaviors that Revolve Around Priority Setting:

1. Tell me about a time when you had to balance competing priorities and did so successfully.
2. Tell me about a time when you had to pick out the most important things in some activity and make sure those got done.

- |  |               |
|--|---------------|
| 3.   | Tell me about |
| a time that you prioritized the elements of a complicated project. |               |
| 4.   | Tell me about |
| a time when you got bogged down in the details of a project.       |               |

If You're Looking For Behaviors that Revolve Around Decision Making:

- |  |               |
|--|---------------|
| 1.   | Describe for  |
| me a time when you had to make an important decision with limited facts.   |               |
| 2.   | Tell me about |
| a time when you were forced to make an unpopular decision.                 |               |
| 3.   | Describe for  |
| me a time when you had to adapt to a difficult situation. What did you do? |               |
| 4.   | Tell me about |
| a time when you made a bad decision  |               |
| 5.   | Tell me about |
| a time when you hired (or fired) the wrong person.                         |               |

If You're Looking For Behaviors that Revolve Around Ability to Work in Varying Work Conditions (stress, changing deadlines, etc.):

- |  |               |
|--|---------------|
| 1.   | Tell me about |
| a time when you worked effectively under pressure.   |               |
| 2.   | Tell me about |
| a time when you were unable to complete a project on time.                                   |               |
| 3.   | Tell me about |
| a time when you had to change work mid-stream because of changing organizational priorities. |               |
| 4.   | Describe for  |
| me what you do to handle stressful situations.   |               |

If You're Looking For Behaviors that Revolve Around Delegation:

1. Tell me about a time when you delegated a project effectively.
2. Tell me about a time when you did a poor job of delegating.
3. Describe for me a time when you had to delegate to a person with a full workload, and how you went about doing it.

If You're Looking For Behaviors that Revolve Around Customer Service:

1. Tell me about a time when you had to deal with an irate customer.
2. Tell me about one or two customer-service related programs that you've done that you're particularly proud of.
3. Tell me about a time when you made a lasting, positive impression on a customer.

Lynda Ford, author of this article, is president of The Ford Group, a consulting firm dedicated to improving organizations through their greatest potential resource- people. She can be contacted by e-mail at [lynda@fordgroup.com](mailto:lynda@fordgroup.com) or by phone at (315) 339-6398.

### Interview Preparation Worksheets

Fill this out before every interview – if possible, go over the questions and answers with a friend (at the very least in the mirror!), and practice your answers until they sound polished and confident (but not rehearsed!).

Ten reasons why you're the perfect person for the job

These are the key facts from your experience, skills, accomplishments and/or personality that make you a good match for the job. Try to work one of them into every answer you give – and if at the end of the interview you realize one or more of them hasn't come up, then bring it up!

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Ten things to avoid doing/saying during the interview

What mistakes have you made in past interviews? What bad habits do you want to avoid displaying, or issues you want to avoid disclosing?

1.



2.

3.

4.

5.

6.

7.

8.

9.

10.

Ten questions to ask them about the job or company

Show that you're interested! Pretend you're a reporter and you're going to write a story about the company and/or job – what would you want to know?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Pre-Interview Checklist

## Research/Practice

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Have you researched this company/organization thoroughly?  |
| <input type="checkbox"/> | Have you reviewed the job description for this position?   |
| <input type="checkbox"/> | Have you prepared and practiced answers to a variety of interview questions/types?                           |
| <input type="checkbox"/> | Do you have a list of relevant and smart questions to ask them?  |
| <input type="checkbox"/> | Which of your skills and experiences are most relevant for this position? Can you provide examples of these? |
| <input type="checkbox"/> | What concerns might the interviewer have about your background and experience? How you will address these?   |

## Appearance

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Do you know how you will dress/what you will wear?                       |
| <input type="checkbox"/> | Are your clothes and jewelry appropriate for the job/company/location?   |
| <input type="checkbox"/> | Are they clean, ironed, and well-fitting (not too tight, not too loose)? |
| <input type="checkbox"/> | Are your teeth, hands & fingernails clean?                               |
| <input type="checkbox"/> | Is your hair clean, neat and well-groomed?                               |
| <input type="checkbox"/> | Are your shoes polished?   |
| <input type="checkbox"/> | Were you careful in applying aftershave or perfume?                      |
| <input type="checkbox"/> | Did you get enough sleep last night?                                     |
| <input type="checkbox"/> | If you smoke or chew gum, can you keep from doing so for this occasion?  |

## Logistics

- |   |               |
|---|---------------|
| <input type="checkbox"/>  | Do you have   |
| clear directions and know how long it will take to get there?                       |               |
| <input type="checkbox"/>  | Do you have a |
| back-up plan for transportation in case the bus is late or your ride falls through? |               |
| <input type="checkbox"/>  | Have you      |
| arranged for reliable child care?   |               |
| <input type="checkbox"/>  | Did you make  |
| extra copies of your resume? Do you know how you will carry them?                   |               |
| <input type="checkbox"/>  | Do you know   |
| what you will bring with you?   |               |
| <input type="checkbox"/>  | Do you know   |
| with whom you will be meeting?  |               |

#### Attitude

- |  |               |
|--|---------------|
| <input type="checkbox"/>   | Are you       |
| walking tall and ready to make a great impression?   |               |
| <input type="checkbox"/>   | Have you      |
| practiced your smile?  |               |
| <input type="checkbox"/>   | Is your body  |
| language positive and alert?   |               |
| <input type="checkbox"/>   | Do you have a |
| firm handshake?  |               |
| <input type="checkbox"/>   | Do you want   |
| to work?   |               |
| <input type="checkbox"/>   | Are you       |
| friendly, positive, and enthusiastic?  |               |
| <input type="checkbox"/>   | Can you make  |
| eye contact to demonstrate that you are honest and trustworthy?  |               |
| <input type="checkbox"/>   | And finally,  |
| have you taken a deep breath and relaxed? It's normal to be nervous, but try to see this as a learning experience! |               |

## The 4 C's of Good Communication

### Clear:

Make sure your statements are clear, and that they can't be interpreted in different ways.

### Concise:

Be brief. There's no need to elaborate with tons of details except when it is appropriate/necessary, or unless you are asked to be more specific.

### Coherent:

Make sure your statements "flow" together in a natural order.

### Complete:

Tell the entire story. Don't leave out essential pieces of information!

## Thank You Note Template

Your Name

Street Address (optional)

City, State, Zip Code Telephone number and Email address

Specific name of person Employer's Address

Date

Dear ,

First paragraph: Thank the interviewer for meeting with you. Express your enthusiasm about gaining employment in the organization.

Second paragraph: Reiterate your qualification for and continuing interest in the position. Include any personal skills you forgot to mention during your interview. Emphasize a particular skill or accomplishment that would make you an asset as an employee.

Closing paragraph: Briefly thank the interviewer again for consideration. Express confidence in your ability to perform well in the organization. State that you look forward to hearing from the interviewer.

Sincerely, (Signature) Your name

Reference:

<https://www.skillsyouneed.com/ips/improving-communication.html>

<https://www.thebalancecareers.com/communication-skills-list-2063779>

<https://www.helpguide.org/articles/relationships-communication/effective-communication.html>

## **UNIT - III**

**English For Career – SHS1606**

# HOW TO WRITE A RESUME

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A résumé is one of the most important tools to assist you in getting an interview for a job. It brings together your education, work experience, interests, and skills into one comprehensive but brief outline for the employer to read. A résumé should be a good reflection of who you are, since it is the first impression a potential employer has of you, so take your time when preparing your résumé.

Writing a résumé can be a confusing and long process, but with the right guidelines you can create a résumé that does what it is made to do: catch an employer's eye. It is important to think of your résumé as your own personal sales pitch. Ask yourself, "Why should he/she hire me?" When you write your résumé keep in mind all of your experiences, education, and qualifications. Here are a few guidelines we hope will assist you in that process:

## Basic Elements of a Resume

Choose the headings that best reflect your experience. Your headings do not have to come directly from this list, as it is not comprehensive.

- HEADING
- OBJECTIVE (optional)
- EDUCATION
- EXPERIENCE
- HONORS AND AWARDS
- SKILLS /HIGHLIGHTS
- REFERENCES (on a separate page)

**HEADING:** This section of a résumé is one of the most important. It should include your name, address, email address and phone number. Make sure to let your name **STAND OUT** by using bold and enlarging the font size of your name. Use a professional email address (i.e. do not use [crzychick@aol.com](mailto:crzychick@aol.com), [starwarsfan@hotmail.com](mailto:starwarsfan@hotmail.com), etc.)

**OBJECTIVE:** The objective is a one-sentence declaration of the type of job that you are seeking. It appears beneath the heading and is as specific as possible, noting the company you are applying to, the job title you are seeking and skills you would like to use in that job. This should only be included if you can be specific about the position you are seeking. Otherwise, omit it.

**EDUCATION:** This section of a résumé lists all the colleges you have graduated from, along with their addresses and any degrees you have earned with the date you attained them. If you are in the process of attaining a degree, list the expected date that you will receive it. Do not list your high school unless it is of importance to the employer that you are applying to (i.e. applying to be a teacher at the same high school you graduated from).

**EXPERIENCE:** An experience section on a résumé can refer to paid or unpaid jobs and should include your job title, the name of your employer, city and state, followed by dates of employment. Next, summarize your contribution to the position, achievements, and/or responsibility assumed. Give numbers when applicable. Make sure to use action verbs to begin your statements (*see the action verb list in this booklet*). Use a present verb tense only when describing a current position. This should not be a job description, but instead should illustrate your accomplishments and results.

**HONORS & AWARDS:** This is an *optional* section of your résumé and should include scholarships and other related honors. These can be school or non-school related. Make sure to include the date you received the honor or award. For clarification it may be necessary to give short descriptions of the nature or purpose of some of the organizations, awards, honor societies or service organizations. *Only include scholarships that are based on merit, not financial need.*

**SKILLS/HIGHLIGHTS :** In this section you should inform the reader of any unique, relevant or necessary skills that you have but are not reflected in the other sections of your résumé. For example: foreign languages



(conversational, fluent, and bilingual), computer applications, certifications, etc.

**REFERENCES:** This section should be on a separate sheet of paper that matches the font/format of your resume and cover letter. The heading on this page should also match your resume. You should always secure the permission of anyone you choose to use as a reference before giving his/her name.

Good references might include professors, advisors or employers. Never use relatives for references. Give a copy of your resume to these references so they can speak highly of you when your potential employers speak with them. Employers might ask your references questions such as: “How reliable was this individual?” “what was it like to work with this individual?”, and “What kind of contributions did this individual make in his/her job?” Be sure to list your references in order of how well they know your qualifications and include their name, title, company, city, state, zip, phone, and email address if appropriate.

## TYPES OF RESUMES

**CHRONOLOGICAL RESUME:** The chronological resume lists your work experience from the most recent backwards. This is the simplest of resumes, and it is a useful format if used properly. This resume format is preferred by most employers and works best when you’ve had a long, steady work history and promotions that you want to showcase.

**FUNCTIONAL RESUME:** The functional resume is arranged around your skills and abilities. For example, if you are strong in communication skills, under that major heading you would list variety of supportive experiences from different jobs, school or volunteer situations. This format is sometimes used by those with little or no work experience, or those who are career changers.

**COMBINATION RESUME:** The combination resume combines elements of chronological and functional resume to improve the clarity or presentation of a resume. For example, if you have a good work history that supports your current job objective, you could start with a skills section that supports the skills needed in the job you want, then include a shorter work experience.

## RESUME LANGUAGE, FORMATTING, AND TIPS

Resume language is distinct in that it utilizes action verbs and is very direct. Remember, you are trying to communicate all your best selling attributes in a small space. Use powerful words to try and accurately reflect the assets that you would bring to a job. When formatting, remember there is no one absolute format. Create a format that best represents you. A few formatting rules apply:

- Margins can be as small as .5 inches
- Font can be 10pt if necessary
- You should always include a cover letter with your resume
- Do not use the word “I”
- Use few abbreviations
- Do use capitalization to highlight job titles
- Do use bullet points to emphasize job descriptions
- Always use action verbs in job description

# 11 SIGNS OF A GREAT RESUME

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- 1. TARGETED:** Employers want to know exactly what you can do for them. Whenever possible, target each resume to each job. Vague and general resumes that cover many possible job options will not get noticed. While you may qualify for several different positions, it is better to create a different resume for each job and incorporate only the information pertinent to that job description. This will alleviate the tendency to crowd your resume with too much non-related information.
- 2. CONSISTENT:** This is important when sending a paper version of your resume to employers. The look of your resume should be eye catching, not distracting. Be consistent with spacing and margins, allow for lots of white space and borders, and emphasize your important points with font and text styles such as: italics, capitals, underlining, boldface, indentation, and bullets.
- 3. WELL WRITTEN:** Descriptive action verbs-such as *established*, *implemented*, *created*, and *streamlined*- add power to your sentences. It is crucial to start each sentence with an action verb (refer to the list of cluster works.)
- 4. CONCISE:** Employers scan resumes and decide in less than 30 seconds if they want to look more closely at what you offer. Edit with care and delete information that isn't relevant. If you are submitting a paper version, one-page resumes work best.
- 5 . SUMMARIZED QUALIFICATIONS:** This is one of the most important parts of your resume. The "Job Objective" or "Summary of Qualifications" section powerfully illustrates your top selling points. This is an ideal way to get noticed- fast.
- 6. SELF-PROMOTING:** Make sure to show your accomplishments, skills, and abilities. Employers want to see proof that you can do the job. Be sure to demonstrate the result of your experience and how others benefited from these results. You can effectively achieve this by including evidence of your productivity by noting any cost or time savings, and mentioning innovations, changes, or actions that show you produced results.
- 7. ACCURATE:** List your skills, qualifications, and experiences in as positive a manner as possible-but do not exaggerate or misstate the truth. Be sure your job responsibilities are adequately described by your job title, and indicate the true level of your abilities. Exaggerating your skills will not do you any good!
- 8. .ABBREVIATION FREE:** Avoid abbreviated words on your resume. It looks sloppy and many abbreviations are not universally accepted.
- 9 .NO PERSONAL INFORMATION:** Including any personal data such as age or height, is seen as unprofessional. Employers must be careful not to violate any discrimination laws, and most organizations prefer that you don't include it.
- 10 .GRAMATICALLY CORRECT:** Review your resume and have someone else read your resume as well. This is the single most important thing you can do once you have written your resume. Mistakes of any kind are extremely annoying to employers and also the fastest way to get your resume into the rejection pile. Spelling mistakes and typos suggest the poor quality of work they can expect from you.
- 11. GOOD PAPER:** If you are submitting a paper version of your resume, use a computer and print it with a laser printer to give it a sharp, professional look. Conservative white, light tan, or light gray are generally acceptable colors. Dark or creative colors are acceptable only for artistic resumes (i.e. graphic design areas). Also, never send out a resume that is obviously a copy

### **Matthew Taylor**

2912 Hawthorne Place Corona, Ca (965) 564-8975  
mathewtaylor@yahoo.com

#### **EDUCATION**

**Norco College-Riverside Community College District**  
*Major Preparation*

**Norco, Ca**

**Riverside Community College**  
*Associates of Arts; Social & Behavioral Sciences*

**Riverside, Ca**  
2007

**Norco High School**  
*High School Diploma*

**Norco, Ca**  
2005

#### **EXPERIENCE**

**CVS Pharmacy**  
*Store Manager*

**Corona, Ca**  
January 2009 - Present

- Train and manage up to 20 probationary employees and achieved significant improvements in their productivity
- Train employees for cashier duties which include: cash, check and credit card transactions
- Supervise 50 employees, scheduled work hours, resolved conflicts, and determined salaries
- Provide customer service on a daily basis
- File, answer phones, and provide various office duties as needed
- Structure and implement professional growth and awareness workshops to employees

**Edna's Cafe**  
*Cashier*

**Riverside, Ca**  
October 2004 - October 2008

- Informed customers of daily specials.
- Explained how various menu items were prepared, describing ingredients and cooking methods
- Stocked service areas with supplies such as coffee, food, tableware, and linens
- Performed food preparation duties such as preparing salads, appetizers, and cold dishes, portioning desserts, and brewing coffee
- Filled salt, pepper, sugar, cream, condiment, and napkin containers
- Escorted customers to their tables
- Described and recommended menu items to customers

#### **HIGHLIGHTS**

- Work well in a high pressure environment
- Strong background in all phases of conflict resolution
- Self-starting, goal-oriented strategist whose confidence, perseverance and vision promote success
- MAC and PC literate
- Proficient in MS Word, Excel, Access, PowerPoint and Publisher

**NANCY ROSE**

4589 Mine Road Corona, CA 95876 (951) 555-2198

nancy.rose@yahoo.com

**EDUCATION**

**Norco College-Riverside Community College District**

**Norco, Ca**

*Associate of Arts: Social & Behavioral Sciences*

2007

**Corona High School**

**Corona, Ca**

*High School Diploma*

2005

**VOLUNTEER EXPERIENCE**

**New Church**

**Norco, Ca**

*Office Aide*

January 2008 to Present

- Answer telephones, directed calls and took messages.
- Compile, copy, sort and file records of business transactions
- Complete inventory, order material and maintain supplies
- Assist in the planning and coordination of church events

**Norco College ASNC**

**Norco, Ca**

*Office Aid*

August 2006 to Present

- Assist in Student Government events on and off campus
- Prepare agenda items for club meetings
- Compile information packets, fliers and brochures
- Complete various office duties as needed
- Provide students with information and assistance on a daily basis

**SKILLS**

- Work well in a high pressure environment.
- Trained in all areas of data entry
- Proficient in Microsoft Office Applications: Word, Excel, Access, Publisher and PowerPoint
- Extensive experience in customer service.
- Self-motivated, organized and efficient

**QUALIFICATIONS**

- Skilled at encouraging others and developing rapport.
- Quickly learn procedures and methods.
- Enjoy working with people.
- Dependable - can work without supervision.
- Computer literate - can quickly learn new software.

**CERTIFICATES**

- Operations & Production Management Certificate
- Office Assistant Certificate

**Ethan R. Williams**

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7658 North Leland, Oceanside, CA 90786

erwilliams@unet.com

Phone: 879.457.3290

Date

Mr./Ms. Recruiter's Name

Recruiter's Title

Company Name

Street Address

City, State, Zip Code

Dear Mr./Ms. Last Name:

**The opening paragraph should state why you are willing and how you became attracted to this particular company and position.** Mention specific characteristics of the company that have impressed you. Name the position for which you are applying. If you were referred, mention the source from which you learned of the opening.

**In the middle paragraph, draw attention to your qualifications and /or experiences that are relevant to the potential employer.** If you have held a particular job or worked on special projects that directly relate to the opening, highlight this experience. Convince your reader that this valuable experience makes you right for the job. Do not repeat the content of your resume, but fill in the blanks your resume leaves open. If you have qualifications that are not noted on your resume, this is an ideal opportunity to discuss them.

**The closing paragraph indicated your desire for a personal interview.** Repeat your phone number in the letter and offer any assistance to help with a speedy response. You may also ask if the company will be reciting in your area or if they desire additional information or references. It is also a good idea to follow up each resume and cover letter with a phone call. If you plan to do this, state in the paragraph when you will be calling the company. This closing paragraph should only be a couple of sentences and be assertive in getting you an interview.

Sincerely,

*(Your Signature Here)*

YourName Typed

**Ethan R. Williams**

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7658 North Leland, Oceanside, CA 90786

erwilliams@unet.com

Phone: 879.457.3290

**References**

Name of Personal Reference

Job Title of Reference

Employer/ Company

Employer City, State, and Zip

Reference E-mail Address

[(123) 123-4567 Reference Phone Number]

**Dr. Leo Marvin**

Psychology Department Head

ABC College

City, State Zip

leomarvin@abccollege.com

(123) 333-3333

**Dr. Sandra Martinez**

President and CEO

XYZ Corporation

City, State Zip

ceo@xyz.org

(789) 999-9998

**Mr. Aaron Randally**

Professor

Computer Information Systems

Hood University

City, State Zip

professor@randomschool.edu

(818) 246-2468

## SAMPLES OF ACTION VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

|              |               |                |              |              |               |
|--------------|---------------|----------------|--------------|--------------|---------------|
| Abstracted   | Complied      | Enlisted       | Influenced   | Overcame     | Scanned       |
| Achieved     | Composed      | Ensured        | Initiated    | Oversaw      | Scheduled     |
| Acquired     | Computed      | Established    | Inspected    | Participated | Schemed       |
| Acted        | Conceived     | Estimated      | Instituted   | Perceived    | Screened      |
| Adapted      | Conducted     | Evaluated      | Integrated   | Perfected    | Set Goals     |
| Addressed    | Conserved     | Examined       | Interpreted  | Performed    | Shaped        |
| Advertised   | Consulted     | Exceeded       | Interviewed  | Persuaded    | Skilled       |
| Advised      | Contributed   | Excelled       | Introduced   | Planned      | Solicited     |
| Advocated    | Contracted    | Expanded       | Invented     | Practiced    | Solved        |
| Aided        | Converted     | Expedited      | Inventoried  | Prepared     | Specialized   |
| Answered     | Coordinated   | Experimented   | Investigated | Presented    | Spoke         |
| Anticipated  | Copied        | Explained      | Judged       | Prioritized  | Stimulated    |
| Applied      | Correlated    | Explored       |              | Produced     | Strategized   |
| Approved     | Counseled     | Expressed      | Kept         | Programmed   | Streamlined   |
| Arranged     | Created       | Extracted      | Launched     | Projected    |               |
| Ascertained  | Critiqued     | Facilitated    | Learned      | Promoted     | Strengthened  |
| Assembled    | Cultivated    | Fashioned      | Lectured     | Proposed     | Stressed      |
| Assessed     | Dealt         | Financed Fixed | Led Lifted   | Protected    | Studied       |
| Assisted     | Debated       | Followed       | Listened     | Proved       | Substantiated |
| Attained     | Defined       | Formulated     | Located      | Provided     | Succeeded     |
| Audited      | Delivered     | Fostered       | Logged       | Publicized   | Summarized    |
| Augmented    | Designed      | Founded        | Made         | Published    | Synthesized   |
| Authored     | Detected      | Gained         | Maintained   | Queried      | Supervised    |
| Bolstered    | Determined    | Gathered       | Managed      | Questioned   | Supported     |
| Briefed      | Developed     | Gave           | Mapped       | Raised       | Surveyed      |
| Brought      | Devised       | Generated      | Maximized    |              | Sustained     |
| Budgeted     | Diagnosed     | Governed       | Mediated     | Ran          | Symbolized    |
| Built        | Directed      | Guided         | Memorized    | Ranked       | Tabulated     |
| Calculated   | Discovered    | Handled        | Mentored     |              | Talked Taught |
| Cared        |               | Headed         | Met          | Rationalized | Theorized     |
| Charged      | Discriminated | Helped         | Minimized    | Read         | Trained       |
| Chartered    | Dispatched    | Identified     | Modeled      | Reasoned     | Translated    |
| Checked      | Displayed     | Illustrated    | Modified     | Recorded     | Upgraded      |
| Clarified    | Dissected     | Imagined       | Monitored    | Received     | Utilized      |
| Classified   | Documented    | Implemented    | Narrated     | Reduced      | Validated     |
| Coached      | Drafted Drove | Improved       | Observed     | Referred     | Verified      |
| Collaborated | Edited        | Improvvised    | Obtained     | Related      | Visualized    |
| Collected    | Eliminated    | Inaugurated    | Offered      | Relied       | Won           |
| Comforted    | Empathized    | Increased      | Operated     | Reported     |               |
|              | Enabled       | Indexed        | Ordered      | Researched   | Wrote         |
| Communicated | Enforced      | Indicated      | Organized    | Responded    |               |
| Compared     | Enlightened   |                | Originated   | Resorted     |               |
| Completed    |               |                |              | Revamped     |               |
|              |               |                |              | Reviewed     |               |

## EXAMPLES OF ADAPTIVE SKILL WORDS THAT DESCRIBE YOUR PERSONAL TRAITS

|              |               |             |           |               |             |
|--------------|---------------|-------------|-----------|---------------|-------------|
| Active       | Competent     | Creative    | Effective | Enterprising  | Independent |
| Adaptable    | Conscientious | Dedicated   | Efficient | Enthusiastic  | Innovative  |
| Adept        |               | Dependable  | Energetic | Exceptional   |             |
| Aggressive   | Cooperative   | Determined  |           | Experienced   |             |
| Analytical   |               | Diligent    |           | Fair Familiar |             |
| Assertive    |               | Diplomatic  |           | Firm Forceful |             |
| Broad-Minded |               | Disciplined |           | Honest        |             |
| Committed    |               | Discreet    |           |               |             |



## **SAMPLES OF ACTION VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS**

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## CLUSTERING YOUR SKILLS

| MANAGEMENT:   | COMMUNICATION:   | RESEARCH:   | CREATIVE SKILLS:   | DETAIL SKILLS:   |
|---|--|---|--|--|
| Developed<br>Planned<br>Organized<br>Executed<br>Supervised<br>Scheduled<br>Assigned<br>Directed<br>Coordinated<br>Analyzed<br>Prioritized<br>Delegated<br>Hired<br><br>Fired<br>Recommended<br>Trained<br>Trouble-Shot<br>Evaluated<br><br>Led<br>Administered<br>Contracted<br>Controlled | Influenced<br>Persuaded<br>Helped<br>Directed<br>Reasoned<br>Sold<br>Developed<br>Recruited<br>Negotiated<br>Medicated<br>Arbitrated<br>Reconciled<br>Merged<br>Wrote<br>Interpreted<br>Listened<br>Enlisted<br>Read<br><br>Spoke<br>Presented<br>Arranged<br>Marketed<br>Obtained | Recognized Problems<br>Clarified<br>Surveyed<br><br>Interviewed<br>Investigated<br>Inspected<br>Gathered<br>Synthesized<br>Analyzed<br>Examined<br>Diagnosed<br>Reviewed<br>Organized<br>Evaluated<br>Critiqued<br>Perceived<br>Collected<br>Wrote<br>Tabulated<br>Consulted<br>Interpreted<br>Conceptualized<br>Extrapolated | Innovated<br>Developed<br>Imagined<br>Conceptualized<br>Designed<br>Planned<br>Synthesized<br>Integrated<br>Abstracted<br>Generated<br>Perceived<br>Memorized<br>Discriminated<br>Intuited<br>Visualized<br>Fashioned<br>Shaped<br>Directed<br>Choreographed<br>Performed<br>Acted<br><br>Played<br>Originated | Validated<br>Retained<br>Checked<br>Executed<br>Dispatched<br><br>Followed Through<br>Implemented<br>Enforced<br><br>Met Deadlines<br>Arranged<br>Managed Time<br>Collected<br>Condensed<br>Compiled<br>Purchased<br>Systematized<br>Tabulated<br>Organized<br>Classified<br>Collated<br>Retrieved<br>Recorded |

| TEACHING SKILLS:  | MANUAL SKILLS:   | HELPING:  | FINANCIAL:  |
|---|--|---|---|
| Influenced<br>Motivated<br>Briefed<br>Lectured<br>Managed<br>Motivated<br>Communicated<br>Advised<br>Presented<br>Guided<br>Coached<br>Tutored<br>Instructed<br>Enlightened<br>Stimulated<br><br>Developed Curriculum<br>Adapted<br>Facilitated<br>Clarified Initiated<br><br>Set Goals<br>Developed<br>Explained | Operated<br>Tended<br>Controlled<br>Assembled<br>Maintained<br>Cultivated<br>Built<br>Constructed<br>Moved<br>Shipped<br>Improved<br>Handled<br>Restructured<br>Created<br>Adjusted<br>Planned<br>Arranged | Related<br>Empathized<br>Guided<br>Supported<br>Serviced<br>Referred<br>Attended<br>Counseled<br>Cared<br><br>Used Sensitivity<br>Listened<br>Perceived<br>Understood<br>Acted with Team<br>Mentored<br>Advised | Calculated<br>Computed<br>Planned<br>Analyzed<br>Managed<br>Budgeted<br>Kept Books<br>Kept Records<br>Audited<br>Appraised<br>Research<br><br>Worked with Details<br>Allocated<br>Administered<br>Developed<br><br>Prepared |

1. **TOO LONG:** most new graduates should restrict resumes to one page. If you have trouble condensing, get help from the Career, Transfer & Job Placement Center (CTJPC).
2. **TYPOGRAPHICAL, GRAMMATICAL OR SPELLING ERRORS:** These errors suggest carelessness. Have at least two others proofread your resume before submitting. Do not rely on spell or grammar checkers on your computer alone.
3. **HARD TO READ:** A poorly typed or copied resume looks unprofessional. Use a plain font (Times Roman, Helvetica, etc.), and a point size no smaller than a 10 (11 in the body of your resume). Asterisks, bullets, underlining, bold and italics should only be used to make the document easier to read.
4. **TOO VERBOSE:** Using too many words to say too little. Do not use complete sentences or paragraphs. Say as much as possible with few words as possible (this is where the action words come in handy!). Be careful in your use of jargon and avoid slang.
5. **TOO SPARSE:** Give more than the bare essentials, especially when describing related work experience, skills, accomplishments, activities and club memberships that will give employers desired information.
6. **IRRELEVANT INFORMATION;** Customize each resume to each position you see (when possible). Of course, include all education and work experience, but emphasize only relevant experience, skills and accomplishments. Do not include: marital status, age, sex, children, height, church memberships, etc.
7. **OBVIOUSLY GENERIC:** Too many resumes scream “I need a job-any job!” The employer needs to feel that you are interested in that position with that company.
8. **TOO SNAZZY:** Of course, use good quality paper, but avoid colored or pre decorated paper. Become familiar with converting your resume from word to pdf files, as companies are requesting resumes via email.
9. **BORING:** Make your resume as dynamic as possible. Begin every statement with an action verb. Use active verbs, describing what you accomplished on the job. Don’t write what someone else told you to do; write what you did. Take advantage of your rich vocabulary and avoid repeating words, especially the first word in a section.
10. **TOO MODEST:** The resume showcases your qualifications in competition with the other applications. Put your best foot forward without misrepresentation, falsification or arrogance.

### **ONE MORE THING;**

*Your resume should never travel alone!  
When providing your information to a potential employer,*

*you should be providing them with: Cover Letter, Resume and Reference Sheet. (In that order, paper clipped together)*

Communication by using language is called verbal communication. It is sub- divided into two : (a)  
Verbal – Oral and Written Communication.

|                           |                              |
|---------------------------|------------------------------|
| <b>Oral Communication</b> | <b>Written Communication</b> |
|---------------------------|------------------------------|

|  |  |
|--|--|
| <p>(1) Oral Communication happens when we communicate with the help of spoken words. In this way, we can say that the conversations, meetings, conferences, interviews, training sessions, speeches, public announcements, radio speeches, telephone talk, public speaking, are all forms of oral communication. It can be used effectively to inform, satisfy, praise, criticize, please, inquire and for many other purposes.</p> <p><b><u>Advantages :</u></b></p> <p>(2) Oral Communication saves time.</p> <p>(3) There is immediate feedback.</p> <p>(4) Oral communication saves money.</p> <p>(5) In Oral communication, there is less formality.</p> <p><b><u>Disadvantages :</u></b></p> <p>(6) Oral Communication can be misunderstood more easily compared to written communication.</p> <p>(7) If we consider the legal point of view, oral communication has little value as there is no permanent record or proof of what has been said.</p> <p>(8) Oral Communication requires a good speaker otherwise it will not be meaningful.</p> | <p>(1) Written communication is also a type of verbal communication. With the help of writing, we express ourselves. The human language is expressed by means of visible signs. Since long, letter writing is considered the only reliable means of communication. Far a long time in the business world, it was believed that sending letters, memorandum and notices was the only proper way for businessmen to communicate.</p> <p><b><u>Disadvantage :</u></b></p> <p>(2) Written communication is slow and time consuming</p> <p>(3) There is no immediate feedback.</p> <p>(4) Written communication needs stationary and many equipment.</p> <p>(5) Written communication is formal. It is only for literate people.</p> <p><b><u>Advantages :</u></b></p> <p>(6) Written messages are less likely to be misunderstood and the doubts can be removed by reading it again.</p> <p>(7) Written communication is best for legal or financial matters. It acts as a proof.</p> <p>(8) Written communication has provided a permanent record. It can be preserved for years.</p> |
|--|--|

**Que-2: Explain main components of Non-Verbal Communication. OR**

**Explain main elements of Non-Verbal Communication. OR**

**Explain Kinesics components of Non-Verbal Communication.**

God has gifted us with five sense organs. With the help of sense organs, we can communicate. For example, while driving on a highway, our sense organ of smell tells us that we have just passed a good restaurant or a biscuit factory. Hence, the way in which we move our bodies, change the expressions on our faces, the way in which we pose, give definite message to the people around us. These messages are not put into words and we can call them uncoded or non-verbal messages.

Communication without using words is non-verbal communication. Basically there are two components of non-verbal (wordless messages) communication.

(I) Kinesics Communication

(II) Meta Communication

(1) **Kinesics Communication** : Kinesics communication is a message conveyed through non-verbal acts in the form of body movements such as gestures, winking, smiling, style of dressing and grooming. This type of communication transmits the unstated feelings, attitude and hidden intentions of the speaker.

(II) **Meta Communication**: Meta communication includes a message communicated not through words, but along with words. It conveys an implied meaning by the selection and tone of words.

## **COMPONENTS /FORM OF NON-VERBAL COMMUNICATION**

### **(Kinesics)**

(1) **Facial Expressions** : It is normally observed that the people from all over the world, even if they speak different languages, use a common pattern of facial expression to show emotions. Facial expressions are a complex matter and include eye contact. Smiling, frowning, raising eye-brows, etc. are universal in their nature and application. The facial expressions are used to show the following emotions: happiness, surprise, fear, anger, sadness, determination etc. facial expressions have to be understood in proper manner by the receiver of the message.

(2) **Gestures** : A gesture is the movement of the hand, head or body to indicate an idea or a feeling. Gestures are similar to facial expressions as they also help to know the feelings of the other person. Gestures convey emotions and also convey definite messages or information. There are some common gestures which are used by us in day to day life like, waving the hand to greet goodbye, upraised hand to request to remain silent, wagging the index finger, for scolding, pointing the index finger, to show the direction, moving the hand sideways to show refusal etc.

(3) **Body Language** : Posture is an important element in body language as it often gives idea of the personality of the person and tells us a great deal about him or her. From the posture or the way a person holds himself we can know whether he is confident, diffident; old, young weak or strong. Body movements and postures appropriate for one person may not be considered suitable for another. The style of walking and moving that we admire in a dancer may be unsuitable for a school teacher. The occupation and work of a person can affect his posture and body movements.

(a) **Silence** : Silence has its own unique language. A person can convey his ideas even with the help of silence. Sometimes, we are overcome by emotions that we cannot speak - our silence tells the other person of our strong feelings. Every good speaker knows the importance of the pause which is a short period of silence between words or sentences. The student, if he remains silent before answering, it means he is thinking about the answer.

(b) **Signs and signals** : Signs and signals become very important means of communication when the communicants do not have a common language. The language of signs and signals has a universal nature and they are being understood all over the world. Signals are different from signs and symbols in the sense that they are dynamic and require some movement. Thus, a traffic signal flashes green, telling motorists and pedestrians to move on. Coloured bulbs are used in most offices to show that room are occupied or that the peon is being summoned by the officer.

(c) **Graphs, maps and charts** : Graphs, maps and charts are other types of visual, but non-verbal communication. People in business communicate messages more quickly and more accurately by using graphs, charts and maps than by long wordy explanation. The chief advantage of this mode of communication is that information can be gathered at a glance. A graph is a diagram consisting of lines to show the variation of two quantities. A map is a drawing on paper that shows the position and size of countries, towns, rivers etc. A chart is normally used by teachers especially at the primary school level. Charts are also used by workers and at the managerial level.

(d) **Colours** : Colour plays an important role in our lives , we use them as symbols. Colours are used to convey direct messages. Traffic lights turn red and green and in an operation theatre a red bulb is used to show that the theatre is in use. Christians use black clothes to show that there has been a death in the family. A white flag is used in the army to show that the troops have surrendered.



(4) **Para Language** : It is often observed that sometimes our body language says something else and we speak something else. For example, when an unexpected guest arrives at our house, we have to smile and say, " I am very happy to see you", but our body language does not mention so. This is the use of para language.

(5) **Time and Space communication** : Time is considered to be the most important aspect our life. We have to plan our time and work accordingly. Time Management has also become a part of our study. Sometimes, when we meet a person who is hard pressed for time, he may not allow us too much of time so we have to be brief and convey our message in the least time. We should be brief but at the same time, try to speak about the important points. The importance of time can never be neglected.

An element of space plays an important part in our presentation of our personality. When we set tip during a meeting, move towards another table, take a file, go to the mike and speak, the movements in accordance with the given space is important. At the time of talking to others we do keep some distance from the person who is standing in front of us. While talking to seniors we keep some distance. This care gives a special effect to our communication. Distance between lovers and old aged couples indicates whether they are married or not.

(6) **Sign Language** : Sign language is normally used for deaf and dumb when they do not understand our language. Their teachers make effective use of such language. Sign language is also found when sign boards are fixed on the roads, near schools, near hospitals etc. they are the way of communicating with people. A board of the hospital will give us the idea that silence is to be observed near the area. Similarly, the idea of having a school around, will give us the idea to drive slowly.

**Que-3: Explain Barriers/Hurdles/Obstacles to Effective communication.**

**OR**

**Que-3: What is meant by barriers to communication? Explain psycho-Sociological barriers to communication.**

**OR**

**Que-3: What is noise? Explain Organizational /Intrapersonal/External**

A biblical story of “Tower of Babel” is a fine example of the breakdown in communication.

The word “Babel” is derived from Hebrew word “Babel” means “Confusion”. In the biblical story of the Tower of Babel, the people of the world come together to build a tower that would reach heaven. These people were speaking same language. To break their pride, God has created many languages and People got confused with many different languages. Because of this, their communication results in breakdown of coordination. Intended message is frequently miscommunicated, misunderstood, misquoted or even missed altogether because of ineffective interpersonal communications skills.

### **The purpose of communication :**

The purpose of communication is to get a definite response. In other words, he must be interested in the message, and he must accept it. There are several things which can prevent the message from reaching the target (Receiver). Communication is effective only if it creates the desired impact on the receiver through verbal and non-verbal mode. But many elements cause hindrances in its effectiveness.

## **EXTERNAL OR MECHANICAL OR ORGANIZATIONAL BARRIERS**

(a) **Defects in the channel** : Defects in the devices used for communication are purely external; and usually not within the control of the parties engaged in communication. The telephone, the postal system, the telegraph, the loud speaker and other channels may break down or suffer from disturbance and may not convey the message properly. A partial failure of the mechanical equipment is more dangerous than a complete failure, because a partial failure carries an incomplete or distorted message, which might cause a wrong action to be taken. The postponement of transmission, or communicating by an alternative method, is the only way to overcome the barrier.

(b) **Noise** : Any interference in the message sent and message received leads to the production of “noise”. Noise here does not mean cacophony, but a break in the communication process. The term communication barrier is an expansion of the concept noise. A noise is a break in the communication process. Even in face-to-face communication without a microphone, the air may be disturbed by noise in the environment such as traffic, construction work, or human sounds in the neighborhood; organizations which can afford soundproof rooms can overcome this barrier. Communication by word of mouth has to be kept to the minimum in a factory because of the noise of the machines. **(Inbuilt Que : What is Noise ?)**

### **(c) Defects in the Organisation and Communication System :**

Within the organization, the movement of papers and of information may be held up by the system itself. Orders and information which have to pass through too many levels of authority are often delayed. They are also likely to be distorted, because, at each level, they are edited, interpreted and explained before being passed on. This can result in communication gaps. In downward communication, the loss of information is said to be so great that many employees at the lowest level receive only 20 per cent of what they should get. One of the reasons for this is, too much dependence on written communication. Circulars, bulletins, notices and even letters are not read carefully. Many employees even when they are literate are unable to read and understand long messages. Even among better educated employees at higher levels, all written communication does not receive the attention that it should.

## **PSYCHO-SOCIOLOGICAL/ INTRAPERSONAL BARRIERS**

Most of the psycho-sociological barriers discussed below operate at the emotional level.

**Self-centred Attitudes** : We tend to see and hear everything in the light of our opinions, ideas and views. We usually accept what agrees with our views, and reject or forget what goes against our opinions. We may even fail to perceive something that goes against our long-cherished opinions, ideas and attitudes. The attitudes may come from religion, nationality, ideas of the community to which one belongs, place of living or family ideas. These views form a frame of reference which colours every message, received or transmitted.

**Group Identification** : Our values and opinions are influenced, in some matters, by the group to which we belong. All persons have a sense of belonging to a group; we belong to many groups; for example, family, the larger family of relatives, our city, our religion or language group, age group, nationality, locality, club, economic group etc. An idea which goes against the interests of the group may be intellectually understood but may be emotionally rejected.

A bank or railway employee may understand the economic and political damage which a strike will cause to his country. Nevertheless, he does not accept any suggestion or persuasion that he should not join a strike because the ideas of his p are more important to him. Moreover, he may be afraid of being separated from his own group. So he cannot accept any communication which is against the strike.

**Snap Reactions** : A listener or reader may quickly or prematurely respond to the message because he/she is hot tempered. Such reactions are called as „snap reactions.“ They may prove to be barriers to communication.

**Status Block** : A "boss" often finds it difficult to receive favourably, any communication from his subordinates. People in senior positions often develop the feeling that they know everything about how to run the business. They do not realise that a junior may have something useful to say about the business. Many good ideas go unheard and are wasted only because they originate with junior employees who are considered to be too young and inexperienced to offer any

useful suggestions. The ideas of workers are most likely to be unheard because of the social distance between them and the managers. A subordinate's nervousness in facing a much higher superior may prevent him from being attentive to words.

**Closed Mind** : Limited intellectual background, limited reading and narrow interests cause a person's mind to be narrow. This limits his understanding of human nature and makes him incapable of receiving communications with sympathy. This becomes a serious barrier to receiving grievances and appeals.

**Wrong Assumptions** : Many barriers stem from wrong assumptions. Wrong assumptions are made because the sender or the receiver does not have adequate knowledge about each other's background or entertains certain false notions. A skilled communicator keeps these issues in mind to prevent them from becoming barriers.

**Poor Communication Skills** : Lack of skill in writing and speaking obviously prevents the Tx from encoding his ideas properly so as to get across to his audience. Both these skills can be developed by training and practice. A business executive has to master the art of speaking to big and small audiences and also on the telephone. He must also be able to draft clearly and quickly. Nervousness in facing an audience may cause a speaker to speak poorly.

**State of health** : Physical condition can affect one's efficiency both as Tx and as Rx. It is common experience that a person in pain or fever is not inclined to engage in communication; but even when there is no pain or fever, if the state of health is poor, communicating ability is reduced because the mind is not sufficiently alert; there may be gaps in attention while reading or listening; there may be lack of energy to think clearly and to find the right words. Perception is low when the state of health is poor; and emotions which play an important part in successful communication, are easily disturbed. It is not advisable to attend to important communication tasks when one's health is not at its best.

## **SEMANTIC/LANGUAGE BARRIERS**

Language is our most important tool of communication; First of all, words have multiple meanings; for example, a reference to the Random House Dictionary will show that the word “stall” has twenty-five meanings, including technical meanings used in specialised activities; similarly, the words charge, spring, check, suit, ring, have several meanings. Words in hindi like “Peti” , “Khokha”, “Sopari” indicates words connected with crime world. Words like minute and wind are pronounced in two different ways to mean two entirely different things. Even a concrete noun like table may suggest a statistical table, a writing table or a dining table; and chair could be something to sit on, or a position to occupy. Phrases can be more tricky; a red and a blue carpet means two carpets, while a red and blue carpet is one carpet in two colours. Hence it is said, "meaning is in people, not in words." Jargon and technical terms are limited to the group of persons who work together, or work in the same kind of occupation; they need to use technical terms which have special meaning and describe a process in their work.

## **CULTURAL (CULTURAL VARIATIONS) BARRIERS**

Any language is the expression of thoughts, feelings and experiences in terms of cultural environment. The same language when used in different cultures, takes a different colour and conveys a different meaning. Sometimes, we modify our language according to person with whom we are speaking. There is a difference in the use of language for discussions, formal talks, informal talks etc. Language influences the behaviour individual and groups.

**Note : Please refer last page of Extra Information. Try to remember all these barriers category wise like Intrapersonal, Interpersonal, Organizational, External, Semantic, and Cultural because many common points fall into two or three different categories.**

**Extra Information: HOW TO OVERCOME COMMUNICATION BARRIERS ( Not to be included in Question)**

- Mechanical barriers are mainly in the form of defect or failure in the mechanical that are used for sending messages. The sender has to take proper precautions to see that devices such as telephones, fax-machines, cell phones, computer, radios, loud speaker, microphones, TV sets, mobile phones , etc. are in proper order and would not create disturbances while in use. Even traffic noise, loud conversations, etc. should be avoided as far as possible. Organisation which can afford sound proof rooms can overcome this barriers.
- To overcome defects in the organization and communication system, the system of internal communication has to be checked constantly to make sure that there are no undue delays in the passing on of information. In an emergency, an urgent message may be communicated by an alternative system.
- Physical barriers are mostly related to physical shortcomings or drawbacks. Sleeplessness, fatigue, overworking etc may not permit the sender of message to convey what he desires in a proper way. The sender of the message should ensure that he is in proper health and physical order to function as the sender of the message.
- The personal barriers can be overcome only by making conscious effort to learn better methods and by training for better communication. Persons in responsible positions are expected to improve their communication skills and overcome their particular blocks. Many companies organise training sessions for their staff for better communication skills.
- Suggestion schemes are meant to overcome status block. Some managers personally try to overcome it by developing friendly contact with their subordinates or by following an “open door” policy.

**Que-4: Explain Communication across culture.**

During the path of successful communication, „culture“ often becomes a challenge, as it influences our approach to problems and our participation in varied groups and communities. Culture indicates to group or community with which we share feelings and develop our understanding to see the world. It includes society and groups . If one defines culture in this way, we all belong to many cultures at once.

Cross-cultural communicational flexibility is a major requirement for successful communication in our modern world. In the global arena workplace we tend to minimize or even to ignore our cultural differences while mythologizing that they no longer exist. But this is a dangerous myth for it greatly heightens the potential for miscommunication. The first step in addressing it is to name and accept our cultural differences. we can never really 'lose' our cultural identity but we can add on other identities. we can never really 'lose' our cultural identity but we can add on other identities. We communicate through language, symbols, gestures and our whole bodies. But just as we are able to communicate through all these means, there is always the potential to miscommunicate, or send unintended or false messages. Much of the conflict we experience in our global 'market place' today is due to the experience of unfulfilled culture-specific expectations. We can avoid the conflict by understanding what results cross-culturally, in other words by understanding what is 'acceptable' and what is not, cross-culturally. This process begins with recognizing the sources and contexts of cross-cultural miscommunication.



## **Rules for Communication across Cultures :**

1. Assume differences with similarities are proved. Assume other are different from you instead of assuming similarities until differences are proved.
2. Emphasize description instead of interpretation or evaluation.
3. Try to know the background of your recipient before sending a message of communicating.
4. Treat your interpretations as working instruments and carefully assess the feedback provided by recipients.

The purpose of cross cultural communication is to know how people from varying cultures mingle and communicate with one another. If we want to open channels for communication across cultures, we have to find out the different ways in which various groups within our society have related to each other.

### **Questions from Gujarat Technological University Examination**

- What is meant by barriers to communication ? Explain intrapersonal barriers to communication. (Dec-08)
- Discuss the main elements of Non-verbal communication. (Dec-08)
- Explain the following barriers : Semantic Gap, Negative attitude, Information Overload (Jan-2010)
- Discuss organizational barriers to communication.
- List various Barriers to effective communication. Explain any three of them with suitable illustration. (March-2009)
- Explain the components of non-verbal communication. (September-2009)
- Discuss intrapersonal barriers of communication giving proper examples.
- What are interpersonal barriers of communication? Explain. Discuss the common reasons for interpersonal barriers. (June-2010)
- Discuss why in organizations, messages have a greater chance of being distorted. (June-2010)
- Discuss the barriers of effective communication. State the difference between verbal and non-verbal communication. (Nov-2010)
- What is Noise in Communication? Explain psychological barriers to communication. (Jan-2011)

### Extra

#### Information Advantages and limitations of Non-

#### Verbal Communication :

- (1) Non-verbal communication has to be observed carefully otherwise the idea or the presentation of the thought is wasted away.
- (2) It is particularly good for people who are uneducated or who have less education.
- (3) It can communicate small ideas but when the detailed message is to be given it may not be of much use.
- (4) It can be understood instantly and instant response can also be obtained but it cannot be preserved and recorded for further use.
- (5) Sometimes, due to cultural differences the same sign and signal may mean different thing to the person who is responding.
- (6) Nonverbal communication clarifies the verbal message. This can be seen in a presentation. The speaker is verbally communicating and uses nonverbal visual aids to help the listeners understand more effectively.

#### Classification of Barriers (Please Refer Question-3 and Try to Remember Category wise)

| <b>External /Mechanical</b>  | <b>Psycho-Sociological</b>   | <b>Intrapersonal</b>  |
|--|--|---|
| 1. Defect in Channel<br>2. Noise<br>3. Defect in Organization and Communication System   | 1. Self-Centered Attitude<br>2. Status Block<br>3. Group Identification<br>4. Closed Mind<br>5. Poor Communication Skills<br>6. Snap Reaction<br>7. State of Health  | 1. Wrong Assumption<br>2. Different Background<br>3. Self-Centered Attitude<br>4. Closed Mind<br>5. State of Health<br>6. Wrong Interpretation                        |
| <b>Interpersonal</b>   | <b>Organizational</b>  | <b>Semantic/Cultural</b>  |
| 1. Poor Communication Skills'<br>2. Emotional Outbursts<br>3. Snap Reaction.<br>4. Limited Vocabulary<br>5. Status Block<br>6. Cultural Barriers<br>7. Noise<br>8 Group Identification | 1. Defect in Channel<br>2. Noise<br>3. Defect in Organization and Communication System<br>4. Status Block<br>5. Information Overload<br>6. Inappropriate Media<br>7. Negative Tendencies<br>8. Fear of Superiors<br>9. Many Transfer Station | 1. Every word/ text suggests multiple meaning. Jargon and Technical term limited to group.<br><br>2. When we see same thing in different culture, it takes new shape. |

Reference:

<https://www.skillsyouneed.com/ips/improving-communication.html>

<https://www.thebalancecareers.com/communication-skills-list-2063779>

<https://www.helpguide.org/articles/relationships-communication/effective-communication.html>

## **UNIT - IV**

**English For Career – SHS1606**

## PROFESSIONAL SKILLS

A Skill is the capability to do a task with some predetermined results often within a specific time, energy and resources. Skills can be of two types domain-general and domain-specific. Like, some general skills are time management, teamwork, and leadership quality, motivation, etc., whereas domain-specific will include skills that are needed only for performing a particular type of job.

Now first let's understand who is a professional? A Professional is a person who possesses some specific knowledge in a particular domain often in addition to some focused academics for his career. Lawyers, Teachers and Engineers etc. are considered professionals.

Now, Professional Skills are actually the career competencies that often are not taught as a part of academics, as I said earlier. These are set of some common skills which almost every employer wants in his employee. Or we can say that these are some particular set of quality and behavior needed in almost every discipline. Like below are some common Professional skills which are required in almost every field:

Communication

Decision making

Time Management

Leadership

Conflict Management

Adaptability

Self-Motivation

Problem Solving

Confidence

Suppose you are a Computer engineer so what would be Professional skills that you would require to be a successful engineer:

1. Mathematics: As all the computers run on the data, which is pure mathematics in the purest form. You need excellent mathematical skills, both for programming software and constructing hardware.

2. Communication: As a computer Engineer you would always be working with a team. Being part of a team means you need very strong communication skills. You need to be able to communicate well and interact with others efficiently.

3. Software Engineering: As a software engineer, most of your work will be performed on softwares on your computers. So here you also need knowledge of how to design a program, write code, and test for bugs. You should also be knowing how to write scripts etc.

4. Hardware Experience: Like I said earlier you also need to know how computers are built and should possess knowledge of various components of computers.

5. Programming Languages: AS a Computer Engineer, you need to have excellent knowledge of languages like Python, Java, C++, C, and assembly just to name a few.

6. Patience: Now after all the above Technical skills you need some additional professional skills to be successful as a Computer Engineer. A good amount of time of your will be spent in sitting and writing code and for this, you need to be very Patience. So Patience is a professional skill you can't succeed without.

7. Management: In order to be a successful engineer you would always be needing to lead a team of Computer Engineers. If you don't have management skills, you won't be able to achieve much or would never be able to advance in your career.

8. Problem Solving: This is a skill that is required in almost every industry and every profile. To be successful you need to be a great problem solver too. One small mistake can ruin the entire programme and it needs an analytical mind to detect that error and correct it.

9. Troubleshooting: This goes along with problem-solving skills but is more along the lines of trying to root out mistakes by finding the problems they are causing.

10. Learning: Learning is a never ending process, same in Computer Engineering. As a computer Engineer, you need to invest a lot of your time learning new things like new hardwares and softwares.

So there are basically two broader categories of skills:

### **PERSONAL SKILLS AND ATTITUDES**

Initiative and willingness to take risks.

Flexibility

Creativity

Critical Analysis etc.

### **PROFESSIONAL SKILLS AND ATTITUDES**

Professional ethics.

Professional Behavior.

Proactively Planning for Career etc

### **Reference:**

<https://www.skillsyouneed.com/ips/improving-communication.html>

<https://www.thebalancecareers.com/communication-skills-list-2063779>

<https://www.helpguide.org/articles/relationships-communication/effective-communication.html>

## **UNIT - V**

**English For Career – SHS1606**

## Employability Skills

Employers are often looking for skills that go beyond qualifications and experience.

Your education and experience may make you eligible to apply for a job but, to be successful in most roles, you will need skills that you are likely to develop over time. Some will be specific to the job, but the vast majority will be so-called ‘soft skills’ that can be used in any job or employment sectors. These soft skills are ‘employability skills’: they are what makes you employable.

As a general rule, employers are willing to teach someone the job-specific skills required, such as how to operate particular pieces of machinery, or use particular computer packages that are very specific to that role or company. However, they usually want to see that you already have the other ‘soft skills’ before hiring, because they are much harder to teach.

The building blocks of any career

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Employability or ‘soft skills’ are the building blocks of your career. The media frequently run stories on how these skills are lacking in school-leavers, graduates and/or those already in employment. Organisations spend a lot of time and money training staff, not in job specific areas but in general and basic skills.

In times of high unemployment, employers have more choice of applicants and will favour those with well-rounded employability skills.

Most of us start to develop these skills early on in life, but we may not be aware that we are doing so.

Remember, though, that mastering these skills is a long-term process: there are few people who could—or would—ever claim that their soft skills could not be improved.

Being able to apply for a job in the right way, and shine at interview—in other words, get a job—is not a key employability skill.

Creating a strong CV or résumé, writing a good covering letter, and interviewing well, are how you will show off your employability skills to potential employers. They are, however, not generally regarded as ‘soft skills’, and are not covered on this page. You can find out more about these skills from our pages on:



- Writing a CV or Résumé
- Applying for a Job
- Writing a Covering Letter
- Using LinkedIn Effectively
- Interview Skills

The most important employability skills are in the areas of:

- Getting along with and working well with other people, such as communication skills and other interpersonal skills;
- Being reliable and dependable: doing what you say you will by the deadline you have agreed, and turning up when you are meant to be there; and
- A willingness to learn new skills, whether those are job-specific or more general.

The rest of this page looks at these three areas in turn and highlights specific pages that may be helpful in developing these skill areas.

## 1. Working Well with Other People

The skills required to work well with other people are known as interpersonal skills.

Good interpersonal skills allow you to participate effectively as a member of a team, satisfy customers' and clients' expectations, negotiate, make decisions and solve problems with other people, and generally work effectively with other employees. Well-honed interpersonal skills allow us to empathise and build rapport with colleagues and clients, leading to a better and less stressful working environment.

There are a range of areas covered by interpersonal skills, including:

- Communication skills - these are the skills required to transmit or receive messages accurately to and from other people by speaking or in writing, without misunderstandings. These skills include:

☐ Verbal Communication – or the words that we use, whether face-to-face or in writing. The balance between face-to-face and in writing is likely to vary in different jobs, but few, if any, will not want at least some of each type of communication;

- Non-Verbal Communication – or what we communicate without words, for example through body language, tone of voice, or even emojis; and
- Listening – how we take in and then interpret the verbal and non-verbal messages sent by others, including in writing.
- Emotional intelligence – or the ability to recognise, understand and manage your own and others’ emotions, and use them positively to achieve the desired outcomes.
- Team-working – the ability to work with others in groups and teams, both formal and informal. Not everyone is required to work in a close-knit team—despite the language used in many organisations—but the ability to function well in a group is a vital skill in most jobs.
- Negotiation, persuasion and influencing skills – these skills all relate to finding mutually agreeable solutions to problems or situations, whether by persuading others that your solution is best, or finding a better alternative by sharing ideas.
- Conflict resolution and mediation – or the skills required to resolve disagreements in a positive way, whether your own disagreements or those involving other people. These skills are often underrated until there is a problem.
- Problem-solving and decision-making – or the skills needed to work effectively with others to identify, define and solve problems, including making decisions about the best course of action. Of course, it is also possible to make decisions and solve problems on your own, but being required to do so with others adds an extra dimension to the situation.

Not all of these areas will be required at all times in every job. However, you can be reasonably certain that you are likely to need them at some point in your career, and many of them will be needed every day.

If you are not sure whether you need to work on your interpersonal skills, or which particular areas to target, you may find it helpful to take our Interpersonal Skills Self-Assessment to discover your strengths and weaknesses in this area. This will allow you to focus on particular areas that need further development.

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## 2. Being Reliable and Dependable

Being reliable and dependable means, basically, doing what you say that you will do. It also, however, means being able to look around and see what needs doing—and then do it.

This sounds simple, but it requires a wide range of skills, mostly personal rather than interpersonal.

First of all, doing what you say you will do means being organised, and managing your time effectively. You need to know how long things will take, and that you have the time to do them to the required standard. You also need to be able to identify what to do first, so that if anything is missed, it is less important. Our page on time management explains how you can do this.

Being reliable also means being trustworthy and conscientious. For example, this might mean not leaving work (too often) when things still need doing. Trustworthiness and conscientiousness are both parts of self-regulation or self-management, which in turn is an important part of emotional intelligence. Self-regulation means that you have the self-discipline to do things that you may not want to do, but which you know are necessary.

People who are self-regulated and reliable take responsibility for their own actions and ensure that they live up to their values. They keep track of deadlines and deliver to them without needing to be chased up.

Being reliable does not, however, mean that you have to do everything yourself. Sometimes, it may mean asking for help when you see that you are not going to be able to meet a deadline otherwise.

The final element of being reliable is using your initiative to identify where work needs doing, and getting on and doing it. Daniel Goleman, who developed the concept of emotional intelligence, identified initiative as a key part of self-motivation. He defined it as ‘readiness to act on opportunities’. To develop your ability to use your initiative, you may find it helpful to work on some techniques for creative thinking, which are also helpful in addressing the final area: a willingness to learn.

### 3. A Willingness to Learn

A willingness to learn means being open to new ideas and experiences, and always looking to improve your skills and knowledge.

Sometimes this is referred to as personal development, but that term is also used for a more formal process, of goal-setting, action and reflection. Whether you choose to make your learning process formal or informal, there is no question that the modern world requires all of us to continually update and revise our skills.

Change is a constant in most workplaces, and the most valuable employees are those who embrace personal change, and recognise that it offers more opportunities than threats. Employers generally want people who are resilient, adaptable and flexible—another key part of self-regulation and emotional intelligence.

## The elements of Communication

### 1.1 : The importance of Communication through English at the present time

Before trying to understand the importance and relevance of English or English Communication skills we must understand the historical background of the language and how it has evolved to the present status. English as a language never enjoyed this position from the beginning. World history in and after 14<sup>th</sup> century has a major role to play in making this language powerful and useful. In

today's date it is not only a major language all over the world but also the official language in many parts of the world. Many people depend on this language for their mere survival and sustenance.

#### History of English Language:

Many may be surprised to know that English as language was never used for official purposes even in England up to 11<sup>th</sup> and 12<sup>th</sup> century. In England people used to use rich languages like Latin, French and Spanish. The dominance of each and every language over the history has been dictated by the might the countries enjoyed. As England was ruled by the France and other nations for a long period of time they never had the opportunity to develop their own language. Till late 13<sup>th</sup> century the script of English language was not completely developed. The first writing in English which can be claimed as a piece of literature dates back to late 13<sup>th</sup> century.

#### Comparison between English and Indian Languages:

Many Indian languages like Sanskrit, Hindi and Odia are much older languages than English. The literature of Sanskrit which is also known as the God's language in India is thousands of year old. Devnagri script which is used for most North Indian languages pre-dominantly for Hindi (the national language of our country) and the language is much older in comparison to English. Odia which is our state language and mother tongue is also older than English. The literature written and used in these languages are rich in diversity and class. There is clear evidence available to prove these.

## Global languages and position of English:

If we try to say that English as a language is used all over the world. Hence, it is logical to use this language. This statement is also falsified if we look into the top languages in the world in terms of number of people using it. The number one slot in terms of population goes to Mandarin (Chinese) and list is followed by Hindi, English, French, Arabic and Bengali among the top languages used in the world. English only happen to stand IIIrd in the list. This fact confuses us further. In the following paragraph we will see despite such a position why we are learning English for day to day use and how the language evolved from being a meagre existence to such a powerful and dominating position.

## Evolution of the Language globally:

After 14<sup>th</sup> century England started flexing its muscles and started entering into new territories. They settled colonies in almost each and every corner of the world. The union jack started flowing in each and every continent. Their major colonies were America (North and South America), Asia (India, China, Japan, and Myanmar etc.), Australia and New Zealand and Africa. As they spread into the far and corner of the world they started dominating the local languages. They made English compulsory in all the colonies ruled by them. As a result slowly the language of English evolved as a global language. The say became quiet famous, “The sun never sets in the British empire.”

## Evolution of English Language in India:

In their quest of power they reached the Indian sub-continent in the 17<sup>th</sup> century. They settled their colonies and slowly acquired the whole country under one rule. After 1857 (the sepoy mutiny) Britishers established complete sovereignty over India. The use of English started from the day the English landed in the country but after 1857 it became the official language of the British ruled India. The English started training Indians to work as clerks in the various offices. They established many schools and colleges to impart learning and training in English. It worked for the Britishers because of the geographical and linguistic diversity present in our country.

Many freedom fighters in India started adopting English as a language to make a platform for communication. The linguistic diversity between languages was so sharp that it was very very

difficult to understand or learn other languages. In such a situation English helped in bridging the gap between state to state and province to province. Many popular freedom fighters started using this language as a tool to reach the mass. English worked not only as a language for communication but also a language for unity and solidarity among Indians. The trend continued even after independence and in the constitution this language was given the status of official language.

Present day status of English:

The preexistent linguistic barrier helped the language of English to rule the roost. India is a country with more than 25 dominant languages and 6000 dialects. There are more than 16 major languages spoken and used in this country. English appears as a common platform for many Indians when in a cross-linguistic situation. We must also attribute the hypocrisy of many Indians for the development of English language in our country. We take pride in claiming that we can speak, write or use this language comfortably fluently. English is the official language in government and private offices. This is also the language of instruction in all the Universities and colleges across the country. The scenario is such that one need to hone the skills of English to obtain a job. Mere knowledge of subjects is no more the only criteria to secure a job in today's date. One need to be master in English communication skills to be a professional. English has evolved as language of status. This reflects status symbol. If one is able to communicate in English they drive respect for themselves. Before look onto us with respect if we can speak in English. A person's knowledge is judged in terms of English. English Communication has become essential to get a job, move up in the career and earn a lot of money. Not only in India but also in the world market English communication is highly required.

Today we live in a global village. Globalization has been adopted by almost all the developed and developing countries. In this globalized era English language is an important tool in the professional's hand. In addition to the evolution of the language we must also understand the economic value of the language. In most developed countries like US, Canada, England, Australia and other major countries English is the language used for speaking and official correspondence. As this countries control most of the world economy we have to learn this

language to be a part of the economy. English is no more a language but a bread winner in today's date. India is a developing country. We need to produce as many professionals as required. And the professionals need to be well versed in the language. The language is skills is the call of the day.

In India, Corporates, software companies, industries as well PSU's and government organizations need professionals who is fluent in English communication skills. Keeping in view the need of the language we need to learn this language. Keeping in view the need and importance of English language in the present context almost all the Universities insist on English communication skills as a compulsory part of their curriculum for all sorts of professional courses. e.g. B.Tech, B.Sc, B.Pharm, BBA/BCA, B.Arch., MBA, MCA and other courses. English communication skills has become an integral part of the curriculum. A professional in today's date cannot survive without learning and honing the skills of the language. We must learn English in today's date first to survive and secondly to move ahead in our career. China which is a rival economy is in a less advantageous position because we Indians can use this language in a better manner. China is trying hard to train its professionals this language. It is believed that it will surpass India in terms of software professionals by 2020, if we don't learn this language to surpass China in the global market. In that a scenario, most of the software jobs will vanish for Indian professionals as China is very good at providing cheap professionals. One must understand the importance of English Communication skills in the present time in a broader perspective rather than with a narrower vision.



1.2: The process of communication and factors that influence communication sender, receiver, channel, code, topic, message, context, feedback, noise, filters & barriers.

This world consists of human beings. Human beings are the only species in this earth who has the ability to speak and has a brain that can do multiple things. Though the three major functions of human behavior includes food, sex and group existence, human being cannot be complete without expressing themselves. We need to speak or express our feelings and ideas. These ideas form the base of our existence. Communication is essential for the existence of the society and it plays a prominent role in the functioning of different professional organizations. We keep on expressing ourselves at all situations and at all times. When we look around us in any situation we find people doing various activities. In doing these activities they involve in various discussions, meetings, conversations, phone calls, presentations, video chatting, conferencing or mere gossiping. In other words they are communicating in order to interact. It is one of the important conditions for social interaction. Social interaction cannot take place without communication because human interaction is essentially communicative interaction. It pervades the entire range of social and professional relationships, and plays a key role in our life. It is the reciprocal stimulation and response between individuals, and makes social as well as professional interaction possible. Most of the times it has been found that all conflicts, tensions, wars are a result of miscommunication. If absence of proper communication can lead to such dangerous situations, then it is definitely important to understand the term. Now let's try to understand the term 'Communication.'

What is Communication?

The term communication has been defined at various levels. Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings, and values. It is not passive and does not just happen; we actively and consciously engage in communication in order to develop the information and understanding required for effective group functioning. It is dynamic because it involves a variety of forces and activities interacting over a period of time. The word 'process' suggests that communication exists as a flow through

a sequence or series of steps. The term 'process' also indicates a condition of flux and change. The relationships of people engaged in communication continuously grow and develop.

Communication can also be understood as an exchange of meaning and understanding. Meaning is central to communication, and transmission of meaning is the central objective of communication. Communication begins with the sender sending out message cues, which are perceived by the receiver who assigns meaning to them and responds to them as per the need. Communication can be complete unless the message sent by the sender is properly decoded at the receiver's end and comprehended. Moreover, communication can be considered effective only when the receiver's response is matching with the meaning the sender wanted to convey.

Communication: It is the process of expressing one's ideas, thoughts, feelings, expressions, emotions, language, knowledge etc. The process may involve Transaction, exchange, and sharing. Communication is the base of human existence. Starting from the child's cry which the first communication by any human being. Communication is present in Home. It spreads out to society (the people with whom we live and share our experiences on a daily basis). It is also instrumental in framing our culture. Culture in a developed state of being becomes an integral part of religion. Communication is also responsible in administration and control in the country. Every aspect related to human being is dependent on communication. Either it be politics, economics, sociology or technical things like evolution of Science and development & use of technology. Particularly, in the present context communication assumes a lot of importance.

We live in the world of information technology. Communication is the nerve centre of information technology and I.T. enabled services.

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

Meaning:

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

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

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

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

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

Tools of Communication:

There are various tools that helps in the process of communication. These tools have been developed by human beings from the dawn of civilization or before. They help us in communicating sometimes universally sometimes within a group. Here are some of the tools discussed in brief. There can be many more tools that help in the process of communication. This is not the end of the list.

- i) Language: The main function of each and every language is to communicate. Each language has various forms. It is one of the foremost and important tool of communication. It is the most clear and comfortable tool to use. Each and every individual uses this tools in the process of communication. There are different languages in this world. We need to have knowledge of a particular language in order to communicate in that language. That's why depending on the use of various languages in the world there are different linguistic groups.
- ii) Script: This is a group of symbols used to express the language in the written format. They are also highly essential useful tools of communication. One limitation with script is we have make a conscious effort to acquire knowledge about a particular

- script. This consumes a lot of time. This is also regarded as the tool of the educated mass.
- iii)** Drawing/Painting/Sculpture/Visual art: Many individuals are blessed with creativity. They use their creativity to communicate in an artistic manner. Their art is well accepted in the society and gives them high regard. These artistic creations reflect nothing else but communication. They express themselves with the help of art. These art may be in the form of drawing (child) or painting (professional), they convey the same meaning. Artistic creations are more stylish in nature in terms of communication. A small piece of art can convey thousands of sentences by its form, size, colour combination, shades etc.
  - iv)** Body: Our body is one of the most important tools of communication. Whether we are using language or not it is always present in the process of communication. Without body cues our communication may be confusing. Our words must be supported by proper actions reflected by the body. They may be in the form of gestures, postures, eye contact, spacing etc. Every action or non-action is part of Body. This type of tool is otherwise known as body language.
  - v)** Silence: In particular situations silence can also act as an important tool for communication. There are many instances where either we don't use language/words or we are not in a position to use those. In such situations silence has the power to convey the message effectively. The silence inside a temple indicates purity and nearer to godliness. The silence inside an examination hall suggests discipline and law abiding.
  - vi)** Dress/costume: This is also an important tool for communication. Dress has been an integral part of every culture, tradition, custom and practice. They give shape to our personality and individuality. Dress also reflects culture and behavior. An individual's behavior can always be guessed by the kind dress one is wearing. It has the potential to convey many things without the use of words. School uniform, mask, traditional attire etc. can convey the purpose. We can identify an individual from the dress.

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

Applications of communication for professional or any other purpose:

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

Interpersonal: Communication helps us in maintaining proper inter-personal relationships. Interpersonal skills are a must in this competitive professional world. This deals with handling people and problems at various situations. This includes understanding, listening, empathizing, convincing, persuading, negotiating, motivating, driving etc. We have examples in history of great communicators who applied interpersonal communication skills to the utmost which made them memorable personalities in the history. E.g. Birbal (the minister with lots of wit with Emperor Akbar), Mahatma Gandhi (the father of the nation who convinced people of India to adopt non-violence as their weapon for freedom struggle), Tenali Raman (the clever minister in the court of King of Vijaynagar).

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

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

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

In today's date one needs to master communication because it is both process as well as product. In the contemporary world communication has adopted multiple roles. One need to learn and practice communication in order to be successful. In today's date no profession is bereft of communication. Artists and leaders could influence a big mass with their style, approach, language etc. But in all these things communication plays an important role to make them popular. Stalin, Rousseau, Gandhi, Vivekananda, Churchill, Alexander,

Herodotus etc. are some of the masters of communication the world has ever produced. One must understand that communication is ever changing and developing. It is in a constant state of metamorphosis. In order to keep pace with this one must be skilled enough in all the technicalities of the process of communication.

Process of communication:

Communication is an interactive process. The two communication agents involved in the communication process are the sender(s) and the receiver(r). Both the communication agents exert a reciprocal influence on each other through inter-stimulation and response. The process

of communication consists of five steps that is ideation, encoding, transmission, decoding and feedback. These steps take place only between the sender and receiver.

**Ideation:** This is the initiation in the different stages of communication. Ideation refers to the formation of the idea and we tend select the message to be communicated. We also finalize the language for communication and the length and breadth of it. It consists of the 'What' of communication and is concerned with the content of the specific message to be presented.

Ideation depends on the sender's knowledge, experiences, and abilities, as well as the purpose of communication and the context of the communication situation. However, ideation depends on various factors. Messages are generally of two types as far as content is concerned, i.e. logical and emotional. Logical messages contains facts, figures and analysis whereas emotional messages consists of feelings. We finalize on the topic to communication in this step.

**Encoding:** It is the process of converting the idea into a particular language. The information to be sent is transformed into a logical and coded message. It depends on the type of relationship the sender and receiver enjoy. For example, if it is a formal situation then the sender has to keep various things in mind e.g. Selection of language, level of competency of the receiver to understand the language, selecting a medium of communication (speaking, writing or non- verbal means) and the form of communication (face to face, telephonic, one-to-one, one-to- many, group communication etc.)

**Transmission:** It refers to the transfer of message from sender to the receiver through a proper channel. It helps in confirming the process of encoding and the keeps the channel free from interference. It decides the right time, place and method for communication. Through transmission only the intended message reaches the receiver without distortion and the listener is able to decode it in order to understand and comprehend the message.

**Decoding:** In order to understand the message the receiver has to decode the message in form and content. It is the process of converting the message into thoughts by translating the received stimuli into an interpreted meaning in order to understand the message communicated. One must understand that the message is transferred not the meaning. It depends on the receiver to realize the meaning and understand it. The process also involves

interpretation and analysis of a message. In case of oral communication it involves listening and understanding. As quick response is required in oral communication the decoding must take place rapidly, whereas, in case of written communication it involves reading and understanding, hence, the time taken can depend on the ability of receiver. Effective decoding is very much essential for successful communication to continue.

**Feedback:** It is most important step in the process of communication. Without feedback the process of communication won't be complete. It makes the process of communication two-way. This is the last stage in the process of communication but, one must keep in mind that, the communication doesn't end here. It just completes one loop in the communication cycle. The process of communication continues in a cyclical order. It is considered the reaction/response to the message. The feedback is given by the receiver, but when the receiver is giving the feedback he/she becomes the sender and the sender becomes the receiver. That's why it is also known as the reverse flow of communication. Feedback denotes whether the receiver has understood the message or not. The effectiveness of the process of communication depends on feedback.

**Factors that influence the process of Communication:**

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

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

**Code:** It is a system of symbols used for the purpose of communication. Language is the most prominent code used by human beings. Each language uses various symbols in the form of letters which are represented by different script in different languages for written communication and different sounds for oral communication. For the communication to be complete both sender and receiver must be well versed with code they use. In case of non-



verbal communication we use gestures/body language as code. “Code” is also a set of rules which we follow while using a particular language. Each language has different rules e.g. Grammar, sounds (phonetics) and syntax (sentence structure).

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

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

Message: In verbal communication it is the form in which the information is sent or received by the participants. It can be words/group of words or sentences/group of sentences. In case of non-verbal communication it depends on the situation or context. In non-verbal communication the message becomes signal sent by means of signs, symbols, gestures, postures etc. The message depends of five factors. They are precision, confusion, exclusion, emotion and style. a) Precision: The accuracy and strictness of the message need to be maintained in order to send it in proper content as it was devised in ideation. b) Confusion: It

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

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

Feedback: Please refer process of communication.

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

Grammatical error, faulty pronunciation, ambiguous sentence structure, misspellings etc. are other examples of semantic noise.

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

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

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

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

### 1.3: The importance of audience and purpose

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

- i)** Always respect the receiver’s point of view.
- ii)** Sender must know receiver’s interests, tastes, preferences, background, education, culture etc. in advance.
- iii)** Never underestimate the receiver. There must be a sense of respect for the receiver (vice-versa).
- iv)** Communication should be a collaborative activity between sender and receiver.
- v)** Effective planning is required. The planning involves 3 things. a) Language skills and intelligence, b) Knowledge and understanding of the topic/subject and c) relationship/rapport enjoyed by both the sender and receiver with each other.

**Purpose:** As we have already discussed in the previous chapters that communication is a human need. Communication is instrumental or directly satisfies certain needs like physical, emotional, social, psychological etc... For that reason each and every communication has a definite purpose. The purpose is linked with both the sender and the receiver. Without purpose any

communication can be rendered useless. A statement of purpose not only describes what we want to accomplish, but also helps us know at the end of the communication whether it has been achieved. The purpose can be classified into two broad categories. I.e. General or specific. General purposes can be to entertain, to inform, to attract, to regulate, to instruct etc... Specific purposes involve to influence, to motivate, to enquire, to persuade etc... The listeners of communication plays an important role in the communication process because they influence the medium of communication. When communication is targeted towards audience with a purpose it yields desired result. We must understand that some purposes are sender related and some purposes are receiver related.

To inform: Any sentence that is informative in nature. e.g. i) this road leads to the main hall of the compound. ii) I'm a student of IST year B.Tech from CET.

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

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

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

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

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

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

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

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

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

#### 1.4: The information gap principle: given and new information, information overload

Information gap principle: In the process of communication sometimes the desired outcome doesn't take place. The failure of the process is attributed to barriers/filters. But, it is not always true. There can also be other reasons for the failure in communication. E.g. difference in perception, preconceived notion (bias), unwanted topic, physical discomforts, disinterest in the subject, drab topic etc... Hence, it gives rise to a new perception about communication process. When a particular piece of information is already known by the receiver then the receiver won't be interested in receiving that piece of information. That information is known as 'old information'. Prior knowledge of the information suggests the receiver will not show any interest in the present process. When the sender assumes that the receiver already has some information to their knowledge and continues with that notion, it is known as 'given information.' If the receiver already has some knowledge then the flow of communication will continue but if the receiver doesn't know head and tail about the information then the communication is bound to fail and there will be breakdown in the process. Any individuals' show interest to a particular topic when they find it to be new. When the receiver is provided with information beyond its knowledge it is known as 'new information.' Sometimes the receivers react critically to the new information but mostly they try to receive the information out of curiosity and shows interest in the process. While providing new information the sender must always keep in mind the background (educational, social, and economical) of the listeners. The condition that arises from failure in communication due to presence of old information and given information is known as information gap principle. We need to overcome this gap to make the process of communication fruitful and effective. In general, listeners/receivers or readers are interested in new subject like small kids. The sender should always maintain a strategy to make the audience feel more comfortable in the process. While providing, new information the sender should move from the known to the unknown.

Information overload: We are living in the age of information overload. For a particular query, we get many information to such an extent that, it becomes difficult to gauge which piece of information is necessary and which is redundant or useless. This situation confuses us to take a proper decision regarding which information to retain and which to discard. Here, we must

understand that information is not knowledge. This is a world of ‘information technology.’ We tend to get many information with the click of a button through internet. But all the information received by the internet are not handy or useful. Most of the stuff are pure junk.

One must have sane mind to differentiate between real piece of information and trash materials. The bombardment of information makes the task much more difficult. It consumes a lot of time to select a few relevant pieces from such an overload of information. Hence, we have to be cautious in approach while dealing with such information. This particular problem has been aggravated by the presence of internet in our day today life. Internet boom has confused the minds of the youngsters. They confuse between information and knowledge.

Many feel that internet is the biggest teacher and they don’t need class room teaching. Use of internet definitely helps us a lot but it cannot replace knowledge. We must learn how to master the internet effectively, rather than becoming a slave to it.

Another concept in information overload is when too much information is provided to the receiver at one go, the receiver starts bouncing. The receiver finds it difficult to cope with the information. Particularly in a class room situation, first day in a job etc.

E.g. You must attend the classes/*regularly*, I’m going to the barber/ *to take a haircut*.



## 1.5: Verbal and non-verbal communication (Body Language)

### Verbal Communication:

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

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

### Qualities of Oral Communication:

- i) Integrity: In order to build a rapport with the listeners/receivers one must maintain integrity in the speech. Integrity refers to speaking accurate and to the point. One should speak with confidence and maintain a flow of communication. Sincerity is highly required in speaking. By maintaining integrity in the speech one can have greater control of the environment. Providing background information about topic discussed is always appreciated.
- ii) Voice: One should speak in a pleasant voice. It should be audible and we should adjust our volume of speech according to the environment. Proper modulation is highly essential while speaking.
- iii) Tone: We should not try to speak in an extra fashionable manner or like a singer. We should speak in a normal pitch which can be understood.
- iv) Delivery: While speaking one should have a controlled and deliberate delivery style. The normal speed of delivery should be within 120-180 words. Clarity should be maintained in the delivery of speech.
- v) Quality of the topic: It is also important what you speak. It is wisely said that you can fool many people for most of the times, but not all the people for all the time.

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

- vi)** Enunciation and Pronunciation: Enunciation means pronouncing each and every sound clearly and distinctly. Giving thought to your pronunciation is enunciation. Pronunciation of the words should be clear and audible.
- vii)** Accent or Diction: Try to speak in neutral accent. Your accent should be bereft of mother tongue influence (M.T.I). Never try to be extraordinary and avoid using nasal accent. Always use the right word at the right place.

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

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

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

Formal and Informal:

Formal communication is otherwise known as official communication. In case of formal communication we use formal language. Formal communication is used for serious purposes. E.g. Debate, discussions, lectures, interview, seminars, speech, Group work, meetings, presentations, public speaking, press briefing etc. Though formal communication has a lot of passion but most of the times it is bereft personal feelings and emotions. That's why critics

categorize formal communication as artificial communication. In formal communication, the same topic communicated at different places, to different persons under different situations and environment can vary. The status and position of the persons involved in the process also changes the form of formal communication.

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

Merits of Oral Communication:

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

Drawbacks of Oral Communication:

- i) Distance can be problem in communication.
- ii) In case of lengthy message it becomes boring and difficult.
- iii) Long retention of the message is difficult.

- iv) No legal validity.
- v) Feedback is sometimes biased and creates misunderstanding.

- vi) Barriers and filters create a lot of problem in the process.

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

- i) Documentation: Applications, letters, circulars, memos, telegrams, forms, questionnaires, manuals, tenders etc.
- ii) Books: Novels, stories, poems, articles, essays, puzzles, travelogues etc.
- iii) Research: Samples, projects, inventory, bibliography, surveys, journals reports, thesis, dissertations, hypothesis etc.
- iv) Meeting: Agenda, minutes, MOU, agreement, contract etc.
- v) Print media: News, magazines, journals etc.

Steps to be followed in written communication: We don't follow any prescribed chronology or steps in case of oral communication but in written communication we must follow a pattern.

Though it is not strictly abided but still it is followed by many, for the purpose of communication to be effective and useful.

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

Apart from this chronology there are certain rules that are strictly followed in any type of written communication. Cohesion and Coherence are two important aspect of writing.

Cohesion is the sequential development of the subject. It refers to the discussion of an event or problem in a chronological manner. Coherence refers to logical development of the subject.

Here, the topic may be discussed in a flow/one after the other but definitely links with each other in justified manner. These two devices must be present in any type of written communication. Or else, the writing will lose its direction and becomes meaningless. Anyone

who is taking course of written communication must be aware of these two devices for making the communication effective.

#### Advantages of Written Communication:

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

#### Drawbacks:

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

#### Nonverbal Communication:

Nonverbal communication refers to the silent mode of communication. Words or sentences are

absent in this type of communication. Actions communicate in this type of communication.

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

*Definition 1:* It refers to the transfer of meaning by body language, space, time and paralanguage. Nonverbal communication as a form of communication cannot supplement language but without this language is meaningless. It works as a catalyst in the process.

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

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

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

Types of nonverbal communication:

- i) Conscious: Winking of an eye, traffic police gestures etc.
- ii) Subliminal: It affects our mind without our knowledge. Police uniform, Modelling, Military attire etc.
- iii) Voluntary or involuntary messages: Communicators are unaware of their body cues. Scratching the back of your head while telling a lie.



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

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

- i)**      **Emblems:** It is the study of finger movements or hand movements. This type of body language is culture bound. Most of the emblems are deliberate in nature.
- ii)**     **Regulators:** It is the study of head movements. Regulators are an important part of any communication as they regulate and maintain the flow of speech in communication.
- iii)**    **Adopters:** It is the study of postural changes of body/stretching. Yawning, sitting, meditating etc. This is universal in nature. But when we use it deliberately to reflect a meaning it becomes culture bound.
- iv)**     **Oculesics:** It is the study of eye contact. It is universal in nature. It depends on individual's cultural background, age, gender and upbringing. Various position of our eye can depict different meanings. E.g. Looking straight suggests direct/open/straight forward, Looking down suggests out of respect/guilt/lack of confidence, looking up suggests lack of knowledge, wandering etc.
- v)**      **Haptic:** It is the study of touch. It ranges from touch to cuddling, hugging, hand shaking, even kicking.
- vi)**     **Proxemics:** It is the study of space distancing. It refers to the distance generally we maintain in different situations. E.g. Intimate: zero, personal: 1.5 ft-4 feet, social: 4-

12 feet etc. It is cultural specific. In western countries particularly Europe they are very particular about proxemics. In India, it is difficult to understand the relevance of this concept.

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

### 1.6: Comparing general communication and Business communication

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

#### General Communication:

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

#### Business Communication:

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

## Module II

## The Sounds of English

2.1: Vowels, diphthongs, consonants, consonant clusters

Introduction to Sounds of English: When we deal with any language we have to master all the four major communicative aspects of that language. They are Listening, Speaking, Reading and Writing (LSRW). We get enough exposure for reading, writing and listening but for speaking we don't get enough opportunity. Hence, we are unable to speak correctly (properly, confidently and with proper pronunciation). We use language to communicate and establish relationships with people around us. One's pronunciation is acceptable when the listener is able to understand the speaker's content, nature and meaning without any distortion. Pronunciation differs from region to region. By being careful in speech habits we can avoid simple mistakes. We know that English is a Universal language used and spoken in different parts of the world like USA, UK, India, Canada, Australia, etc. The style of speaking (pronunciation) is different in different parts of the world. There is nothing called "correct pronunciation" because there is no one right way of speaking. Pronunciation is the manner of uttering or speaking (words and sounds), and good pronunciation is the way of speaking that ordinary people find easy to understand. Daniel Jones defines 'bad' pronunciation as, "a way of talking which is difficult for most people to understand." One should refer to a good dictionary like Oxford's Advanced Learners Dictionary or Cambridge Dictionary to know acceptable English pronunciations of words. Dictionaries give the pronunciation of a word in phonemic symbols, it is essential to be familiar with phonemic transcription. Learning appropriate pronunciation techniques gives one the confidence to avoid common lapses and errors in speaking.

A basic understanding of the sound system of the English language is very important in effective oral communication. The ability to produce individual sounds, both in isolation and in combination with other sounds, also plays a significant role in effective oral communication.

Pronunciation is far more than the accurate production of individual sounds. Pronunciation is the way a word or a language is usually spoken or the manner in which someone utters the words of a language. To develop proper oral communication proper pronunciation is one of the key factors. It is important to understand the sound system of English, including various aspects

such as individual sounds-consonants and vowels. Production of speech, word stress, sentence stress (intonation), or the variation of speech are highly essential for proper pronunciation.

**Varied Pronunciations:** Interestingly, there is no such thing called correct pronunciation. The pronunciation of English varies from one country to another and there are marked pronunciation features associated with English spoken in important English speaking countries like the United Kingdom, United States of America, Canada, and Australia. Even within the United Kingdom, there are variations between England, Scotland, Wales and Northern Ireland. One particular accent, called Received Pronunciation (RP) has come to be accepted as the standard in the United Kingdom. Thus, it is better to consider pronunciation in terms of

‘acceptable pronunciation’ and ‘unacceptable pronunciation’ rather than correct or incorrect pronunciation. Acceptable pronunciation is, clearly intelligible to all ordinary people whereas ‘unacceptable pronunciation’ refers to a way of talking that is difficult for most people to understand. In order to, learn correct English pronunciation we have to understand sounds and basics of phonetics. Indian speakers of English suffer from a typical problem that is known as Mother Tongue Influence (MTI). Here, the pronunciation of English varies from region to region. As English, is not our mother tongue we speak this language as either a second language or third language. As a result, our vocal chords are already conditioned with the language we speak (mother tongue and in case with a second language). The tinge and touch of mother tongue is reflected in our speech when we utter the English language. While speaking we must consciously avoid MTI to be understood by others. In order to do that we should try to speak in a neutral accent.

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

phonemic symbol. When they do so in a logical manner the essential sounds of any particular language or dialect are represented consistently. The sounds are represented through IPA symbols.

**Phonetics:** Phonetics refers to the study of English speech sounds. It is the study of articulation (how a sound is produced and pronounced in a sound system) of sounds in English language.

Phonetics is the branch of linguistics that deals with the sounds of speech and their production, combination, description, and representation by written symbols. For better pronunciation of sounds one should follow the phonemic symbols rather than the letters. Phonemic symbols help in proper phonetic transcription. Phonetics has three main branches.

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

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

**Classification of Speech sounds:** There are total speech 44 sounds in English language as per Received Pronunciation (RP). They are classified as follows. 20 Vowel sounds and 24 Consonant sounds. The vowel sounds are further classified as 12 Monophthongs (pure vowels) and 8 Diphthongs. The monophthongs are further divided into two parts 5 long vowels & 7 short vowels.

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

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

*\*note:* Please refer M Ashraf Razvi book (Chapter 7: Phonetics and Spoken English) for the IPA symbols of vowel and consonant sounds along with their examples and words.

**Consonant Clusters:** A consonant cluster is a group or sequence of consonants that appear together in a syllable without a vowel between them. E.g. In the word splits /spl/ and /ts/ are consonant clusters. It is important to distinguish between consonant clusters and digraphs with which they are often confused. In contrast to a consonant cluster, a digraph is a group of two or more symbols which really stand for just one sound (usually a consonant). In the word 'chat', the letters /c/ and /h/ appear contiguously but are not a consonant cluster. Even though, both are separate consonants in other contexts. In this instance, /ch/ is a digraph because the ch sequence represents a single sound in the underlying English sound system. It can also be

understood like this, that consonant cluster can only occur within one syllable. Consonant clusters are more useful as a definition when they may occur across syllable boundaries. When there are three or more consonants together, native speakers do not always produce or pronounce as many consonant sounds. For example, the final consonant cluster in the word ‘fifths’ is usually reduced to the last two consonant phonemes.

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

## **2.2 : Problem Sounds**

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

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

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

Speaker 1: The copy you have just now finished!

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

Such confusions can arise when, Indian speak English with the various accents used in their mother tongues, because many sounds of their language may differ from the sounds of English. Some of the sounds in English are similar to the sounds in the Indian languages. This concept can be clarified by a few more examples.

Note: Refer annexure I



## 2.3: Syllable division and Word Stress

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

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

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

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

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

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

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

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

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

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

- 1) Words with weak prefixes are accented on the root. E.g. abroad, account, above, affect, disarm, disable, disown, predate, recall, unsaid, unseat, recite, precast, prelude, etc.
- 2) In most two-syllabic words containing a long vowel, the stress is generally on the syllable with the long vowel sound. E.g. artist, accrue, father, farmer, machine, starter, carbon, market, import, harvest, margin, teacher, argue, leader, impart, insert, season, etc.
- 3) Word ending in –ee are generally accented on the last syllable. E.g. agree, degree, decree, referee, trustee, etc.
- 4) Words ending in –tion are generally accented on the syllable before it. E.g. action, attention, attraction, caption, confirmation, collection, introduction, intention, sanction, estimation, friction, limitation, etc.
- 5) Words ending in –sion, –ssion, –cion, and –shion have the stress on the syllable before it.  
  
e.g. mansion, expansion, pension, diffusion, commission, concession, fashion, suspicion, possession, etc.
- 6) Words ending in –ic, –ical, –ically, –ious, –ially, –ial, –logy, –nomy, –graphy, have generally the stress on the syllable preceding the suffix. E.g. academic, specific, aromatic, artistic, mechanic, electric, magnetic, electrical, essential, partial, delicious, cautious, suspicious, economic, precious, magic, confidential, photography, geography, etc.
- 7) Words ending in –icy, –ify, – and –ty have the stress generally on the third syllable from the end. E.g. policy, scarcity, codify, identity, pacify, clarity, facility, locality, purity, totality, classify, morality, charity, punctuality, activity, etc.
- 8) The suffixes –eer, –self, –ever, –ique, and –mental are accented on the last syllable. E.g. career, herself, myself, however, forever, whatever, physique, unique, departmental, experimental, sentimental, compartamental, etc.
- 9) The suffixes –ed, –ment, –es, –ing, –age, –ance, –en, –ess, –ful, –hood, –ice, –ish, –ive, –less, –ly, –ness, –or, –ship, –ter, –ure, –y, –zen do not affect the stress pattern of the original word.

E.g. affect – affected, court – courtship

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

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

Noun /adjective ----- Verb

Convert ---- Convert

Process ----- Process

Transport ---- Transport

Conduct ----- Conduct

Contact ----- Contact

## 2.5: Sentence Rhythm and Weak forms

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

Sentences contain both content and function words. The rhythm produced by the stressed and unstressed words in a sentence is a major characteristic of spoken English. Using only the strong forms (i.e. stressing all the words) in sentences may make a speech sound dull and artificial. The listener also may not understand the intended emphasis or meaning in the speech. Speed is another important factor for fluency in English. When we speak, we do not speak words in isolations but group them and speak without any pauses between them.

Unstressed words always sound different when used in a sentence as against when used in isolation. The most common feature of connected speech is the weak forms of function words such as *of, have, was, to, has*, etc., and contractions such as *can't, haven't, shouldn't, won't, didn't, they've*, etc. However, we ignore other features, namely elision (losing sounds as in the word *listen*), linking (adding or joining sounds between words as in 'far away'), and assimilation (changing sounds when two words are combined as in 'good girl'), that help preserve rhythm in our utterances. In addition to these features, there is schwa--- the most common vowel sound spoken in unstressed words in English. Stressed and Unstressed syllables are helpful in creating characteristics rhythm in a sentence. Unstressed syllables are clouded together and pronounced rapidly whereas stressed syllables are pronounced more clearly. Thus, accented/stressed syllables with no stressed syllables in between them are prolonged. The speed of delivery, therefore, depends on the number of unstressed syllables between the two stressed ones.

**Weak forms:** The weak form of a word is used when the word has no stress and is phonetically distinct from its strong/full form. A weak form is an unstressed syllable. A word may have multiple weak forms or none. In the English language there are around 45 such words, where it has got two pronunciations (one strong and one weak form). Words of this kind may be called

*weak form words*. Since almost all native speakers of RP use weak forms in their pronunciation, it becomes difficult for non-native speakers to understand without learning those words properly. The main words with weak forms in RP are as follows: *a, am, an, and, are, as, at, be, been, but, can, could, do, does, for, from, had, has, have, he, her, him, his, just, me, must, of, shall, she, should, some, than, that, the, them, there, to, us, was, we, were, who, would, you*. In the word list the weak pronunciation is generally used in connected speech whereas the strong pronunciation is used when the word is stressed or spoken in isolation, and also when the word comes at the end of a sentence. Consider the following examples:

- i) I am looking for my book. ... Weak pronunciation.  
What are you looking for? ... Strong pronunciation.
- ii) I am going to the party. ... Weak pronunciation.  
What are you up to? ... Strong pronunciation.

The use of weak forms is integral to stress patterns in English because the unstressed words are reduced to give prominence to accented syllables. This weakening of unstressed syllables in a sentence is a characteristic feature of spoken English. Let's consider a few more examples.

- i) And: full form: /ænd/, weak form: /nd/, /n/  
Bread and butter (weak form), you should not put 'and' at the end of a sentence (full form).
- ii) Can: full form: /kæn/: weak form: /kən/  
Malini can speak English better than I can. The first can is the weak form while the second is the full form.

## 2.6: Contrastive stress (Sentence stress) in sentences to highlight different words:

Let us consider one example to understand this phenomenon. Try to speak the following sentence without stressing any word. “This acid is very harmful”. Your utterance may not send the intended meaning to your listener. But when you give emphasis on ‘this’ the importance is on the kind of acid. When you stress the word ‘very’, the importance shifts to the nature of the harm.

In English sentences, each word does not have the same prominence and some words stand out from the rest due to stress or greater breath force. Just as in a single polysyllabic word, one syllable gets more stress than the others, in a sentence one or two words get more emphasis than the others. Let’s consider a few more sentences in which stress is given on different words deriving different meaning.

Examples:

i) This is the latest book I have read.

ii) The company produces ten thousand cars every day.

iii) Manohar is going to Paris.

Consider each stressed words in the sentence, uttering the sentence separately, and you will find that the meaning of the sentence and the intention of the speaker changes.

There is another type of sentence stress which is prevalent. There are two types of words present in a sentence, e.g., Content words/ lexical words (noun, verb, adjective, and adverb) and structure words/function words (article, conjunction, preposition, demonstratives, etc.). While dealing with sentence stress one must remember that generally stress is given on the content words and not on structure words. But sometimes in order to denote different meaning to the sentence the words (structure or content) may be stressed deriving different meaning.

Example:

Can you lend me some money? ... Desperate plea

- Can you lend me some money? ... Others did not give me will you?
- Can you lend me some money? ... I am asking for a loan, which I intend to return.
- Can you lend me some money? ... I require the money/will you trust me.
- Can you lend me some money? ... I am not asking for more but some amount of money.
- Can you lend me some money? ... I am asking for money not any other kind of help.

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

Intonation: It can be claimed as the melody of language or music of speech. If we tend to speak in one pitch from beginning till end of the sentence, the process will be monotonous and listening will be hampered. At the same time the desired result of the speech will not be achieved as the listeners will not understand anything. To speak fluent English, we need to develop the correct tone or intonation. Intonation is a significant variation in pitch from one part of an utterance to another. Stress and Intonation are linked phenomena, they work together to give the effect of ‘prominence’ or ‘accent’. Important changes in pitch occur with stressed syllables. A tone refers to the modulation of the voice expressing a particular feeling or mood. It is an important feature of spoken English and plays an important role in verbal communication. The tone of a voice shows the attitude of the speaker and reveals his intention. It gives implicit information by indicating the type of sentence spoken by the speaker. In order to use and identify correct tone in spoken English, we should identify the tonic syllable, understand different types of tones, and divide an utterance into tone groups. A segment of speech carrying one intonation pattern is called a tone. Tone can be understood as the modulation of the voice that shows the attitude, approach and intention of the speaker.

Emotional degrees of the speaker affect his intonation. The more the speaker is involved with what he is saying, by way of anger, grief, excitement, self-importance and so on, the greater will be the range of pitch and the amount of pitch changes he uses. Intonation of language is not one time occurrence, rather it refers to patterns of pitch variation. In a normal speech the pitch of our voice goes on changing constantly, going up, going down, and sometimes remaining steady. Tonic syllable is that syllable on which the pitch of the utterance changes. These



changes generally occur in the last stressed syllable in an utterance. This is otherwise called as 'nucleus'. The following are the main functions of intonation.

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

Uses of the tones:

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

- 1) In ordinary statements made without emotional implications.

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

ii) I can 'drive a 'car.

iii) She is 'going to 'London.

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

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

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

ii) 'What happened to 'you?

iii) 'What's your 'problem?

iv) 'Why are you 'late?

3) Polite expressions:

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

ii) 'So 'nice of you.

#### 4) Greetings or Farewells:

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

ii) 'Cheers!

iii) See you 'good 'night.

#### 5) Exclamatory sentences:

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

ii) 'How 'wonderful!

iii) 'What a 'nice 'place!

#### 6) Imperative Sentences: Commands, prohibitions

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

ii) 'Pick up the 'phone.

iii) 'Finish the 'job.

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

#### 1) Polite questions:

E.g. i) How is your study?

ii) What's the name?

iii) Can I help you?

#### 2) Conditional expressions:

E.g. i) If you work hard, you may get a promotion.

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

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

3) Polite requests:

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

ii) Please sit down.

iii) Shut the door please.

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

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

ii) Have you finished the job?

iii) Did you attend the meeting?

5) Incomplete utterances...

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

ii) Fortunately...

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

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

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

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

iii) Her husband is ∇smart...meaning...Her husband looks smart, but he is not intelligent.

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

As we know that British English which is known as Received Pronunciation (RP) is used and followed in India. Received Pronunciation is also used in all the Common Wealth countries. But after the invention of America (USA) and the declaration of freedom, the Americans have evolved a new English pattern known as General American (GA). This type of English is spoken in USA, Canada, Philippines, South America and in those countries where America has dominance. Now a days as many Indians are moving to America for jobs they have also acquired this pattern. In India, also it has become widespread and professionals are showing interest in this type of pronunciation. Both RP and GA are recognized and established international standards in English. For both the forms of pronunciation dictionaries are available. As there are more number of English speakers in our country. Off late, a new type of English Pronunciation is evolving in India. It is known as Educated Indian English (EIE). But unfortunately no Pronunciation dictionary is available till date.

Received Pronunciation: 20 Vowels (12 pure and 8 gliding).

Educated Indian English: 17 Vowels (11 pure and 6 gliding).

General American: 15 Vowels (10 pure and 5 gliding).

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

## Module III

## Review of English Grammar

Before going into the chapters we should understand the role of grammar in English communication skills. Without proper grammar we won't be able to speak correct English. Without correct English we will never be understood or the meaning of the sentences will keep on changing. Even after we have understood the nuances of communication and how to pronounce the language of English (Phonetics involved), our English will not be correct without proper grammar. Grammar gives a sense and meaning to our sentences. Without grammar it is like a group of words, but with the application of grammar they become useful sentences, where the message is clearly understood and comprehended. Hence, it is proved that the basis of all the four language skills (Listening, Speaking, Reading and Writing) is sound grammar.

Unless we know the rules of grammar, we will not be able to formulate correct sentences. As a result, therefore, we will not be able to express our ideas in the right perspective.

In this section grammar is not going to be discussed in detail. As grammar is a huge topic, it is practically not possible to go for a detailed study on all the aspects of English grammar. We will have a bird's eye view over various topics, which are essential for proper communication function. Hence, students are advised to refer to different English grammar books to clarify their doubts, if any.

A basic understanding of functional grammar and style is essential for effective technical communication. This discussion is just a short dose on functional grammar. It illustrates important grammatical concepts, and explains problem areas and standard grammatical practices.

Now let's understand: What is grammar?

It is a set of rules which is followed to speak and write a language correctly. It is different for different languages across the world. But there is a prescribed grammar for the language of English, which we shall follow. Like language, grammar is also continuously evolving and changing. So in order to speak grammatically correct English one must follow contemporary English grammar.

Why grammar is required?

It helps us in proper sentence structure. It derives a complete meaning to the sentence. The language spoken or written by us can be understood universally, if it is grammatically correct. Finally, it helps in communicating effectively. As it is able to produce desired meaning from the sentence, it is well accepted and proper response is available. And the process of communication can be completed fruitfully.

In English language, letters (26) frames words, and words are connected with each other following the rules of grammar to make meaningful sentences. 'Word' is a group of letters combined together to form some meaning.

Types of Sentences: There are four types of sentences. i) Assertive/Declarative (statements or assertions), ii) Interrogative (asking a question either with Wh words or otherwise), iii) Exclamatory/Expressive and iv) Imperative (command/request).

i) Assertive Sentence: I am going to Cuttack.

He is a good singer.

Ram is on the job.

ii) Interrogative Sentence: What is your name?

How old are you?

Can you please help me?

iii) Exclamatory Sentence: Wow! What a nice picture.

Oh! What a terrible.

Alas! The villain had its say.

iv) Imperative Sentence: Get out, of my class.

Shut the door, please.

Fetch me glass of water.

Sentences can be broadly divided into two parts. Subject and Object/predicate. The part of the sentence which names the name of the person or thing or denotes the action is known as Subject. The part which tells about the subject is known as predicate.



**Parts of Speech:** Parts of Speech refers to the classification of words into eight groups. Apart from these eight Parts of speech there are 3 articles (a, an, and the) are also found in a sentence. Various parts of speech present in a sentence has been discussed separately in the coming paragraphs. It is easy to know the definition of each of these groups but it is better to understand them in the proper context because these groups of words function together to communicate meaning.

**Noun:** The words which are used to name a person, thing, place, idea or feeling is known as a noun. These are the important words in a sentence. The sentence revolves round them. The meaning the sentence proposes is in relation to the noun. There are many further classification of noun.

**Pronoun:** It is the word in a sentence which represents the noun in the absence of it or supports the noun when it is present in the sentence.

**Verb:** These are known as action words. They denote the action of the subject. It is the most important word in a sentence. Any sentence is not viable without a Verb. This word tells us something about a person, place or thing.

**Adverb:** It is a word that adds more information about a place, time, manner, cause or degree to a verb, an adjective, a phrase, or another adverb. A typical adverb can be recognized by the – ly suffix that has been attached to an adjective. But one must remember that all words ending with – ly suffix is not an adverb, it can be an adjective.

**Adjective:** This acts like artist in a sentence. It praises the noun. It is a word that qualifies or describes the noun. It can also give the number by quantifying. It gives extra meaning to the noun by adding some meaning to the noun and justifies the capabilities of the noun.

**Preposition:** They are fixed in number. They are words which denotes the relationship between the subject and object (things, persons, or conditions) in a sentence. Use of wrong preposition can make the meaning of the sentence different. There are two kinds of preposition: simple and complex.

Conjunction: These are words which comes into play while joining two words, phrases, or clauses, and even sentences. They work like cement in a sentence.

Interjection: These type of words express sudden feelings.

In addition, to the parts of speech there is one more type of word that is mostly found in a sentence. i.e. Articles: They are used in a sentence to clarify if a noun is specific or not specific. They are short words that may be found in almost every sentence. They include ‘a’ and ‘an’ (indefinite articles) and ‘the’ (definite article). We should know how to use them correctly because the wrong use of an article may cause a serious grammatical mistake. Articles are like salt in cooked food. They are always there.

For details about classification of Parts of Speech and examples along with their use in sentences, students are advised to refer Wren & Martin English grammar book.

Now let’s discuss about Verb in detail. One must understand the importance of verb in grammar as well as in communication. Without the correct form of verb the meaning of the sentence may change drastically. There are many forms and frames present in the category of verb. One need to be master in it, in order to become a fluent communicator of English.

Without proper knowledge of verb we are bound to make mistakes, which can harm the process of communication. It acts as the nerve center of a sentence. Similarly, it is very much important in the application in the sentences. Sentences are the base of all verbal communication. Verbal communication either in the form of Oral or written are dependent on verb.

Functions of a Verb: A verb is a word used to tell or assert something about a person or thing. The word has been derived from Latin word “*Verbum*” (*A word*). The three major functions of a Verb are:

- i) A verb tells us about the action of a person/thing. E.g. a) *Ravi is playing cricket.*  
b) *The nurse is talking to the patient.*
- ii) What is done to a person or thing. E.g. a) *Hari is beaten by the police.* b) *The pipe is molded to fix the hole.*

- iii) What a person or thing is (state of being). E.g. a) The cat is dead. b) The glass is broken. c) I feel sorry.

### 3.1: Static and Dynamic Verb

State Verb (Stative Verb): State of affair that continues for a period of time. It never have a well-defined beginning or end. Verbs like remain, contain, know, resemble, continue, seem, etc. come under this category.

E.g. i) She remained unconscious for a period of time.

ii) Her handwriting resembles to that of Ramesh.

iii) It seems that you are not interested in the class.

iv) The office will remain closed for Sunday.

Event Verb (Dynamic Verb): A happening thought of as a single occurrence. There is a definite beginning as well a definite end the event. Beginning and end reflects to time of action. Verbs like get, come, leave, hit, close, take, become, etc. come under this category. These type of verbs are dynamic in nature. They can change its form as per the need of the subject.

E.g. i) While going on the road she became unconscious.

ii) She left home early in the morning.

iii) Mr. X has secured good marks.

iv) He left for New York.

v) The office is closed for holiday.

The difference between State and Event is the way we look into them and from the position of time. The same sentence can give two references at one time. e.g. Can you remember the story? The verb remember can act as both state and event verb depending on the context of the question. Some verbs can behave both as Stative and Dynamic depending on the time from where you see

them.

E.g. The bank is closed (Present time) for Sunday... Event verb... We know that Sundays, banks are closed. There is a particular working hour for each and every bank.

The bank is closed (out of time) for strike.... State verb... We don't know, when the strike started and till when it is going to continue.

The distinction between “State” & “event” gives rise to the following verb meanings.

- i) Columbus was a Dutch sailor.... State Verb
- ii) Columbus discovered American.... Even Verb (Single occurrence)
- iii) Columbus continued with his voyage tirelessly.... Event Verb (repeated)/Habit.

When an event verb has a repeated occurrence it gives rise to a new type of verb, which is also called as Habit verb. Habit verb is not a separate category of verb, but as per the use in a sentence it is an offshoot of event verb only. That means a particular event is not in a static but it takes place repeatedly in a particular timeframe. E.g. He goes to school daily at 9 o'clock.

### 3.2: The auxiliary system: Finite and non-finite Verbs

A sentence without a verb is meaningless. A verb can be primarily classified into two types: Main Verb (Full verb) and Auxiliary verb (helping verb).

Main verb is a word which denotes the action of the subject. It can range from any action to happening or event. E.g. i) Xavier is going to school. ii) Mohan was sleeping.

Auxiliary verb: It supplements the main verb or supports the main verb. It comes into force in the absence of a main verb or sometimes supports the main verb. There are a limited number (twenty eight) of auxiliary verbs. They are as follows: i) Be verbs: is, am, are, do, did, done, was, were, be, being, been, has, have, had and ii) Modal verbs: may, might, shall, should, will, would, can, could, Must, ought, need, dare, ought, used. A modal is an auxiliary verb used to express the mood of another verb, or the mode of action denoted by the main verb. Modals include the auxiliary verbs shall, will, should, would, can, could, may, might, must, ought, need, dare. Some simple rules need to be remember in order to use modals correctly.

Modals and its uses:

Shall: Simple future action

Will: Promise, intention, threat, command, determination

Would: Past form of 'will', express request, express wish, hypothetical condition.

Should: Past form of 'shall', express suggestion

Must: Express obligation

Ought: Express obligation

Need: Express absence of obligation

Dare: Used as a principle verb to mean challenge, to express venture

May: To express permission

Might: 'might' as past form in indirect speech, request for permission, Express possibility, and speculation about past action.

Can: Express permission

Could: 'can' for present and future 'could' for past , request for permission, 'can' for present and future, 'could' for past, express ability, 'can' for present and future 'could' for past.

Used: Past habit

Finite Verb and non-finite verbs:

Finite Verb: When the verb agrees with the Subject in number and person it is known as finite verb. This is otherwise known as the agreement of the verb with the subject. The verb shows the tense and number. A sentence that has a singular subject is accompanied by a singular verb. On the other hand, a sentence that has a plural subject should have a plural verb. The complex subject of the sentence is followed by a verb that agrees with the main noun in the subject.

e.g. The dog is barking (singular subject). Ten dogs are barking (plural subject).

There are some nouns that can be treated as both singular and plural forms. E.g. The government has (have) announced its (their) new employment scheme. There are various verbs that can be both singular and plural are school, class, department, team, university, press, public, crowd, firm, committee, community, family, generation, electorate, group, jury, orchestra, and the names of the specific organizations such as the Reserve Bank of India, Infosys, Maruti, and BBC. We use a singular verb if you see an institution or organization as a whole unit and plural verb if you see it as a collection of individuals. There is not much difference in meaning, although in formal writing, use of singular verb is more common. But in some contexts, a plural form of the verb is needed.

Non-finite Verbs: When the verb doesn't need to agree with number and person of the subject, it is known as non-finite verb. A non-finite verb has no subject, tense or number. They can be of 3 types: to+infinitive, participle (present and past) and gerund (noun-verb)

**Infinitive:** An infinitive is a kind of noun with some features of the verb, especially that of taking an object (when the verb is transitive). An infinitive verb is otherwise known verb-noun.

E.g. They always find fault with me...Finite

They always try to find fault with me...Infinitive.

Though, most of the times 'to' is used with the infinitive, it is not an essential part or sign of it. An infinitive verb is not limited by person and number as a verb that has a subject and is called the verb infinitive or simply the infinitive.

E.g. To err is human...Noun is the subject of the verb.

I lived in Germany to improve my German.

Birds love to sing.

To do our duty is Divine.

**Participle: Present/Past:** Let's consider the following sentences.

- i) Rolling stone doesn't catch moss.
- ii) Barking dog seldom bites.
- iii) Hearing the noise the boy woke up.

In the above sentences the words in the +ing form seems as verbs, but are not verbs they are participles. They are set in the present tense, but are not tensed verb in the present tense.

- i) He was deceived by his friends....Finite verb.

Deceived by his friends, he lost hope of life....Participle verb in the +ed form. This type of participle verbs are set in the past but not tensed verb in the past tense.

Driven by hunger, he stole a piece of bread.

**Gerund:** Any verb with the +ing form used as a subject of a verb and acting like a verb-noun is called a *gerund*. E.g. Meditating is her favourite kind of relaxation. In the given sentence, the



meditating is formed by adding –ing to the verb meditate. Hence, we understand that any verb

that ends in –ing and has the force of noun and verb is known as a Gerund. In other words, when the verb is used as a subject of a verb and becomes a noun it is known as a Verb-noun/ gerund.

E.g. Smoking is bad for health.

The child was tired of swimming.

We were stopped from watching the match.

Uses of Gerund: A gerund being a verb-noun may be used as the following:

- Subject of a verb. (Reading is a good habit.)
- Object of a transitive verb. (Girls love making dolls.)
- Object of a preposition. (He is fond of singing.)
- Complement of a verb. (What is most detested is drinking.)

### 3.3: Time, Tense and Aspect

Time: Time is a non-linguistic concept, which we generally measure in hours, days, and years. It is not related to grammar, but the actions take place in that time. Time is a Linear being. It gives rise to the timeline. Always the present moment is present time, the moment that has already passed is past time and the time to come is future time.

Types of time:

Present Time: Present Time in Present State E.g. i) I'm hungry. ii) Do you like my hat?

Present Time in Present Event: E.g. i) I declare the meeting closed. ii) She serves and it's an ace.

Present Time in Present Habit: E.g. i) I work in two elementary schools. ii) It rains a lot in this part of the country.

Past Time: Simple past: E.g. i) The train derailed yesterday. ii) She sang a beautiful song.

Present Perfect: E.g. i) I have completed my task. ii) Her computer has been broken.

Present Perfect Progressive: The present perfect progressive has the same sort of meaning as the simple present perfect, except that the period leading up to the present typically has limited duration. E.g. i) I have been reading your book. ii) She has been studying for the exams.

Past Perfect: The past perfect means 'past in the past', that is, a time further in the past as seen from a definite point in the past. E.g. i) The place had been abandoned for years. ii) She had given up her studies.

Future Time: Will or Shall (Modal Verbs): The neutral future of prediction is expressed by will or shall and normally occurs with a first person subject. E.g. We shall discuss about the plan in two days. ii) Temperature tomorrow will be much the same as today.

Be going to: This verb indicate the future as a fulfilment of the present. It may refer to a future resulting from a present intention. E.g. i) He is going to pay a visit to you. ii) The party is going to be a great one.

Simple present tense: The simple present tense is used for the future in certain types of subordinate clause, especially adverbial time clauses and conditional clauses. E.g. i) Tomorrow is a holiday. ii) Our examination begins from next Monday.

Present Progressive: The present progressive is used for future events arising from a present plan, programme, or arrangement. E.g. i) We are preparing for the forthcoming examination. ii) What are you doing for the lunch?

Future in the Past: They were going to arrest him, when he escaped from the building. E.g. The priceless tapestry was about to catch fire, but was fortunately saved through the prompt action of the fire service.

Past in the future: E.g. i) Am hoping that by the end of the month you will have finished your report. ii) In three months' time, the plant will have taken root.

Tense: By tense we understand the correspondence between the form of the verb and our concept of time (past, present and future). Tense is a category used in the grammatical description along with the Mood and Aspect referring primarily to the way grammar marks the time at which the action denoted by the verb took place.

Types of Tense: Present Tense and Past Tense

Present Tense: There are four tense forms. Simple present, Present progressive, Present Perfect and Present Perfect Progressive.

Simple present: E.g. i) I eat rice. ii) Here comes our chief guest. iii) She wants to speak at once.

Simple present tense is used in the following cases. a) To express a habitual action: She exercises every day. b) To express general truth: The earth revolves round the sun. c) In exclamatory sentences, beginning with here and there to express what is actually taking place in the present: There goes the rocket! d) In vivid narrative, as substitute for the simple past, and in broadcasting and commentaries on sporting events, instead of the present continuous tense, to talk about the action and events: Sachin now advances forward and plays the fast ball.

e) To express a future event that is part of a fixed timetable or fixed program: The next train is

due in 5 minutes time. f) To introduce quotations: Mark Twain says, “The right word may be effective, but no word was ever as effective as effective as a rightly timed pause’.

Present progressive: E.g. i) It is raining. ii) I am feeling very nervous. iii) We are going to have a debate tomorrow.

Present progressive is used for the following purposes: a) To describe an ongoing action: He is reading (now). b) To describe a temporary action that may not be actually happening at the time of speaking: I am reading ‘Gone with the wind’. c) To mention an action that has already been planned/arranged to take place in the near future: I am going to Kolkata tonight.

Present perfect: E.g. i) I have taken my lunch. ii) We have received the mail. iii) You have done the work.

Present perfect is used for the following purposes: a) To indicate completed activity in the immediate past: She has just entered. b) To express past actions whose time is not given and not definite: Have you read ‘The Children of a Lesser God’? c) To describe past events when you think more of their effect in the present than of the action itself: She has hurt my sentiments. (I am upset) d) To denote an action begun sometime in the past and continuing up to the present moment: My teacher has been ill since last week. e) To express habitual or continued actions: We have lived here for twenty years.

Present perfect progressive: E.g. i) I have been waiting for you. ii) She has been staying there for years.

Present perfect progressive tense is used for an action that began at some time in the past and is still going on. It is used with since and for to denote point and period of time, respectively: They have been building the house for several months.

Past Tense: There are four tense forms. Simple present, Present progressive, Present Perfect and Present Perfect Progressive.

Simple past: E.g. i) It rained heavily. ii) The train arrived one hour late. iii) If I were you, I would buy that property.

Simple past is used to indicate an action completed in the past. It often occurs with adverbs or adverbial phrases of the past time: I danced enthusiastically yesterday. Sometimes simple past is used without an adverb or time. In such cases, the time may be either implied or indicated by the context: I read Akbar and Birbal's tales during the holidays.

Past progressive: E.g. i) It was raining. ii) It was getting dark. iii) We were preparing for the competition.

The past continuous tense is used to denote an action going on at some time in the past. The time of the action may or may not be indicated: The rock fell on him while he was sitting.

Past Perfect: E.g. i) I had been to Puri. ii) He had missed the class. iii) The train had left the station when we reached there.

The past perfect tense is used to describe an action completed before a certain moment in the past and before the happening of another event in the past: When I arrived at the party, she had already left it.

Past Perfect progressive: E.g. i) We had been fighting all the way. ii) They had been trying their level best.

Past Perfect continuous tense: The past perfect continuous is used for an action that began before a certain point in the past and continued up to that time, having linked to the period or point of time in the past: At that time, he had been writing a book for two months.

Aspect: Aspect concerns the manner in which a verbal action is experienced or regarded, for example as complete or in progress.

- The perfect aspect: Perfect aspect is used for a past happening, which is seen in relation to a later event or time.

E.g. i) He had gone to attend the party. ii) I have completed my work.

The progressive aspect: Progressive aspect refers to activity in progress and it also adds temporariness to the meaning.

E.g. i) He is taking his breakfast now. ii) They were dancing on the floor.

### 3.4: Voice: Active and Passive

Let's consider an example: Ravi is eating rice... The action of the subject is highlighted (person denotes the subject). Rice is being eaten by Ravi... The person is denoted by the subject.

From the above example we understand that Active Voice is that where the action of subject is explained by the verb and Passive Voice is that where the action is the result of the verb. When we change the active voice into passive voice the object in the transitive verb becomes the subject. Both active and passive forms of verb have to be used in writing and speech, it is important to understand the difference between the two forms.

Technical writing involves the use of impersonal language, which demands the use of impersonal passive. The impersonal passive is the most important linguistic device that makes technical communication impersonal, objective, and formal. An impersonal passive construction contains the past participle form of the main verb preceded by the appropriate tense form of the verb 'to be'. The best way to convert the active into passive, is (Object + to be+ verb in past-participle form). In technical and scientific writing, it is advisable for the writers to opt for passive *without agents* to achieve objectivity. Therefore, E.g. This solution was, therefore found to be far more suitable. 'The observations were recorded to be put forward at appropriate time'. The impersonal passive is preferred for two reasons i) it deletes the subject of an intransitive verb and a dummy is used in the construction of the sentence. ii) This dummy has neither thematic nor referential content. There is a simple rule followed to convert active into passive, that is, change the subject into a direct object and the direct object into a subject. In most of the cases, the indirect object is a person, which you call personal passive.

E.g. Active voice: The father explained the exercise to the children.

Passive voice: The children were explained the exercise by the father.

Let's consider a few more examples.

i) Active voice: The Guard refused him entry.

Passive voice: He was refused entry (by the guard).

Admittance was refused to him (by the guard).

- ii) Active voice: The Barber cut his hair.  
Passive voice: Hair was cut (by the Barber).
- iii) Active voice: Mr. Krishna teaches us grammar.  
Passive voice: Grammar is taught us by Mr. Krishna.  
We're taught grammar by Mr. Krishna.

### 3.5: Negation

When we try to negate a statement with the help of 'no' and its various forms, it is known as Negation. There are various types of negation. A few of which has been described in this chapter.

- a) 'No' is used as a negative determiner. Here no works as a pronoun.  
E.g. i) We have time/There is no time left.  
iii) We have some milk left./We have no milk left.
- b) Not-negation: E.g. i) The conditions are satisfied/The conditions aren't satisfied.  
ii) I've told the students./I haven't told the students.
- c) Do not/ Does not: E.g. i) What Robert says makes sense/What Robert says doesn't make sense. ii) I have some money./I don't have any money.
- d) Contractual negation: E.g. i) She will mind./She won't mind.  
ii) They are going to school./ They aren't going to school.
- e) Neither negation: In this type of negation we don't use the word 'no' and its forms. The following words are used to show neither negation. Nor, neither, barely, few, hardly, little, rarely, scarcely, seldom. Nor and neither are generally used in pairs to show relationship and draw parallel. E.g. i) He is neither a good singer nor a good dancer.  
ii) Rahman is neither present in the class nor has he come to the college.  
Words such as barely, few, hardly, little, rarely, scarcely, seldom suggests the absence of something. E.g. i) There is few water in the glass. (There is no water in the glass.)  
ii) He seldom goes to the temple. (He never goes to the temple.)  
iii) He had barely a piece of cloth in his body. (He was stark naked.)



f) Never: The word never is used to suggest negation of event, action etc.

E.g. i) I have gone to the city. / I have never gone to the city.

ii) Have you read this book./ I have never heard of it.

### 3.6: Interrogation: Reported and tag questions

Interrogation is a type of sentence. In this type of sentences we ask questions. It is natural behavior or human instinct to know everything and gain knowledge. That instinct gives rise to questions. We also ask questions to clarify our doubts. Questions are also useful in enquiry. There can be different types of question. Direct question, open ended question or close ended question (Yes/No question), reported question, question tag,

Reported question: In a reported question the subject becomes a verb. When the third person acts as the first person and the first person becomes the second person, it is said to be set in reported question. We don't use a question mark (punctuation) to write a reported question. The reported question is always in the past tense.

E.g. i) Where are you going?...Direct question.

He asked me where I was going....Reported question.

ii) Do you want me to come?...Close ended question

I asked him if he wanted me to come....Reported question

iii) Have you fed the dog?

Rahim asked me whether I had fed the dog.

Question Tag: Question tags are also known as short questions. In the normal process of communication, in order to make a statement or ask for confirmation we ask question. This is a technique used in communication with the help of grammar to emphasize on a given statement. While using question tag the 'person' has to be maintained. The tag question also carries the same verb form as the main verb in the statement. Auxiliary verb is generally used in

a question tag. If the statement is positive the rule is (Auxiliary + n't + Subject), and if the sentence is negative the rule is (Auxiliary + Subject.)

Positive: E.g. i) She is going to buy the car. Isn't she?

ii) He was a nice gentleman. Wasn't he?

Negative: E.g. i) Gopi met with an accident, didn't he?

ii) They didn't arrive in time, did they?

### 3.7: Conditionals

Conditional sentence involves the use of conditional expressions. The circumstances in the conditional are connected by certain linkers. These linkers are 'if', 'only if', 'unless', 'when', etc. Conditionals or conditions sentences are otherwise known as 'if' clauses or conditional clauses. As the main clause, these are used to express that an action (without *if*) can only take place after fulfilling a certain condition (in the clause with *if*). The three types of conditional sentences are listed below:

- i) Case 1: Condition possible to fulfil: Tense (Simple present): will-future (modal + infinitive)
- ii) Case 2: Condition in theory possible to fulfil: Tense is simple past: would + infinitive
- iii) Case 3: Condition not possible to fulfil (too late): Tense is past perfect: would + have + past participle.

E.g. Case 1 : Positive: If I swim, I will cross the river.

Negative: If I swim, I won't sink in the river.

E.g. Case 2: Positive: If I swam, I would cross the river.

Negative: If I don't swim, I would sink in the river.

E.g. Case 3: Positive: If he had swum, he would have crossed the river.

Negative: If he had swum, he wouldn't have sunk in the river.

Let's consider some more examples. The conditional tense or action is reliant on something else.

Future (First person): If you don't read, you will fail in the exam.

Future (Second person): If I won the lottery, I would buy a car.

Past (Third person): If I had won the lottery, I would have bought the car.

There is something called 'Zero' conditional. This type of conditionals are not bound by time. They are independent of the time line or time zone.

E.g. i) If you heat ice, it melts.

ii) If you work hard, you ought to get desired results.

### 3.8: Concord

Grammatically certain parts of speech agree with each other. It is also an agreement. When words have a grammatical relationship which effects the form of one or more of the elements they are showing 'Concord'. i.e. Gender, Number, Case or Person. When the subject is singular/plural the verb becomes singular/plural, respectively. The subject of a sentence and its verb must agree with each other for the grammatical accuracy of a sentence. A concord plays an important role in communicating correct meaning to the reader or listener, it is important for the writer/speaker to ensure that the sentences he/she uses do not contain an error related to subject-verb agreement.

There are two types of Concord: Concord of Number (Agreement between Subject & Verb.), ii) Concord of Person (Pronoun).

E.g. i) The queen has lost her crown....Gender

ii) I am thankful (to you)....Person (Pronoun)

iii) The shoes are too small....Subject, verb

iv) She knows , they know....Number

But in case of Modal verbs there is no variation. E.g. She must know, they must know.

Pronoun Concord: She lost her life, they lost their lives.

Notional Concord: Singular form of words used as plurals. E.g. Family, woods, forest, furniture, government, etc.

E.g. i) The new family have moved in across the street./ The new family has moved in across the street.

ii) The government has/have agreed.

iii) My son watches television after dinner./ My sons watch television after dinner.

### 3.9: Phrasal Verb:

Phrasal verbs are generally used in communication (oral or written) to make the language ornamental. These verbs help in expressing oneself in a stylistic manner. The content sounds good with the use of phrasal verb. A phrasal verb is a verb that has two or three words.

Sometimes it consists of a verb and a particle, e.g. Get down and sometimes verb & two particles, e.g. Get down to. A phrasal verb is a verb + preposition/adverb which creates a meaning different from the original verb.

E.g. i) I ran into my teacher at the movies last night: run + into = meet.

ii) I ran away when he was 15: run + away = leave home without informing anyone.

Sometimes transitive verbs act as phrasal verb. i.e. Needs an object to make sense.

E.g. i) I made up the story. (Story is the object of made up)

ii) Drink up your coffee.

iii) Somebody broe into the office yesterday night.

Some phrasal verbs are intransitive. Intransitive phrasal verbs are not followed by an object.

E.g. i) I checked out of the hotel.

ii) She closed her eyes and drifted off.

iii) He suddenly showed up....Show up cannot take an object.

Here are some phrasal verbs along with their meaning and use in sentences given for the reference of students.

Phrasal verbs:

- i) Account for: Something to explain, e.g. Could see account for the missing files in the office?
- ii) Add up: something to put two or more numbers together to get a total, e.g. Have you added up the figures.

- iii) Blow up: Something destroyed by use of a bomb or dangerous element, e.g. The terrorists blew up to building in the up-market area in the city.
- iv) Break down : If a car or machine breaks down, it stops working, e.g. My car broke down on the way to work.
- v) Bring up: Someone to look after a child until he or she becomes an adult, e.g. Her grandparents brought her up.
- vi) Call back: To call by phone/mobile a second time, after you are not able to respond to his call before, e.g. I'm a bit busy now (in a meeting)- could I call you back later?
- vii) Call off: To decide that something that is planned will not happen or cancelled, e.g. The game was called off because of bad weather.
- viii) Carry on: To continue doing something, e.g. Carry on with your homework while I'm gone.
- ix) Catch up: To reach someone that is in front of you by moving faster or to meet someone sometimes later, e.g. i) I will catch up with you later once, I have finished my work. ii) We soon caught up with the car in front.
- x) Check out: To leave a hotel or airport after payment or clearances, e.g. Have you not checked out of that clumsy hotel?
- xi) Close down: If a business closes down, it stops, e.g. So many shops on this street are closing down.
- xii) Come back: To return to a place, e.g. I've just come back from the office.
- xiii) Come on: Used to ask someone to come quickly or do something quickly or to seek support instantly, e.g. i) Come on! We're late already, ii) Come on! tell me the answer for this question.
- xiv) Deal with: To take action in order to do something, e.g. I don't know how to deal with this problem?
- xv) Depend on: To need the help of someone, to be affected by someone, e.g. i) Our economy depends on the agriculture sector. ii) We might have the party in the garden but that depends on the weather.



There are many more phrasal verbs in the English dictionary. Students are advised to make a list of those verbs and practice them in sentences. That will definitely help them in developing their English Language.

**Reference:**

<https://www.skillsyouneed.com/ips/improving-communication.html>

<https://www.thebalancecareers.com/communication-skills-list-2063779>

<https://www.helpguide.org/articles/relationships-communication/effective-communication.html>