PG S1-04 (VAC)

TWO YEAR MARSTER'S DEGREE COURSE

(CBCS in Accordance with NEP 2020)

SEMESTER-I

ENGLISH COMMUNICATION SKILLS

Padmanath Gohainbaruah School of Humanities

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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July, 2023

ISBN : 978-81-934003-3-3

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Printed and published by Registrar on behalf of the Krishna Kanta Handiqui State Open University.

Headquarters: Patgaon, Rani Gate, Guwahati-781017
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VAC 1: ENGLISH COMMUNICATION SKILLS

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COURSE INTRODUCTION

This course “English Communication Skills” is a two Credit Values Added Course (VAC-104) in the PG Programmes of KKHSOU offered by the Discipline of English. This course mostly deals with the idea of oral Communication.

In today’s knowledge-driven world, effective communication has emerged as one of the most important skills in almost all types of functional areas and professional engagements. Therefore, if a learner wants to join a profession, after completing his Master’s degree, where communication through the English language is mandatory, he/she will be able to function in that profession more effectively.As oral communication continues to be the most sought-after skills in the professional workplace, improving that skill is very important. In fact, we should have all those skills that today’s employers find desirable, which may help us to secure a job or livelihood in various fields and sectors. Besides communicating effectively orally, we should also be able to present information clearly and creatively and understand how people react when someone is speaking.

The act of speaking occurs when one person prepares and delivers a talk to others, individually or in group, generally without interrupting the speaker’s flow of ideas. While speaking may appear as a dreadful act for many engaged in the communication skills, its importance has made it a desirable attribute for all. Speaking skills are defined as those skills which allow us to communicate confidently and fluently. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener.

This course includes total 8 units that deal specifically with the various aspects of oral communication skills. Hence, this course is a step towards preparing the learner for such situations when he or she will be required to use the English language for both formal and informal communication in day-to-day life.

After completing this course, besides learning about the idea of Communication and Communication Skills, the learners will also be able to learn about important skills like Telephone Skills, Interview Skills and Public Speaking skills. This course can be adopted by the learners of any discipline pursuing a PG programme of this University.

While going through a unit, you may also notice some text boxes, which have been included to help you know some of the difficult terms and concepts. You will also read about some relevant ideas and concepts in “LET US KNOW” along with the text. We have kept “CHECK YOUR PROGRESS” questions in each unit. These have been designed to self-check your progress of study. The hints for the answers to these questions are given at the end of the unit. We advise that you answer the questions immediately after you finish reading the section in which these questions occur. We have also included a few books in the “FURTHER READING” list, which will be helpful for your further consultation. The books referred to in the preparation of the units have been added at the end of the block. As you know, the world of literature is too big and so we advise you not to take a unit to be an end in itself. Despite our attempts to make a unit self-contained, we advise that you should read the original texts of the writers as well as other additional materials for a thorough understanding of the contents of a particular unit.

UNIT 1 : WHAT IS COMMUNICATION?

UNIT STRUCTURE

1.1 Learning Objectives

1.2 Introduction

1.3 Defining Communication

1.4 Significance of Communication

1.5 Types and channels of Communication

1.6 Process of Communication

- 1.6.1 Communication types
- 1.6.2 Communication channels

1.7 Communication Network

1.8 Communication Media or Methods

1.9 Barriers to Communication

- 1.9.1 Semantic Barriers
- 1.9.2 Interpersonal Barriers
- 1.9.3 Structural Barriers

1.10 Effective Communication

1.11 Let Us Sum Up

1.12 Further Reading

1.13 Answers to Check Your Progress

1.14 Model Questions

1.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- define the concept of communication
- learn the importance of communication
- learn about the types and means of communication
- discuss the elements of communication and communication networks
- identify the barriers and bridges in communication
- learn steps for making communication effective.

1.2 INTRODUCTION

Communication plays an important role in every person's life, whether it is personal or official. You may already have a fair idea about English Grammar, as in the earlier units we had discussed the different concepts of grammar in English. Now, in this unit, we will be discussing on how communication plays an important role in business organization. It is an obvious fact that communication is a vital part of each of us as it contributes heavily to the success or failure of every human task. In an organization, it is only through communication that all the important functions of controlling, informing, instructing, directing, integrating, and monitoring etc carried out. Mutual trust, understanding, and cooperation can be achieved only with the help of meaningful communication. Interpersonal conflicts and misunderstandings arise where there is a lack of effective communication. Communication thus, may be regarded as basic to the functioning of an organization.



Encoding: The processthrough which ideas or concepts are converted into a form of that can be transmitted to others

The objective of this unit is to create an understanding of the process of communication and how it is related to the structure of organization, and how it helps in one's effective task performance.

1.3 DEFINING COMMUNICATION

Communication has been defined in numerous ways. Communication takes place between two people. Communication is a mutual exchange of facts, thoughts and perceptions, resulting in a common understanding of all parties. According to *L.A.Allen,* "communication is the sum of all the things one person does when he wants to create understanding in the mind of another". Communication is a bridge of meaning between people. The essential features of communication are given below:

- **Two people:** Communication always involves two people-a sender and a receiver. Communication is not a one way street; one person cannot communicate.
- **Sequential process:** Communication is a process, involving several steps. Firstly, the sender has an idea to communicate. Secondly, the

idea is translated into a recognizable form, called encoding information. Thirdly, the encoded message travels a distance through various communication channels like telephone, mail routes etc…Fourthly, once the receiver gets the message; he begins decoding. Finally the communication takes place.

- **Continuous activity:** Everything a manager does involves communicating not something, but everything. A manager must always be in touch with his subordinates, peers and superiors in order to get things done.
- **Transference of meaning and understanding:** Communication involves both information and understanding. Effective communication, thus, is the process of sending a message in such a way that the message received is as closed in meaning as possible to the message intended.

Some definitions of communication

1. Webster's dictionary states that communication is the act of exchanging information and communicates means to exchange ideas.
2. Peter Little defines communication as "communication is a process by which information is passed between individuals and /or organizations by means of previously agreed symbols".
3. Keith Davis states that communication is a process of passing information and understanding from one person to another.
4. The American Management Association considers communication to be: 'any behaviour that results in an exchange of meaning'.
5. In the words of Hicks, "when communication stops, organized action comes to an end".

1.4 SIGNIFICANCE OF COMMUNICATION

Communication is important to all managers, and it is needed by all employees. Communication is important because of the following reasons:

1. Basis of action: Getting the right information to and from the correct sources is necessary for an organization to function properly. Communication keeps the people working in accordance with the

desires of the manager.

2. **Facilities planning:** Communication helps in planning process in the following ways:

i) It helps in interaction and provides vital inputs in planning

ii) It helps to strike a rapport with subordinates, seek their opinions and provide realistic information.

3. **Helps in decision-making:** Communication provides the right type of information to a manager and enables him to consider the pros and cons thoroughly before arriving at a decision.

4. **Means of coordination:** For proper co-ordination, communication is a must. In the absence of communication, members may fail to realize the importance of working unitedly towards a common goal.

5. **Improve motivation and morale:** Communication improves morale and motivation by keeping people informed. Employees can put forward their grievances, troubles and problems to the management.



CHECK YOUR PROGRESS

Q 1. Give a definition of communication.

.....

.....

Q 2. True/False

a) Communication is one way process. True/False

b) Communication involves a sender and a receiver. True/False

c) Communication helps in decision making. True/False

Q 3. Fill in the blanks.

a) According to Hicks, “When communication stops, organized action comes to an ……..”

b) Communication is a ……..process.

1.5 TYPES AND CHANNELS OF COMMUNICATION

The process of communication is explained as; first an idea or message is encoded by the encoder (the sender) through a channel which can be understood by the decoder (the receiver). If the decoder understands

the message, fidelityof communication is said to be 100%. Anything that obstructs communication is said to be Barrier such as noise etc.

1. **Sender:** The sender is anyone who wishes (i) to convey an idea (ii) to seek information (iii) to express a thought or emotions.
2. **Encoding:** The sender encodes the idea by selecting symbols with which he can compose a message.
3. **Message:** The message is what is conveyed by the sender. It is the heart of communication.
4. **Channel**: The message is sent through a channel, which is communication carrier.
5. **Receiver:** The receiver is the person who issupposed toreceive the message.
6. **Decoding:** It is the process by which the receiver translates the message into the terms that are meaningful to him.
7. **Feedback:** It is the response by the receiver to the sender's message.
8. **Noise:** it is any interferencewith a message that hampersthe sharing of meaning between the sender and the receiver.

1.6 PROCESS OF COMMUNICATION

1.6.1 Communication types

In the above sections we have learnt about the meaning and importance and the process of communication. Now we will learn about the different types of communication. The following types of communication are followed in business organization. Communication is generally categorized into three types:

- **Organizational communication**: It is a kind of communication which is used in a business enterprise. It encompasses generations or collection of data, collation and dissemination of information, decision making and implementation, and managing the conflict etc.
- **Interpersonal communication:** It is one that takes place between two persons. It is characterized by active interaction.

- **Intrapersonal communication**: When a person communicates with himself to develop new and useful ideas. A human being is given to self –reflection and introspection, it is a kind of communication one holds with oneself.

1.6.2 Communication channels

A communication channel is the route through which messages flow from the sender to the receiver. There are two types of channels (i) formal and (ii) informal, which are used by the managers.

1. **Formal communication :** Formal communication is used for the business and managerial functions of planning, decision-making coordinating, controlling etc. The formal communication channel respects the 'unity of command' principle and prescribes in a rigid way, a specified route for the flow of information between various positions in the organization. For example, a welder cannot indent for welding rods directly from the purchase officer; the indent has to be routed through the proper channel beginning with the foreman and section head. Thus, formal communication is systematic, orderly in nature and supports the authority of superiors.

   There are three ways in which formal communication can go:

   a) **Downward communication:** It is way of communication, which passes from the encoder who occupies a higher position in an organizational hierarchy to the decoder holding lower position, e.g. The Board of Directors to general manager through company secretary or section head.

   b) **Upward communication:** When the information moves upward from subordinates (the encoder) who hold positions, which are lower than those of the decoders in the organizational hierarchy. Usually work progress report; grievances, etc are the forms of upward communication.

c) **Horizontal communication:** Horizontal communication takes place between employees who are at the same level in the organizational hierarchy.

2. **Informal communication :** Informal communication is the confidential conversation, which is not based on the status and the position of the encoders and decoders in the organizational hierarchy. For e.g. conversation at any official parties or celebrations organized by the organization for its employees at which the managing director may talk about the health and achievement of the children of a mechanic.Communication channels that are not based on the official designation of the employees dop not adhere to the organization'shierarchy. The best known type of informal communication is known as the 'grapevine' (or the rumour mill).



CHECK YOUR PROGRESS

Q 4. What are the 8 steps involved in the process of communication.

a. …… b. ……

c …….. d. ……

e ..... f. ……...

g. …… h. ……

Q 5. Communication is of three types:

a…… b…….. c……...……

Q 6. What are the ways of formal communication?

a……..……..

b……..……

c……..……

1.7 COMMUNICATION NETWORK

There are different patterns or networks of communication, each of which has its own characteristics. The structure of the network influences speed and accuracy of message handling, and performance and motivation

of the participants. Some of the most common structures are shown below:

Communication Networks

Following are the types of communication networks:

a) **Wheel:** In this, all communication flows through one person who generally happens to be the group leader.

b) **Y-Pattern:** The y pattern is slightly less centralized –two persons are closer to the centre of the network.

c) **Chain:** The chain gives a flow of information among members, although the people are at the end of the chain.

d) **Circle:** Here, each person can communicate with two others located on both of his sides.

e) **All Channel (Star):** This pattern is more decentralized and, allows a free flow of information among all group members.

1.8 COMMUNICATION MEDIA OR METHODS

There are three main types of communication media through which the employee or the managers can easily communicate.

(i) **Oral or Verbal Communication**: Oral communication is the face to face communication between individuals. In dealing face-to-face, we can judge how the other party is reacting, get immediate feedback, and answer questions to avoid any misunderstanding. Some of the electronic and non-electronic devices such as telephones, cell-phones (mobiles), walkie–talkie, speakers, and audio-video presentations are some of the examples used in verbal communication.

(ii) **Written communication**: Most formal communication takes place in a written –form. It is a tangible record of communication, messages, enquiries and instructions. Written communication is transmitted through written words in the form of letters, circulars, memos, reports, handbooks, manuals etc... Written communications are permanent, tangible and verifiable. A record is maintained and, both the sender and the receiver have access to the records for further clarification.

(iii) **Non-Verbal Communication:** Non-verbal communication (NVC) refers to messages sent through human actions and behaviour rather

than through words. It is a communication exchange that does not use words or that uses words to carry more meaning than the strict definition of the words themselves. It often relies on facial expression, body movements, gestures, eye- contact, handshakes, dress, posture, inflections etc...



CHECK YOUR PROGRESS

Q 7. What are the 5 types of communication networks?

a……..

b……..

c……..

d……..

e……..

Q 8. Fill in the blanks

a) All channel network is also called ……network.

b) Verbal communication is also known as……..

c) The three methods or media of communication are……..., ……., …….

Q 9. Give some example of written communication

1.9 BARRIERS TO COMMUNICATION

Several factors may disrupt the communication process or come in the way of effective communication. This can be listed thus:

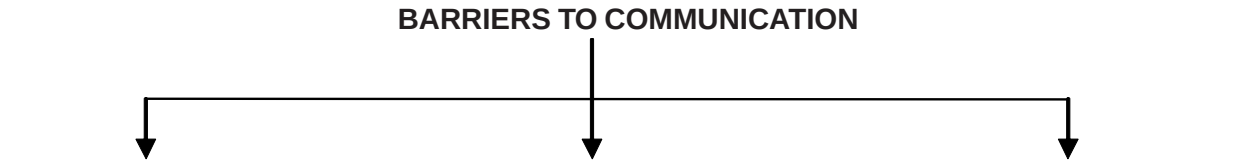


Fig: 1

Barriers of communication

Anything that prevents understanding of the message is a barrier to communication. Many physical and psychological barriers exist:

There are certain barriers to communication, which reduce fidelity of communication. This loss of fidelity may result in misunderstanding of the message, in turn lead to the negative responses. The following are the barriers of communication:

1.9.1 Semantic Barriers

Many of our communication problems are semantic in nature, as the same word may convey a different meaning to different people. For example, the word 'productivity', may mean effective usage of resource for manager but for workers it may mean doing more work to get the same amount of salary. For e.g. we often get confused with the pronunciation of word of pairs like: 'fifty-fifteen', sixty-sixteen', etc. and word groups like; 'excess, access etc.

1.9.2 Interpersonal Barriers

a) **Can't express effectively:** Some people cannot communicate effectively because they cannot use their words and personality effectively.

b) **Filtering:** Any attempt to alter and color information to present a more favorable impression is called filtering.

c) **Credibility:** Credibility is based on a person's competence in the subject area being communicated, and is based on the degree of confidence in the person.

d) **Inattention:** We often hear, but do not listen.

e) **Perceptual differences:** Perceptual differences –differences in past experiences, educational back ground, emotions, values, and beliefs also affect each person's perception of a message that is important to them.

f) **Jealousy:** It plays an important role in reducing the effectiveness of communications. Competent individuals are viewed as a threat to the security of peers and subordinates.

g) **Information overload:** The effectiveness of communication

is likely to hamper when managers allow themselves to be inundated with bundles of data.

h) **Emotions:** How the receiver feels at the time of receipt of information influences effectively on how he interprets the information.

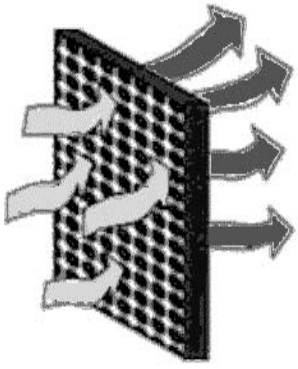
i) **Time pressure:** Managers are often subjected to time pressure; because decisions must be made within a specified deadline. Such time pressure can create communication problems.

1.9.3 Structural Barriers

a) **Hierarchy:** When an organization grows, its structure expands, creating many communication problems. Messages have to pass through several hierarchical processes. It may happen that something may be lost or added by transmission at each stage of process, and messages are likely to be delayed and distorted.

b) **Status:** Open and free flow of communication is also affected by status relationship in the organization.

c) **Specialization:** Too much fragmentation of work causes people to be more loyal to their particular departments than to their organization as a whole. It tends to separate people even when they work side by side.



These barriers can be thought of as filters, that is, the message leaves the sender, goes through the above filters, and is

then heard by the receiver. These filters muffle the message. And the way to overcome filters is through active listening and feedback.

1.10 EFFECTIVE COMMUNICATION

Communication is the basis of managerial work. It is, therefore, necessary for a manager to study its many aspects and educate the staff about the importance of good communication. The following are some of the ways that may help a manager improve his communication skills:

1. We mustthink and plan before communicating. We should be clear and well-organized for whatwe want to communicate
2. State the purpose of each communication, obtain information and then initiate action
3. We should use simple language, which will be easily understandable by the other person.
4. Invite others to participate in planning a communication. Participation helps to bring additional insight and objectivity to your message.
5. We should use simple words and use them carefully so that they do not take on different meanings for different people.
6. Empathy means understanding and entering into another's feelings. So, we should try to identify with the various feelings and thoughts of another person.
7. Managers should support communication through good supervisory efforts, clear assignments of duties, fair rewards for effort, sound policy enforcement etc.
8. The manager should provide feedback, which provides an open channel, so that he can check on how the messages are being perceived.
9. Communication must be planned with the past in mind so as to support company policies consistently.
10. We should not only concentrate on the explicit meaning that another person is expressing but also on the implicit meanings, unspoken words etc.

CHECK YOUR PROGRESS

Q 10. Write the three types of barriers to communication

a)……..

b)……..

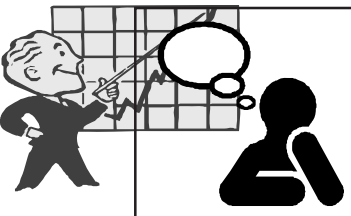
c)……..

Q 11. State true or false

a) There are six types of communication networks, namely- circle, and star, round, chain, wheel and Y- pattern.True/False

b) Jealousy plays an important role in reducing the effectiveness of communications.True/False

c) Managers should support communication through good supervisory efforts, clear assignments of duties, fair rewards for effort, sound policy enforcement etc. True/False



ACTIVITY 1

Walk into your superior's/junior's door and communicate with him/her on some issue and note the non-verbal clues and come to your office and record them.



1.11 LET US SUM UP

After going through this unit, you have learnt to define communication, its importance, the types and channels of communication. Besides this you have also learnt about the barriers of communication and the remedies to overcome it. So, communication is the process of passing information and understanding from one person to another. It is important to all managers and is needed by all employees. The process of communication involves several steps.

There are basically two types of channels-formal and informal. There

are three main types of communication namely, organizational, interpersonal and intrapersonal communication. Communication takes place either orally or in writing. Communication that takes place through facial expressions, body positions, eye contact and physical gestures is known non-verbal communication.

A communication network is the pattern through which the members of a group communicate. It may take five different shapes in an organization, namely the wheel, Y pattern, chain, circle, and star.

Several semantic, structural and interpersonal barriers come in the way of effective communication. To communicate effectively a manager has to improve his listening skills. He must think and plan before communicating. The timing of the message must also be appropriate. People must actively participate in developing a appropriate message. Simple words must be used to improve clarity and understanding. More importantly, the manager must encourage subordinates to give their feedback openly and fearlessly.



1.12 FURTHER READING

1) Chal, Harold Koontz (1986), *Essentials of Management,* McGraw Hill Book Company: New York.

2) Sherlekar, S.A. (1984), *Principles of Management*, Himalaya Publishing House: Bombay.



1.13 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: Communication is the process of transferring information from a sender to a receiver with the use of a medium in which the communicated information is understood by both sender and receiver.

Ans to Q 2: a) False b) True c) True

Ans to Q 3: a) end b) continuous

Ans to Q 4: a) Sender b) Encoding c) Message d) Channel e) Receiver f) Decoding g) Feedback h) Noise

Ans to Q 5: a)Organizational communication b) Interpersonal communication c) Intrapersonal communication

Ans to Q 6: a) Downward communication b) Upward communication c) Horizontal communication

Ans to Q 7: a)wheel b) Y-pattern c) chain d) circle e) All Channel (star)

Ans to Q 8: a) Star network b) oral communication c) oral or verbal communication, written communication, non-verbal communication.

Ans to Q 9: Letters, circulars, reports, manuals etc.

Ans to Q 10: a) Semantic barrier b) interpersonal barrier c) structural barrier

Ans to Q 11: a) False b) True c) True

1.14 MODEL QUESTIONS



Q 1: "Communication is sharing of meaning and understanding". Comment

Q 2: 'Good communication is the foundation of sound management'. Comment

Q 3: What are the different methods or media of communication?

Q 4: Elaborate the model of communication Process.

Q 5: Make a distinction between formal and informal communication

Q 6: Write about the different networks of communication and evaluate the communication networks

Q 7: Identify 'noises' in the communication. What are the barriers of communication? How the barriers can be removed?

*** ***** ***

UNIT 2 : COMMUNICATION SKILLS

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 What is Communication?

2.4 Types of Communication

- 2.4.1 Written Communication
- 2.4.2 Spoken Communication
- 2.4.3 Non-Verbal Communication

2.5 Essentials of Written Communication

2.6 Essentials of Oral Communication

2.7 Let Us Sum Up

2.8 Answers to Check Your Progress

2.9 Model Questions

2.10 Further Reading

2.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- appreciate the concept of communication
- describe the types of communication
- explain the essentials of written and oral communication
- develop competence in these two types of communicationactivities.

2.2 INTRODUCTION

The title of this unit is made up of two terms or concepts. The first term is “communication”. The term refers to modes of exchanging ideas, information etc. between two or more persons. The term ‘mode’ in the above sentence means manner. Thus, we can talk about the written mode, the spoken mode and the non-verbal mode of communication. The next term is “skills”. It is a term central to language learning and teaching. The objectives of teaching/learning a language is to develop certain skills or abilities to

understand the language when spoken; speak the language, read different types of texts in the language and express oneself in writing different kinds of texts. Letters, reports, etc. are all means of written communication.

This unit seeks to introduce you to these different types of communication and devise strategies for their effective use. These are not merely rules of grammar. We can call them the rules of using the language so as to achieve maximum communication, in oral or written mode, with the target audience.

2.3 WHAT IS COMMUNICATION?

The word 'communication' is derived from the Latin word*communis*, which means 'common'. It essentially implies the different ways of conveying and receiving information and messages on the part of different individuals. Humans communicate through words – written and spoken. Theyalso make use of non-verbal signals for transmitting information. This act of exchanging information and ideas between persons is called communication. We leave out the non-verbal part for the time being and let us concentrate on words as the medium of communication.

In order to use words for communication one requires knowledge of the language system. In the prehistoric times,humans used sounds, symbols and gestures as means of communication. However, as human civilisation and culture progressed, different languages evolved and came to be used for communicating between individuals. The knowledge of grammatical rules help us to form different types of sentences for the purpose of communication. However, communication involves much more than knowledge of and ability for grammatical forms. There are social conventions, certain rules of use that need to be considered without which the rules of grammar remains inadequate.

We also require knowledge of appropriateness of an expression to a situation or context. This knowledge of appropriateness is often referred to as socio-linguistic competence, which is necessary for effective communication. A sentence can be grammatically correct but may still fail to communicate if it is not appropriate in relation to a context in which it is used.

Thus, we can define communication as exchange of information or ideas. It is the art of expressing a message that a person has so as to allow others to understand the message. Communication takes place when the sender:

- has a message to communicate
- has a purpose to communicate the message
- has the knowledge of grammatical rules that would enable him/her to construct the message
- has knowledge of the social use of language to enable users to rephrase sentences for achieving appropriateness.

This would entail that effective communication involves the following three things:

a) The communicators understand the situation and the people involved in it.

b) They understand the message being communicated, and

c) They respond appropriately.

2.4 TYPES OF COMMUNICATION

Communication can be categorised into different types depending upon the mode that has been used for communication. One of the modes is the written mode, which can take place in different situations, notably formal, semi-formal and informal situations.

Secondly, communication can take place through the oral mode. It can be face-to-face communication where two persons are exchanging information in a formal, semi formal or informal situation. It can even be a group of persons listening to a speech with very little interaction, or listening to electronic communications like the radio or television programmes where there is no interaction at all.

Thirdly, communication can take place through the non-verbal mode. It is a type of communication that does not use words. Instead the communicator uses

- body language –facial expressions, eye contact.

- postures/gestures – shrugging, nodding etc.
- handshake
- attire
- appearance etc.

By looking at the facial expression of a person, it is possible to receive a message.

2.4.1 Written Communication

The range of written communication is very wide. It could include the following written activities:

1. Factual description of a process, of objects, instruments, description of places.
2. Report writing, which includes reporting seminars and meetings, proceedings, newspaper reports, reports for school/ college magazine, reporting experiments.
3. Letter writing which includes personal or informal letters, formal letters, business letters, letters of invitation, replies to invitations.
4. Note making which includes summarising and abstracting.
5. Advertisement, which includes both classified and non classified advertisements.
6. E-mails, notices and circulars.
7. Essay writing which includes descriptive, narrative and reflective essays.

Again, depending upon the situation, written communication can be formal in both vocabulary and syntax. Here is a piece of communication:

> Mr. and Mrs. Dilip Kr. Dutta request the pleasure of your company at the wedding of their daughter Tina with Ravi, the eldest son of Mr. and Mrs. Pradip Das…

This is a formal piece of text. People normally in day-to-day conversation do not say, “request the pleasure” of something.

However, the formality of the style suits the formality of the occasion. The situation being a formal one, the written communication is made formal to suit the occasion. Formality is achieved by the use of formal words and phrases and sentence structures.

Here is another piece of formal written communication. Note the choice of words and structure in this piece of text.

> The Life Insurance Corporation (hereinafter corporation) having received a Proposal and Declaration and the first premium from the proposer and the Life Assured named in the schedule and the said Proposal and Declaration with the statements contained and referred to…

The above extract is not even a complete sentence. It is the subject part of a very long sentence that would have pleased Dr. Samuel Johnson. Note that formal written communication does not have a close connection with the language of everyday speech. Formal language can accommodate complicated syntax. Such language is suitable for formal contexts.

Secondly, depending upon the situation, written communication can be semi-formal or informal. Semi-formal written communication is the language that most people find most natural and easy to use for writing. It also does not directly imitate speech, but it has the character of being spoken out. Here is a piece of semi-formal written communication.

> Colour blindness is much more common in boys than in girls. About one out of every 25 boys is definitely colour blind, and another one in 25 cannot distinguish between green and red. But only about one in 200 girls suffers from colour blindness and that too only slightly.

This extract is free from the use of uncommon vocabulary and complicated syntax. The material of this unit on “Communication Skills” can be seen as an extended example of semi-formal

communication. We are attempting to communicate with you in semi-formal language. However, the extract above is a specific example of semi-formal communication, which can also be called a neutral style. Semi-formal communication is characterised by a precision. An informal piece of communication would prefer shorter sentences. Even some of the words may tend to give the feeling of casual humour. Given below is an example of an informal communication.

> Colour blindness is much more common in boys than in girls. At least one out of 25 boys is colour blind. Again at least one in 25 cannot distinguish between green and red. However, in girls it is one in 200, that too only slightly.

In written communication, the margin between semi formal and informal communication is less obvious unlike as in spoken communication. We are looking into spoken Communication in the next section.



LET US KNOW

Formal communication is structured. Informal communication is spontaneous. Examples of formal communication are departmental meetings, circulars, interviews etc. Examples of informal communication are talks at social gatherings, casual conversation at lunch or tea etc.

2.4.2 Spoken Communication

The range of spoken communication is no less wide than that of written communication. It could include the following spoken activities:

1. Factual description of a process.
2. Reporting or commentary of an event
3. Interviewing
4. Public speaking
5. Announcing in media, meetings etc.

6. Interacting with people on various communication activities like–
   - Identification, description of people, things
   - Requesting, providing information
   - Expressing opinion
   - Suggesting, advising, reminding, warning etc
   - Enquiring, providing information etc.
7. Telephonic communication.

As in the case of written communication, depending upon the situation, spoken communication can have different levels of formality. A person can be formal in his/her speech, semi formal or even informal depending upon the situation in which language has been used orally.

In speaking, how do we know that we are using a semi formal or an informal variety of the language? Some dictionaries often label words and expressions that are considered to be informal. For example, the *Oxford Advanced Learner's Dictionary* has shown *Cop* to mean 'a police officer' as an informal word. Similarly, 'mom' to mean 'mother' is also identified as an informal word. Likewise, 'dad' to mean 'father' is also an informal word. Making use of informal words in speech can bring your speech to the level of informal communication.

However, the hallmarks of informal oral communication are contracted forms of common auxiliary verbs. Here is an extract of a semi-formal communication and note how their informal version differs.

Semi-formal		
John	:	By the way, how is your child doing?
David	:	I would say it is hard work all the way. He does not have any time for his parents these days.

In this extract, one colleague is asking another about his child. There the style is semi formal.

Now, here's another version of the communication:

Informal

John : By the way, how about your kid?

David : I'd say it's hard work all the way. He does not have any time for his mom and dad these days.

This is an example of informal speech. You will discover that in informal speech, the use of informal words and phrases makes the language more natural than in the case of semi-formal or formal communication.

2.4.3 Non-Verbal Communication

Non-verbal communication is one where words, phrases, and sentences are not used. It is a communication that takes place through gestures, signals, behaviour, body contact and so on. A brief account of what is meant by non-verbal communication is given here.

Gestures are expressions using body language. Our face can also express different moods and feelings. Our feelings of happiness and sadness, anxiety and annoyance can all surface in our facial expressions. A striking statement of the importance of facial expressions and how they can be very much communicative is found in the following lines from *Macbeth* in which Lady Macbeth tells her husband about his state of mind:

"Your face, my thane, is a book where men may read strange matters."

(I. 5.61-62)

Likewise, our body language or gestures can express different feelings. Shrugging shoulders, making some gestures with the hands can be communicative of these feelings. Movement of the face and body can givecluesto a person's personality. In addition, the face and body send signals about the way a social interaction is taking place. David Crystal, in his *Encyclopaedia of Language* makes the following observationabout non-verbal communication:

"Visual effects interact very specifically with speech. Gestures and head movements tend to co-incide with points of emphasis. Hand movements, in particular, can be used to add visual meaning to what has been said…"

The point that is made here is that non-verbal communication can be combined with oral communication to make our communication more explicit or expressive.

Pure non-verbal communication is a distinct field of study, which is beyond the scope of this unit. Some of these fields are:

a) Semaphore

b) Deaf and dumb language

c) Traffic communication

and a host of other non-verbal communication modes can be brought in for an exclusive study of this field.



CHECK YOUR PROGRESS

Q 1. Say whether the following statements are True or False:

a) The term communication refers to the act of exchanging information and ideas between persons. T/F

b) The rules of grammar alone will develop communication skills. T/F

c) The written mode of communication always takes place in formal situations. T/F

d) Oral communication is always informal. T/F

e) Dr. Samuel Johnson wrote in a very formal style. T/F

Q 2. Fill in the blanks to complete these sentences by choosing the appropriate choice:

a) A wedding invitation letter is an example of _____ communication.

A. semi-formal B. informal

C. formal D. oral

b) The unit on "Communication skills" can be seen as an extended example of _____ communication.

A. formal B. semi-formal

C. informal D. non-formal

c) Contracted forms are abundantly used in _____ communication.

A. all written B. all oral

C. formal D. informal

d) Non verbal communication can be combined with oral communication to _____.

A. illustrate gesture

B. make communication expressive

C. show-off D. confuse listeners.

2.5 ESSENTIALS OF WRITTEN COMMUNICATION

In section 9.4.1, you were introduced to the range of written communication. You have seen that written communication skills involve an advanced level of writing skills. Here we shall examine some of the essentials of written communication.

1. **Grammatical competence:** Grammar provides the logical framework without which verbal communication in any language would be impossible. The basis of verbal communication is words. Words combine in a meaningful grammatical framework to form phrases, clauses and sentences. Why is grammar important? It is important because it teaches us different structures of sentences. Besides, it teaches us the skills of manipulating structure so as to (a) make a statement, (b) ask a question, (c) instruct someone to do something and (d) to express our feelings or emotions. We also gain the knowledge of appropriate optatives, performatives etc. which help in real-life communication.
2. **Textual knowledge:** When we give a factual description of a process or write a report, a letter or a note, we have to engage ourselves with stretches of language that is larger than the sentence. We call this

level the 'text' or 'discourse'. The ability tocombinesentences tomake a paragraph and paragraphs into an essay requires a person to have knowledge of the text. You must understand that just as one word in a sentence leads to another, so also in a paragraph one sentence leads to another. In between, there are certain features that contribute to the textuality of the paragraph. These are **cohesion** and **coherence** among others.

3. Cohesion: Let us suppose you have written a few sentences in the form of a paragraph giving an account of the menace of ragging. These are the first four sentences of your composition. The sentences are not given here in the way you may have written.

a) It is gratifying to note that the authorities and the thinking public have at last woken up to the danger posed by this not so innocent mirth. However, later events showed that they were sadly mistaken. Even a section of the guardians at first regarded it as mere innocent mirth indulged in by young people. Not much attention has been paid very recently to the menace of ragging sweeping like an epidemic in the campuses of the educational institutions of the country.

Does the 'passage' make sense? In other words, is there a cohesive relationship within and between the sentences? Think out the answers yourself first.

Now read the passage in the box given below and ask yourself the same two questions.

b) Not much attention has been paid until very recently to the menace of ragging sweeping like an epidemic in the campuses of the educational institutions of the country. Even a section of the guardians at first regarded it as mere innocent mirth indulged in by young people. However, later events showed they were sadly mistaken. It is gratifying to note that the authorities and the thinking public have at last woken up to the danger posed by this not so innocent mirth.

This piece of text has a texture and this is what distinguishes it from text (a) above. Text (b) has a cohesive relationship within and between sentences. Look at the second sentence. What does the word *'it'* mean? To find the answer you refer back to the first sentence and find that 'the menace of ragging' is referred to. Thus, you discover a connection between the two sentences. The 'it' in the third line again refers back to the 'menace of ragging which in the fourth line surfaces as "innocent mirth". This relation between sentences is known as **cohesion**.

Coherence: Why is it that you could not comprehend passage (a) above? The answer is that there is no relation between the parts of each sentence. There is no logical development of the ideas as noted in the four lines. However, this is not the case with text (b). Here we discover transitional signals that guide us smoothly from one sentence to another. We see the obvious transitional signals:

Not much attention to → the menace of ragging → Even regarded as innocent mirth → But sadly mistaken→ gratifying → thinking → public has woken up.

Coherence is thus an indispensable feature of a piece of text.

Remember, when you write something on a given topic, there should be logical development of the ideas. Each sentence must be linked to the other to make the passage coherent.



CHECK YOUR PROGRESS

Q 3. Rewrite the passage into a cohesive piece of text.

However, most important of all, the Egyptians learnt how to preserve speech for the benefit of future generations. They knew about irrigation. They had invented the art of writing. They had invented a calendar, which proved such a useful instrument formeasuring time that it had survived with a few changes until today. They built temples, which were afterwards copied by the Greeks. They were excellent farmers. The Egyptians taught us many things.

2.6 ESSENTIALS OF ORAL COMMUNICATION

In section 9.4.2, you were introduced to the range of oral communication. You will note that oral communication skills involve an equally advanced level of speech skills. Here we shall note some of the essentials of oral communication:

1. **Oral fluency:** In addition to grammatical competence, it is important for the language user to have an oral competence. This would entail that he can use the language orally for the purpose of communication. He would know how to use language orally not only for giving factual description, reporting, interviewing etc., but also for interacting with people on various communicative activities.
2. He/she should understand how spoken communication differs from written communication at the level of vocabulary and syntax. He will understand that
   - the syntax of spoken language is much less structured than that of written language
   - in conversational speech generally active, declarative forms are normally used; passive forms are seldom used.
   - in conversational speech, the speaker uses a good deal of rather generalised vocabulary: e.g. a lot of, got, do, thing, nice, etc.
3. Oral communication makes use of weak forms. A weak form is a spoken form such as the pronunciation of am as /m/ instead of /æm/. Weak forms are normal in speech.
4. Most importantly, oral communication requires you to make use of certain forms suitable for a given communicative function.

The above part (no 4) requires a bit of explanation. Below a few functions are identified along with some of the forms that can be used to perform that function. A few illustrative examples are also given.

a) **Describing:**Structures/Forms

- Asking for a description

  What's it like?

  What kind/type/sort (of …) is it?

What colour/shape is it?

How big/small is it?

Could you describe it for me?

- Giving a description :

  It's quite/rather/fairly/very…

  The unusual thing about it is that …

  It looks like…

- Example

  Adity : I've got a new watch

  Bini : Oh, have you? What is it like?

  Adity : Well, it's golden with a black leather strap.

  Bini : Nice.

b) **Exchanging opinions:** Structures/Forms

- Asking about opinions

  What do you think/feel (about …)?

  What's your opinion on/about … ?

  Do you have your views on …?

- Giving opinion

  I believe/think/feel (that)…

  In my opinion …

- Not giving opinion

  I don't know enough about it

  I don't feel strongly about it

- Examples

  Adity : What do you think about the misuse of mobile phones by students?

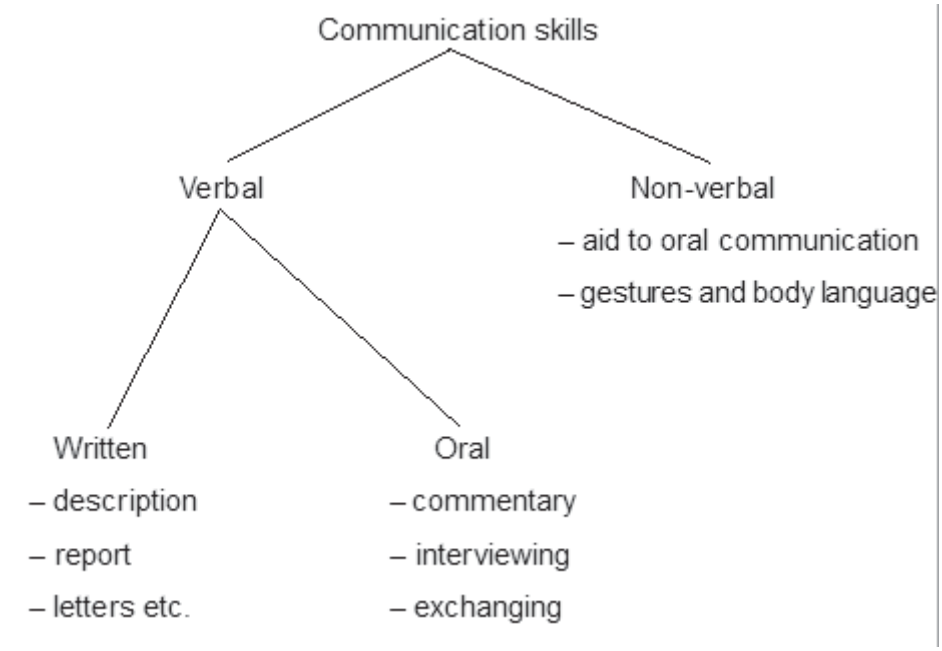
  Bini : I believe parents should be more conscious about their children's behaviour.

  Adity : I think you are right.



2.7 LET US SUM UP

In this unit, we have looked at the concept of communication as a skill to enable a person to perform the act of exchanging information and ideas with other person/s. We noted that communication skills can be distinguished as follows:





2.8 FURTHER READING

1) Brown, G.& Yule, G. (1983). *Discourse Analysis.* Cambridge University Press.

2) Eastwood, J. (1994). *Oxford Guide to English Grammar*. Oxford University Press.

3) Seely, J. (2005). *Oxford Guide to Effective Writing and Speaking*. Oxford University Press.

4) Sethi J. et al. (2004). *A Practical Course in English Pronunciation*. Prentice Hall of India.



2.9 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q 1: a) True, b) False, c) False, d) False, e) True

Ans. to Q 2: a) C, b) B, c) B, d) B

Ans. to Q 3: The Egyptians have taught us many things. They were excellent farmers. They knew all about irrigation. They built temples, which were afterwards copied by the Greeks. They had invented a calendar, which proved such a useful instrument for the purpose of measuring time that it had survived with a few changes until today. However, most important of all, the Egyptians learnt how to preserve speech for the benefit of future generations. They also invented the art of writing.



2.10 MODEL QUESTIONS

Q 1: Give brief answers:

(a) Define communication.

(b) State how humans communicated in pre-historic times.

(c) Besides grammatical knowledge, what else is needed for oral communication?

Q 2: Answer the following questions.

(a) What are the three things involved in communication?

(b) Explain the features of oral mode of communication.

(c) Explain some of the modes of non-verbal communication.

Q 3: Answer the following questions:

(a) You have recently attended a book fair in your town and you were impressed by the sale of books. Write a brief report of the exhibition. (150-200 words)

(b) You are attending a symposium on the World Environment Day.

Write a short speech in about 200 words on the pollution that has affected your town.

(c) You want accommodation for a night in Hotel New India, Jorhat. Write a dialogue between you and the Hotel Receptionist in not more than 200 words specifying the kind of accommodation you want and other details.

*** ***** ***

UNIT 3 : ISSUES ON ORAL COMMUNICATION-I

UNIT STRUCTURE

3.1 Learning Objectives
3.2 Introduction
3.3 Skills Involved in Oral Communication
3.3.1 Listening and Speaking Skills
3.3.2 Reading and Writing Skills
3.4 The Process of Speech
3.5 Non-verbal Communication
3.6 Let Us Sum Up
3.7 Further Reading
3.8 Answers to Check Your Progress
3.9 Model Questions

3.1 LEARNING OBJECTIVES

After going through his unit, you will be able to

- understand the concept of language skills
- understand the sub - skills involved in oral communication
- appreciate the importance of an awareness of sub-skills
- understand the process of speech production
- explain non-verbal communication techniques.

3.2 INTRODUCTION

This is the first of the two units on issues of oral communication. This unit primarily aims at highlighting a number of basic issues involved in using language in terms of skills by stating that using language is essentially the use of the skills of listening, speaking, reading and writing. Though from the point of view of oral communication, it appears that the skills of listening and speaking are of paramount importance, the fact is that effective oral communication is the combination of all the four skills.Collectively all the four skills contribute to effective communication. This unit explores the

various elements that a good language user needs to demonstrate for effective communication. Generally speaking,listening skill implies understanding the language when spoken at a normal conversational speed. Similarly, speaking skill implies an ability to speak the language fluently and appropriately. In the same way, reading skill implies an ability to read different kinds of texts either silently and fluently with comprehension. Likewise, writing as a skill involves an ability to write different kinds of texts. From general statements about skills, we moved on to specific elements underlying each of these four skills. We observed that these specifics would make a language user aware of the little things that are to be acquired in order to be competent oral communicators. We call these little things the sub-skills underlying each of these language skills

Next, we shall move on to the process of speech production by identifying the different elements that are involved in the process. These include a sender of the message and a receiver of the message. Between the sender and the receiver, there is a process in which the speaker transmits the intended message. In doing so, the sender encounters both linguistic and situational constraints, which affect the utterance. The receiver, in his/her turn, interprets the message and providesfeedback to the sender as part of the communicative process.We shall also refer to the different types of non-verbal communication techniques also called non-linguistic communication techniques, which include body language, personal appearance, facial expressions and gestures that can combine with speech to make the communication more effective.

3.3 SKILLS INVOLVED IN ORAL COMMUNICATION

Communication is often used as a term or a concept to refer to an activity or a process of expressing ideas and feelings or of giving people some information. We can say that:

- speech is one of the means of communication
- writing is another means of communication

We can make our oral communicationmore effective by combining our speech with different non-verbal techniques of communication, which

include sign language, body language, gestures and so on.

From the above statements, we note that speech and writing are the two modes of using language for the purpose of communication. We maygeneralise what is exactly involved when we consider a person to be a competent user of the language. For example, when we say that Rhea is a competent user of English, we mean that she is able to demonstrate the following four of abilities among others. She can

(a) understand English when spoken at a normal conversational speed,

(b) speak the language fluently and appropriately,

(c) read different types of texts either silently or aloud with comprehension and

(d) write different types of communications in English.

These four statements tell us what Rhea can do with the language. An ability to do something is a skill. The four statements listed above — (a) to (d) – are language skills or abilities that can be termed as *listening, speaking, reading* and *writing*respectively.Generally speaking,

- listening skill implies understanding the language when spoken at a normal conversational speed;
- speaking skill implies an ability to speak the language fluently and appropriately;
- reading skill implies an ability to read different kinds of texts either silently and fluently with comprehension and
- writing as a skill involves an ability to write different kinds of texts.

3.3.1 Listening and Speaking Skills

Moving from general statements on language skills, we need to know the specifics underlying each general statement. An analysis of these specifics will make a language user know and to know about the little things that are required to be mastered in order to be competent oral communicators. We call these little things the sub-skills underlying each of these language skills

We begin withthe listening skill. Listening as a skill involves the ability in a person to be able to do a number of activities. The little activities that a language user can perform or demonstrate can be referred to as sub-skills underlying a skill. For example, the ability to distinguish the difference in the sounds of the two words *bit* and *hit* to grasp their meanings is a sub-skill of the skill of listening. The skill of listening can be analysed in terms of the following sub-skills:

- recognise the characteristics of English speech sounds
- recognise stress and intonation of English when spoken and follow their significance
- recognize the meanings of words, phrases and sentences in context
- grasp the ideas in a piece of connected speech
- understand the views, opinions and ideas expressed or events narrated
- gather the views, opinions and ideas expressed
- interpret the views, opinions and ideas expressed and
- appreciate the views, and opinions and ideas read out or spoken to him/her.
- know conventional greetings and modes of address
- have knowledge of the contracted forms that are common in speech
- understand sentence fragments rather than complete sentences that are natural in speech
- have knowledge of utterances that are structured according to tone units or tone groups rather than phrases and clauses
- recognise appropriate discourse markers.

On the other hand, speaking being a productiveskill, is a fairly complex activity involving a number of sub-skills. Most importantly, production of speechinvolves not only an ability to listen correctly to the spoken text and understand it in order to make an effective response but also to

- use proper pronunciation, stress and intonation

- distinguish thesounds of English from those of his/her mother tongue
- use appropriate words, phrases and sentences
- use proper pauses in speech
- use varied sentence patterns
- present ideas in proper sequence
- has reasonable speed and flow in speech, suited to the situation
- use conventional greetings and modes of address
- use the contracted forms that are common in speech
- use sentence fragments rather than complete sentences that are natural in speech
- make utterances that are structured according to tone units or tone groups rather than phrases and clauses
- make use of appropriate discourse markers.

In the above statements a number of terms have been used like *contracted forms, tone groups* and *discourse markers*. You will come across these terms as you go along in this course. However, as a starting point, you may find the following information useful for an understanding of the terms.

(a) Contracted forms are short forms of certain full forms that we use in informal speech or writing e.g.

Full form : I shall see you tomorrow.

Short form : I'll see you tomorrow.

I'll is the contracted form of I will or I shall".

(b) Tone groups, also called tone units, are the basic units of intonation in a language. We do not and cannot utter a long sentence with a rapidity non-stop in one breath. We break up the utterance into tone units. A short utterance like "What's your name?" may consist of one tone group. However, we chunk up longer utterances with slight paused in between chunks. In uttering a sentence like "When I reached the station, the train had left" we prefer a mid-break in the comma. Thus, we can utter the sentence by using two-tone units.

(c) Discourse markers are words like ‘well’. ‘You know’ etc. that speakers often use in conversation.

Remember that these statements can be seen as norms that a competent language user must acquire in order to be a fluent communicator.

3.3.2 Reading and Writing Skills

Next, let us move on to the skills of reading and writing, beginning with reading especially the skill of reading silently. This skill involves an ability to

- display reasonable speed in silent reading
- grasp the meaning of words, phrases and sentences from the context
- locate key-words, phrases and sentences from the text
- locate important facts and ideas
- identify relationship between objects, ideas, events, facts etc
- infer the meaning, ideas and the message of a passage
- infer the mood of the author or character
- interpret ideas, events, traits of character
- get at the central idea of the piece
- evaluate events, actions, ideas, feelings and views.

The sub - skills of reading aloud are closer to the sub- skill of speaking.

Finally, let us come to writing as a skill which involves an ability to

- use appropriate words, idioms and structures
- use varied sentences
- spell correctly
- use capital letters and marks of punctuation
- make appropriate use of connectives
- present only relevant facts and ideas
- avoid unnecessary repetition

- organize ideas, facts etc into paragraphs
- make notes of speeches heard
- write outlines for guidance in making a speech
- write a summary/gist/review of a speech heard.

We observe that to develop oral communicative competence we need to acquire all the four language skills considering thatlistening and reading are skills that enable us to receive information or the material we want to include in our speech. Likewise, we can say that speaking and writing are skills that enable us to send information.



CHECK YOUR PROGRESS

Q 1: Read each of these sub-skills and name the skill that each one of them represent:

(a) spells correctly

(b) infers the mood of the author

(c) uses proper pronunciation

(d) recognizes stress and intonation

(e) has reasonable speed and flow.

3.4 THE PROCESS OF SPEECH

Before discussing the process of speech, it would be useful to specify what we mean by speech. Are we talking about conversation or a talk or both?

Conversation is used loosely and non-technically to refer to any interactional stretch of talk involving at least two persons and taking place in a non-formalized setting. A talk can be a discussion, a lecture or speech or any other oral communication.

We cannot call a debate in the Lok Sabha or the State Assembly a piece of conversation, while an interview conducted on television may approximate to conversation. Here we are using the word *speech* in a general sense to include different types of oral communication.

The process of speech can be explained by referring to speech as product. An utterance that we hear spoken to us is an example of speech as product. The process of speechinvolves the performance, the act of speaking which can be explained with the following flow-chart.

(a) the person who is the speaker
(b) the message intended to be transmitted
(c) the linguistic and situational constraints through which the message is transmitted
(d) the message received by the receiver
(e) interpreting the message and
(f) feedback on the message.

The message could be a piece of information that is spoken to be passed from one person to another. The message may consist of facts, ideas, opinions, attitude, feelings or courses of actions sent by the face-to-face mode.It could consist of a set of verbal and non-verbal cues sent by the speaker. The cues include words, figures, gestures, movement's personal appearance, facial expressions, postures, eye contact and vocal techniques. However, the message intended to be transmitted often face two kinds of constraints:

(a) linguistic constraint
(b) situational constraint.

A linguistic constraint may be an ambiguous utterance, faulty pronunciation, a jargonor any homophone that may create problems of speech.

- Ambiguous utterances are utterances having more than one meaning e.g., "The police stopped drinking by midnight."
- Homophones are words like *peace/piece, nose/knows* etc which have the same pronunciation though the words are different.

A situational constraint may be noise that can cause interference in the communication process, which causes hindrance in the transmission or reception of the message. It distorts the interpretation of the message in the communicative process.



CHECK YOUR PROGRESS

Q 2: Give brief answers:

(a) Give an example of an ambiguous sentence.

(b) Define homophone and give an example.

(c) Define noise in the process of communication

3.5 NON-VERBAL COMMUNICATION

At this point, the role of the non-verbal communication techniques also called non-verbal communication techniques in the process of speech production need to be highlighted. We have stated earlier that to convey a message effectively, we often combine speech with non-verbal techniques like body language as part of the process of speech. Body language and spoken language are dependent on each other. Spoken language alone cannot give us the full meaning of what a person is sayingnor for that matter can body language do this alone.

Similarly, personal appearance is a significant non-verbal clue to a person's personality. If the speaker is at ease, the audience will also be at ease; if you appear nervous and jittery, the audience will also feel the same way'

Thirdly, facial expressions can contribute to effective communication. For example, imagine a person making a speech as follows: "I am very delighted to be here this lovely morning to address this gathering of young civil service trainees..." the speaker's delight must show in his/her face. If the speaker appears glum with creased eyebrows, the magic of the utterance will be altogether lost.

Fourthly, the gestures that the speaker makes can be another area of interest in the process of speech. Well-selected and well-timed gestures can add effectively to the type of audience-reaction we want. For example, sweeping hands to indicate that the speaker is covering a broad field or taking in the entire audience can add to the speech event with more effectiveness.

All these elements are part of the process of speaking. The sender decides when and what to communicate, to whom to communicate and how to communicate and decides the way in which they will communicate. The receiver takes the message, interprets it and gives a response.



CHECK YOUR PROGRESS

Q 3: Give brief answers:

(a) Briefly explain non-verbal communication.

(b) Explain eye contact as a non-verbal technique.



3.6 LET US SUM UP

This unit primarily aims at highlighting a number of basic issues involved in using language in terms of skills. We learnt from the unit that

- using language is essentially the use of the skills of listening, speaking, reading and writing.
- We understood that from the point of view of oral communication, though the skills of listening and speaking are of paramount importance, oral communication can be effective by combining all the four skills. Collectively all the four skills contribute to effective communication.
- We also learnt about the various elements or skills that a good language user needs to demonstrate for effective communication.
- Generally speaking, listening skill implies understanding the language when spoken at a normal conversational speed. Similarly, speaking skill implies an ability to speak the language fluently and appropriately. In the same way, reading skill implies an ability to read different kinds of texts either silently and fluently with comprehension. Likewise, writing as a skill involves an ability to write different kinds of texts.
- From general statements about skills, we moved on to specific elements underlying each of these four skills. We observed that these specifics would make a language user aware of the little things that

are to be acquired in order to be competent oral communicators. We call these little things the sub-skills underlying each of these language skills

- Next, we moved on to the process of speech production by identifying the different elements that are involved in the process. These include a sender of the message and a receiver of the message. Between the sender and the receiver, there is a process in which the speaker transmits the intended message. In doing so, the sender encounters both linguistic and situational constraints, which affect the utterance. The receiver, in his/her turn, interprets the message and provides feedback to the sender as part of the communicative process.
- We also referred to the different types of non-verbal communication techniques also called non-linguistic communication techniques, which include body language, personal appearance, facial expressions and gestures that can combine with speech to make the communication more effective.



3.7 FURTHER READING

1) Edmonson, Willis. (2000).*Spoken Discourse: A Model for Analysis.* Longman.
2) Flowerdew,J & Miller L. (2010).*Second Language Listening.* Cambridge University Press.
3) Koneru, Aruna. (2015).*Professional Speaking Skills.* Oxford University Press.



3.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: (a) writing

(b) reading

(c) speaking

(d) listening

(e) speaking

Ans to Q 2: (a) Flying planes can be dangerous.

(b) See 2.4

(c) Noise can be defined as interference in the communication process, which causes hindrance in the transmission or reception of the message.

Ans to Q 3: (a) Non-verbal communication is the process of communication without the use of words. It includesgestures that contribute to the effectiveness of speech.

(b) Eye can signal intimacy, concern, naughtiness, joy, surprise, curiosity, need for approval, affection, love, plea for mercy etc. Eye can also disclose a person's true moods, their state of health, personality and so on.

3.9 MODEL QUESTIONS

Q 1: Give brief answers:

(a) Define language skill.

(b) Explain the tern 'sub-skill of listening'.

(c) Give an example of a sub-skill of writing.

Q 2: Write short notes on

(a) Listening skill

(b) Speaking skill

(c) Linguistic and situational constraints in communication.

Q 3: Answer the following questions

(a) Write a note on non-verbal technique.

(b) Discuss the process of oral communication.

(c) Discuss some problems of listening correctly.

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UNIT 4 : ISSUES ON ORAL COMMUNICATION - II

UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Conversation as a Speech Event

4.4. Turn-Taking

4.5. The Language of Conversation

4.6. Phrasal Verbs

4.7 Let Us Sum Up

4.8 Further Reading

4.9 Answers to Check Your Progress

4.10 Model Questions

4.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- understand conversation in terms of a speech event
- appreciate the qualities of a good conversationalist
- understand the rules of turn-taking
- understand the use of discourse markers
- evaluate the language of conversation.

4.2 INTRODUCTION

In this unit, we propose to introduce you to a few aspects of oral communication. Though oral communication includes conversation both through the face-to-face and the telephonic mode, this unitshall concentrate only on the face-to-face mode.We shall first discuss conversation as a speech event. We defined speech event as an act of exchanging or sharing of information or ideas and thoughts that are of mutual interest to the participants of the speech event.Next, we shall discussthe norms of conversational behaviour by taking up the concept of turn taking, which is a norm for effective conversation implying that the roles of the speaker and

the listener change constantly. We stated that the person who speaks first becomes a listener as soon as the person addressed takes his or her turn in the conversational act by beginning to speak. When there are more than two persons in the conversational act, each individual would follow the norm of turn taking to contribute to the conversational act.

We have also attempted in this unit to distinguish between written and spoken language from the point of view of production and observed that the basic difference between spoken and written language is in the manner of production. The speaker has available to him a number of advantages to express himself effectively notably, voice quality, facial expressions, gestures etc. which are denied to the writer. Secondly, the speaker, in course of the conversation, can go on modifying or monitoring his production under circumstances that are considerably more demanding. Moreover, the setting plays a dominant role in finding the meaning of an utterance. However, drawn away from the setting, if the same utterances are written down, they become difficult to understand.

4.3 CONVERSATION AS A SPEECH EVENT

Oral communication includes both face-to-face communication and telephonic communication. As a separate unit on telephonic communication skills is included in this course, this unit and the others that follow, we attempt to provide you with the necessary guidance developing oral communication skills or what is known as conversational skills.

Conversation is the art of exchanging information between persons. Conversation is basically a speech event. A speech event refers to an act of exchanging or sharing information or ideas and thoughts that are of mutual interest to the speakers. However, some speech event may be exchanges of polite courtesies that are very common in society. You may like to imagine a situation in which acquaintances come across each other in the street. Social norms do not allow a person ignore an acquaintance of his/hers' while passing by in the street. For example, the usual exchange between them would be something like this.

1.

Person A	:	Hello! How are you?
Person B	:	Pretty well, thanks. And you?
Person A	:	I'm fine, thanks.
Person B	:	It's good to see you again. Bye
Person A	:	Bye

In our social life, such exchanges are the most natural things to happen. Even if the two persons who come across each other either as fellow passengers in a bus or in a waiting room or at any such places, would invariably try to get introduced to each other and start a conversation. The important thing is that the participants of the conversational act must show interest in talking to each other.

2.

Person A	:	Hello! I'm Reeta.
Person B	:	Hi! I'm Reena. Going to Dibrugarh?
Reeta	:	No, to Jorhat. And you?
Reena	:	To Dibrugarh
Reeta	:	You live there.....

In this extract, you will find that two persons Reeta and Reena find themselves as fellow passengers in a Dibrugarh-bound bus. They get introduced to each other and you can be sure that though they were strangers they soon became good friends. Your conversational skills, your ability to make friends, or your ability to socialise will bring a great difference to your life.

Good conversationalists develop in them a number of qualities, which include an ability to make listeners interested in listening to what they say. They actively invite us to get closer, creating an environment in which we can relax our guard and relate more directly and openly. For example, if speakers have the ability to make the utterance warm and friendly rather than being pompous and patronising, dogmatic and argumentative, they should be able to make themselves heard and accordingly they would receive a similar kind of response.

Secondly, good conversationalists are knowledgeable persons they know what to talk about and how to talk. Being confident and reassuring, they never get tongue-tied. Being tongue-tied means being unable to speak a nasty experience, which many speakers often encounter as a result of hesitation or lack of proper ideas. Thus, it is important to have sufficient resources to keep a conversation going.

Moreover, it is possible for a person to become tongue-tied when a person shows a sense of superiority over the persontalking to. Hence, in order to be a good conversationalist, speakers should be able to adjust well to the attitude of the persons they are talking to and to knowhow to start and how to end a conversation. This would also require them to be familiar with the norms of conversational behaviour notably turn- taking.



CHECK YOUR PROGRESS

Q 1: Give brief answers:

(a) Give a definition of 'speech event'.

(b) Give the meaning of the term 'being tongue-tied'.

(c) What do you mean by 'being dogmatic'?

4.4 TURN-TAKING

We stated in section 4.3 that among other things, a speech event requires us to be familiar with the norms of conversational behaviour. One of these norms is *turn taking.* We note that in conversation the roles of the speaker and the listener change constantly. The person who speaks first becomes a listener as soon as the person addressed takes his or her turn in the conversational act by beginning to speak. When there are more than two persons in the conversational act, each individual would follow certain norms of waiting for his or her turn to contribute to the conversational act. We may illustrate the above information by taking a situation in which the conversation takes place with two persons. Let us say the persons are A and B.

- When A speaks to B, we say that A is the speaker and B is the listener.
- Next, when B speaks to A, their roles change. Now B is the speaker

and A is the listener.

- In conversation, the roles of the speaker and the listener change constantly. When there is no change of roles, instead of a speech, it becomes a monologue.
- The person who speaks first becomes a listener as soon as the person addressed takes his or her turn in the conversation by beginning to speak.

The rules of conversational behaviour allow that a person who is the listener will take his/her turn to speak when the person had completed his/ her utterance.This suggests a second part: If speaker A gives listener B the turn, listener B must take the turn. If B doesn't take his/her turn, A will carry on. On the other hand, if speaker A goes on speaking, listener B may show a willingness to give up his/her turn. B may through gestures suggest to A that he/she would like to take turn.

Sometimes, however, in certain situations where conversation is going on in which several persons are participating, several conversations may simultaneously be in progress. In such gatherings, invariably one takes a privileged position whereby the person controls turn taking at conventionally determined points. When the turn taking norm gets violated, systematic conversation breaks down and everyone will be talking to everyone at the same time. Such a situation is sometimes observed in certain talk shows or TV debates where no one understands or cares to understand the other and consequently there is a total breakdown of the rules of conversational behaviour.

While we are discussing 'turn taking', the impression that has been given so far is that the exchange that takes place between two persons is always verbal.

(3)

Dristi : Tripti.

Tripti : Yes?

Dristi : Have you got an extra pen?

Tripti : Sure, take this.

Dristi : Thanks.

An important aspect of informal conversation is that it is not always that an exchange that takes place between two persons has to be verbal (using words or sentences as responses). It may be non-verbal as well. Let us reconstruct the conversation at (3) above here:

(4)

Dristi : Tripti

Tripti : (looks at Dristi)

Dristi : Have you got an extra pen?

Tripti : (hands in a pen to Dristi)

Dristi : (Smiles at Tripti)

If you compare the conversation in (3) and (4), you will discover how non-verbal action can be communicative. Tripti's eye contact with Dristi at (4) is equivalent to Tripti's 'Yes' at (3). Similarly, Dristi's smile at (4) is equivalent to her "Thanks" at (3). In other words, we often have a choice between verbal and non-verbal communication to express an idea or to convey a message.



CHECK YOUR PROGRESS

Q 2: Answer the following questions:

(a) Define the term 'turn-taking'.

(b) Explain what you mean by 'verbal exchange'.

(c) Explain the term 'non-verbal exchange'.

4.5 THE LANGUAGE OF CONVERSATION

The language of conversation has been discussed here in relation to the written variety of language. From the point of view of production, it is clear that the language of conversation is strikingly different from written language. These differences are listed here.

(a) The basic difference between spoken and written language is in the manner of production. The speaker has available to him a number of advantages to express himself effectively. These include voice quality, facial expressions, gestures etc., which are denied to the writer.

(b) The speaker, in course of the conversation, can go on modifying his production under circumstances that are considerably more demanding. The speaker can monitor what he has just said and determine whether it matches his intentions. This facility is also denied to the writer.

(c) In speech, the setting plays a dominant role in finding the meaning of an utterance. However, drawn away from the setting, if the same utterances are written down, they become difficult to understand. Therefore, in writing, one has to be more detailed so as to grasp the meaning:

(5)

Dona : Sunny, do you like this?
Sunny : Oh, it's marvellous. Where did you get it?
Dona : My brother gave it to me.
Sunny : Now, what are you going to do with it?
Dona : Let's see.

From the above conversation, it is difficult to state what Dona is talking about. However, it is not difficult for Sunny to understand Dona's words because she has the advantage of the setting that has led to the conversation. Let us assume that Dona's brother had given her a parrot. Sunny deduces the meaning of 'it' from the situation of setting.

(d) Unlike written language, the syntax of spoken language is typically much less structured than that of written language. For example, spoken language makes use of many incomplete sentences, often simply sequences of phrases. Read this extract:

(6)

Dhruva : Hi! Going somewhere?
Tina : Oh Dhruva!
Dhruva : Surprised to see me?
Tina : I thought you were in Bangalore.
Dhruva : I was.
Tina : When did you come?
Dhruva : Yesterday.

Notice the incomplete utterances used by Dhruva:

(i) Going somewhere?

(ii) Surprised to see me?

(iii) I was.

(iv) Yesterday.

These incomplete forms are very commonly used in spoken language. There are shortened forms of simple sentences.



CHECK YOUR PROGRESS

Q 3: Answer the following questions:

(a) In what way is oral communication at an advantage over written communication?

(b) Give an example with the help of a dialogue how a speaker can monitor what he/she had just said.

(c) What is the function of setting in oral communication?

4.6 PHRASAL VERBS

Phrasal verbs are very important components in our conversation. They refer to a verb structure in which a verb combines with an adverb as in "*Please sit down*." Verbs can also combine with a preposition, which is referred to as prepositional verbs, eg. Please look at this report.

Phrasal verbs are usually more informal than the one-word verb that expresses the same meaning as the phrasal verbs. For this reason, phrasal verbs are more commonly used in day-to-day conversation. Examples include:

- *pull down* in place of demolish a structure,
- *take up*in place of accept,
- *put off*in place of defer,
- *put by*in place of store for future use,
- *carry on*in place of continue with a work,
- *hang on*in place of waiting for something,
- *cross out*in place of cancel,
- *work out*in place of to do a calculation for results etc.

Here is a dialogue between the Principal of an educational institution and a staff member on the arrangements for a felicitation programme for the rank holders in the HSLC and HS examination. Note the use of the phrasal verbs and also the style of conversation.

(7) Prl: I sent for you on an urgent matter, Ms Sarma.

S : Yes, Ma' am?

Prl : Can you find out if Mr H.P. Das is free on the 15th of this month?

S : Sure. Shall I ring him up?

Prl : No, don't. You don't ring up Mr Das just like that.

S : True.

Prl : Fix up an appointment and call on him. Take someone with you.

S : Shall I take a letter?

Prl: Of course, you will. But you'll have to discuss if he's free that day.

S: Yes ma'am.

Prl: You may hang on till I type out the letter for him.

Note the use of single verbs in the first sentence of each pair and how the single verb has been replaced by a phrasal verb in the second sentence.

1. (a) We're trying to discover the truth.
   (b) We're trying to find out the truth.
2. (a) Can you arrange an appointment?
   (b) Can you fix up an appointment?
3. (a) You have omitted his name.
   (b) You have left out his name.
4. (a) He established a small business in the city.
   (b) He set up a small business in the city.

You may look up a grammar book or a dictionary of phrasal verbs for more examples.



CHECK YOUR PROGRESS

Q 3: Replace the underlined verbs with a phrasal verb

(a) I wonder how he managed to escape.

(b) He phoned me this morning.

(c) I have overcome this difficulty.

(d) The case will arrive for decision.

(e) The bridge collapsed under heavy traffic.



4.7 LET US SUM UP

In this unit, we learnt the following aspects of oral communication concentrating only on the face-to-face mode of communication.

- We learnt conversation as a speech event, which refers to an act of exchanging or sharing of information or ideas and thoughts that are of mutual interest to the participants of the speech event.
- Next, we learnt about turn-taking in terms of a norm for effective conversation implying that the roles of the speaker and the listener change constantly. We learnt that the person who speaks first becomes a listener as soon as the person addressed takes his or her turn in the conversational act by beginning to speak.
- We also learnt the distinction between written and spoken language from the point of view of production and noted the advantages of a speaker over the writer to express himself effectively for having available to him or her the advantages of voice quality, facial expressions, gestures etc. which are denied to the writer.
- We also learnt how the speaker, in course of the conversation, can go on modifying or monitoring his production under circumstances that are considerably more demanding and also how the setting plays a dominant role in finding the meaning of an utterance.



4.8 FURTHER READING

1) Coe, Norman. (2009).*Oxford Living Grammar: Intermediate.*Oxford University Press.

2) Eastwood, John. (1994).*Oxford Guide to English Grammar.* Oxford University Press.

3) Harrison, Mark. (2010).*Oxford Living Grammar Pre-Intermediate.*Oxford University Press.

4) Palmer, F.R. (1985).*The English Verb.* London: Longman.



4.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: (a) A speech event is an act of exchanging or sharing information, ideas and thoughts that are of mutual interest to the speakers.

(b) Being tongue-tied is an inability to speak freely as through awkwardness in the presence of others.

(c) Being dogmatic means lacking a flexibility in the communication activity. Such a person would like to flout the norms of conversational behaviour.

Ans to Q 2: (a) See 3.4.

(b) A verbal exchange is the conversation between persons that is carried out with words or sentences.

(c) A non-verbal exchange is an exchange that takes place between persons where no words or sentences are used. Instead the participants use signs, gestures, facial expressions, eye-contact and so on

Ans to Q 3: (a) run away (b) rang me up

(c) got over (d) come up (e) gave way.

4.10 MODEL QUESTIONS

Q 1: Answer the following questions very briefly:

(a) Give a definition of conversation.

(b) Explain the term 'non-verbal exchange'.

(c) Rewrite the sentence replacing the underlined verb with a phrasal verb.

I visited my uncle at Delhi.

(d) Here is an incomplete exchange between A and B

A: Hello! _____?

B: Fine, Thank you, and you?

A: I'm fine, Thanks.

Supply the possible utterances to complete the conversation.

Q 2: Give answers to the following questions.

(a) Explain the term 'speech event'.

(b) Discuss briefly the importance of 'a setting' in a conversational act.

(c) Construct a dialogue between two persons A and B on the function of making enquiries in a shop counter on certain items for purchase.

(d) Construct a dialogue between A and B where one of the speakers makes use of at least two non-verbal exchanges.

Q 3:Answer the following questions.

(a) Discuss the characteristics of a good conversationalist.

(b) Discuss the importance of turn-taking as a norm of conversational behaviour.

(c) Discuss the differences between the language of speech and written language.

(d) You would like to visit a few places in South India by train. Write a conversation with a travel agent on routes, visits, etc. for buying tickets.

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UNIT 5 : TELEPHONE SKILLS

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Understanding Telephone Communication

5.4 Handling Calls

5.5 Making Requests

5.6 Request to Do Things

5.7 Giving Instructions

5.8 Let Us Sum Up

5.9 Further Reading

5.10 Answers to Check Your Progress

5.11 Model Questions

5.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- explain the different stages of a telephonic conversation
- use proper opening and closing phrases and expressions in telephonic conversation
- analyse the speaker's mood and intention through his/her intonation/ voice quality
- use proper forms/structures in communicating information through the telephone.

5.2 INTRODUCTION

In this unit, we shall discuss a few features of telephonic communication. Irrespective of the fact that a telephonic conversation is carried out in a formal or an informal context, it is important to remember that your voice is your sole means in a telephonic conversation. Even so, your body language and facial expressions affect the way you sound. To keep a bright voice on the telephone, smiling can be helpful.Secondly,

another feature of telephonic conversation that we have discussed here is that it is possible to identify the different stages of atelephonic conversation.By looking at samples of telephonic conversation, we have noted that the most common characteristic of a telephonic conversation is that it begins with a 'Hello' or any other variations of the word that serves as the opening of a conversation.

An equally common characteristic is the closing of the conversation. Commonly, a conversation ends with 'Bye' or some other closing word.In between the opening and closing stages, there are a few stages like warming up, giving the message and rounding off. Different functions are performed at each of these stages.We also discussed how the speaker's voice quality, voice pitch and intonation can contribute to the understanding of the message. We discussed this point by contrasting the two modes of conversation – the face-to-face mode and the telephonic mode. We noted that face-to-face conversation has more cues for understanding a message than in a telephonic conversation. By manipulating the specified structures, the caller will have at his/her disposal the skill to communicate effectively through the telephonic mode.

5.3 UNDERSTANDING TELEPHONE COMMUNICATION

Telephones, especially the mobile phones and smart phones have become common household items for all sections of people in our country today.It has become an indispensable part of the lives of everyone in this country. We have been communicating with various people and in various modes in various situations all the timethat an SLM on telephonic communication skills seems to be rather redundant. This unit doesn't profess to "teach" telephone skills but to make you aware of certain codes of telephonic conversational behaviour, certain sensitivity to telephonic interaction –and especially how we can interpret the message beneath the utterances and a variety of other related things that we have been taking for granted.Let us begin with an anecdote.

The authenticity of the following conversation between the former Prime Minister of Britain Sir Winston Churchill and his Private Secretary

has not been established. However, it does make a point and is not irrelevant to the context of this unit.

PM : Bernard? Who's that in the next room… screaming at the top of his voice?

PS : If you'll excuse me Mr. Prime Minister, it's the Assistant Private Secretary Frank. He's talking to Scotland.

PM : Tell him to use the telephone.

What is the "point" that the above exchange makes? The point is that the Assistant Private Secretary to the PM was screaming "at the top of his voice" while making a phone call from White Hall, the Prime Minister's office in Central London to Scotland which is a one day journey by bus. Frank, for that is the name of the Assistant Private Secretary, ought to have known that it was hardly necessary to scream while talking over the phone to someone. We may call it "Lesson 1" of Telephone skills: *never scream or speak in an unusually loud voice over the telephone. Talk, but don't shout.* That is the point of Sir Winston Churchill's annoyance.

The key word to this section on 'understanding telephone communication' is"understanding".The word requires us to draw a comparison between face-to-face mode of conversation and telephone conversation.Obviously, the level of "understanding" the message communicated by a speaker is much higher in face-to-face conversation than in telephone conversation. Here are some characteristic features of face-to-face conversation that contrast with telephone conversation.

a) Understanding conversation through the face-to-face mode is facilitated by the use of various clues that face-to-face conversation makes available. These include the following:

   i) the speaker has a full range of voice quality effects that is denied to telephone speech that is carried out with poor acoustic quality.

   ii) he has cues from facial expression of the person engaged in conversation which is denied to the telephone speaker.

   iii) when a person leans forward, smiles and with a warm and friendly voice tells the speaker "I'm very happy to see you", the listener will appreciate the significance of what is being said much more

than when a person says over the phone “I’m very happy to hear your voice”.

b) Understanding conversation through the face-to-face mode is also facilitated by observing postural and gestural cues that are denied to speakers over the telephone mode. There is a very interesting anecdote that had made its rounds in journalistic circles regarding the postural and gestural cues of a former Chief Minister of Assam who used to express his impatience by tapping his fingers on the armrest of the sofa he was reclining on. By observing such postures and gestures, the speaker can,

   i) if he wishes, modify what he is saying to make his utterances more acceptable to the listener

   ii) find some excuse to defer further conversation to some other time and make a hasty exit.

The telephone speaker has no access to postural and gestural cues of the listener.

The speakers in a telephonic conversation rely entirely on the words exchanged, the tone and pitch of the voice to interpret the meaning of the words spoken. Even so, their body language and facial expressions can affect the way they sound in a telephonic conversation. For example, if a person is talking with his body in a slumped position, his voice may sound tired or breathless. Then, even in this respect, there are certain problems of interpreting features like tone and pitch of a person’s voice because these features may not be homogeneous among speakers. There may also be regional variations in the speech patterns whose knowledge is also necessary for understanding telephone communication clearly.

However, there are certain features of conversation that are shared by speakers of both the face-to-face and the telephonic mode of communication. One of them is **code switching**, an inevitable fact in bilingual or multi-lingual speakers. The term code switching refersto the practice of switching over from one language to another as the conversation proceeds. A speaker may begin a conversation in the mother tongue, but at a later phase, may choose to switch over to English or vice-versa. Similarly,

in conversation there is the tendency among speakers to mix more than one language. This phenomenon is known as code-mixing or conversational code switching.



ACTIVITY

Observe two persons talking in Assamese. Do they make use of words, phrases and sentences of English in their conversation? If they do, can you find some reason for this code mixing?

Here is an observation made by a person on a person's habit of code switching. The person found that when the speaker was angry or excited over something, he would invariably switch over to English. Do you find this to be a general case or a specific one? Discuss amongst your friends on this aspect of conversational behaviour, and write a small note on the tendency of code switching among mother-tongue speakers in your language community.



CHECK YOUR PROGRESS

Q 1: Say whether the following statements are true or false.

a) Understanding messages in face-to-face mode of conversation is higher than in telephone conversation mode. T/F

b) Poor acoustic quality can be a barrier of telephone conversation. T/F

c) Postures and gestures in face-to-face conversation do not help in the understanding of a piece of conversation.T/F

d) The speaker in a conversation through the telephonic mode relies on the words exchanged, the tone and pitch of voice used in order to understand messages. T/F

e) It is very common among bilingual speakers to mix languages in speech. T/F

5.4 HANDLING CALLS

Read this transcript of a telephone conversation between two persons in an office:

A : Good morning. Oxford University Press, Guwahati here.

B : Good Morning, I'd like to speak to Mr Tapan Das

A : May I know who's calling?

B : I'm Paramjeet Singh from Kolkata Office.

A : Oh Mr Singh. I'm sorry Mr Das is not present today. Can I take a message?

B : Sure, could you tell him that ten copies of John Sealy's book are being dispatched?

A : Thanks. It's my pleasure.

B : Goodbye for now.

You may like to note the different stages of the conversation given above and the phrases and responses used–

Stage	Exchange A	Exchange B
Opening	Hello! Good morning. Oxford University Press here.	Good Morning. I'd like to speak to Mr. Tapan Das
Warming up	May I know who's calling?	I'm Paramjit Singh from Kolkata Office
Giving the message	Oh. Mr. Singh I'm sorry. Mr. Das is not present today. Can I take the message?	Sure. Could you tell him that ten copies of John Sealy's book are being despached?
Rounding off	Thanks. It's my pleasure.	Good bye for now.
Closing	Bye	

You will note that the opening and closing phrases of telephone conversations are distinctive with rules governing the different stages of a

conversation. When the phone rings, a person lifts the receiver or if it is a mobile phone, presses the call-button and says “Hello!”

Every day you and I handle countless telephone calls. It has become almost a habit with us. What is it that we do while handling calls? We follow the above stages with slight variations depending upon the relationship with the person we are speaking to. From our experiences with handling calls, can we think of some of the problems that we often face? Here are some of the more common ones:

a) Unable to hear well
b) Overlapping in speech
c) The person is speaking too fast
d) You have difficulty in following his/her pronunciation
e) You would like the person to repeat something but out of civility, you don’t say so. Consequently, it affects the comprehension of the message.

Let’s take up the problem of inability to hear properly by taking the following dialogue as anexample:

A : Hello! Am I speaking to Mr. Abhijeet Dutta?
B : Yes, indeed. May I know who’s on the line?
A : * * * from ***
B : Excuse me. I can’t hear you properly.
A : *** from Jorhat ***
B : I beg your pardon?
A : ********
B : Could you try to connect me once again?

(Note : The inaudible words are given in stars)

These are very common experiences. Poor network often leads us to request the caller to repeat something and even if that too doesn’t work, you disconnect the call and try ringing again. If you have a caller identity, you may if you like, call back. Now, the most important thing is that when you are handling official and personal calls, you will find that there are levels of formality you have to adhere to.

Here is an exchange between A and B:

A : Hi! Trishna here,

B : Hi Trishna!

A : Neha, where are you?

B : At home, where else? Why?

A : Switch on XYZ channel. There's a good movie on.

B : I'm already watching the movie.

A : Me too!

B : OK, Happy watching. Talk to you later.

A : Bye Neha.

B : Bye.

The above exchange is carried out on a fairly informal plane apparently between two friends. You'll note that the language is chatty. The two speakers are talking as if they are face-to-face. Nevertheless, you are likely to discover the different stages that we had identified in a telephonic conversation even in this informal exchange.

Stage	Exchange A	Exchange B
Opening	Hi, Trishna here	Hi, Trishna
Warming up	Neha, where are you?	At home, where else why?
Giving the message	Switch on XYZ channel There's a good movie on.	I'm already watching the movie.
Rounding off	Me, too!	OK! Happy watching. Talk to you later.
Closing	Bye Neha.	Bye

5.5 MAKING REQUESTS

In this section, we shall take up a communicative function. We shall call it 'making requests'. You all find yourselves in situations where you make different kinds of requests. Some of them can be requests for information; others may be requests for help in doing something and so on. Let us suppose you need some information on the train position – whether a train is on time or not. You would be required to obtain that information

from the Railway enquiry. Luckily, you have the numbers (they have several telephones) and ring up 'Enquiry'. Let's see how the conversation between you and the receptionist at the desk takes place.

Reception : Hello! Railway enquiry here.
You : Good morning.
Recep : Morning. How can I help you?
You : Could you tell me if the Kamrup Express for Howrah is on time?
Recep : ******
You : Sorry. I couldn't get you. There was this train whistle.
Recep : The Down Kamrup Express? It is two hours late.
You : We can expect it by eight o' clock?
Recep : Late running trains may be further delayed.
You : They make up too?
Recep : Yes,they very often do.
You : I'll ring you again in an hour if you don't mind
Recep : Of course; by all means.
You : Thanks.

(The *** indicates inaudible words)

Let us closely look at some of the structures that will become handy for you to make enquires.

Structures:(Excuse me)

- Can/Could you tell me …?
- I wonder if you could tell me …?
- I wonder if you could help me. I need some information on …
- May I ask you something? I'd like to know …

Remember, you are asking a favour. Your language has to be polite. That is perhaps another lesson in telephonic conversation.

5.6 REQUEST TO DO THINGS

In our day-to-day lives, there are so many requests that we make or others make to us for various little or big things that a communicative function like "request to do things" attains great importance. Let us suppose you

would like to see the dentist. Of course, you'll need an appointment. He is an extremely busy person and you will have to meet his secretary for an appointment. You have to request him/her to fix up an appointment. From your city guide you have obtained the telephone number and would now ring up the New Dental Clinic with a request for an appointment. Here is a telephonic conversation that might have taken place between the Secretary referred to as A and you referred to as B.

A : Good morning! New Dental Clinic here.

B : Good morning! I'm Ajit Baruah

A : Yes, Mr. Baruah?

B : I'd like to see the dentist.

A : You need an appointment?

B : Yes, please.

A : No problem. When do you need the appointment?

B : When do you open?

A : At nine in the morning except Sundays.

B : Could you fix my appointment for nine o' clock tomorrow morning?

A : I'm sorry. Someone has already booked for nine o'clock tomorrow.

B : Then, soon after that person?

A : Yes, that's OK. You may come at 9.15. Perhaps you may have to wait a bit.

B : That's OK. Thanks.

A : Thanks for calling.

Let us identify some of the possible structures that can be used to perform this communicative function.

Structures:

Request to do things

- Could you fix my appointment for …….?
- Could you do me a favour ?
- Do you think you could …?
- I'd be grateful if you could …?

- Would you mind doing …?

Agreeing to do things

- No problem. When do you…?
- Yes, that's OK. You may…
- Sure, that's fine.

Refusing to do things

- I'm sorry. (Someone has already booked…)
- I'm afraid. (nine O'clock is booked)
- I'm so sorry. (but how about 9.15?)
- Well, there's a problem
- Well, I'm afraid…

5.7 GIVING INSTRUCTIONS

'Giving instructions' is another frequently used communicative function that many of us perform in various situations. You watch the recipes telecast by various TV channels. You discover how the chef instructs you to prepare a dish. Here are some of the structures that he/she uses by way of giving instructions 'only to you'!

- First I break two eggs in this bowl.
- Now I heat this frying pan.
- Meanwhile, I beat the eggs.
- I put a pinch of salt-just; a pinch will do.
- I cut a few coriander leaves
- A little sprinkle of black pepper
- I pour just a table spoonful of cooking oil into the pan on the gas stove.
- Now I pour the beaten egg onto the pan. Your omlette is ready.

Note the style that the chef uses. He gives you instructions as to how an omelette is made. However, his instructions are such that he seems to be talking to himself. That is of course one way of giving instructions. He knows that instead of saying First you…, next you… it is more acceptable to use the first person. He is not literally 'ordering' you but the instructions are specific.

In telephonic conversation, if you have to instruct someone to do something obviously you'll use the imperative sentence forms. Many of you are familiar with situations where persons obtain directions over the telephone on various matters including cooking or writing a home assignment among others.



CHECK YOUR PROGRESS

Q 2: Here is an extract of a telephonic conversation on giving instructions. There are some blanks. Fill in the blanks with suitable information.

A : Can you give me the precise direction to KKH State Open University?

B : Where (1) …….?

A : I'm in Beltola Chari Ali.

B : No (2) ……. You take any bus towards Ganeshguri.

A : (3) ……..?

B : Get down at Housefed Complex bus stop.

A : (4) ……?

B : Take the left road. There's a sign board there for your guidance.

A : Thank you.



5.8 LET US SUM UP

In this unit, we discussed a few issues on telephonic communication.

- We noted that there are different stages in a telephonic conversation.Irrespective of the fact that a telephonic conversation is carried out in a formal or an informal context, it is possible to identify the different stages of the conversation.
- We took up examples to state that the most common characteristic of a telephonic conversation is that it begins with a 'Hello' or any other variations of the word that serves as the opening of a conversation.

- An equally common characteristic is the closing of the conversation ending with 'Bye' or some other variations.
- In between the opening and closing stages, there are a few stages like Warming up- Giving the message — Rounding off. Different functions are performed at each of these stages as you had noted.
- We also discussed how the speaker's voice quality, voice pitch and intonation can contribute to the understanding of the message. We discussed this point by contrasting the two modes of conversation – the face-to-face mode and the telephonic mode.
- We noted that face-to-face conversation has more cues for understanding a message than in a telephonic conversation.
- By manipulating the specified structures, the caller will have at his/her disposal the skill to communicate effectively through the telephonic mode.



5.9 FURTHER READING

1) Brown G. & Yule, G. (1983).*Discourse Analysis.* Cambridge.
2) Hudson, R. A. (1999). *Sociolinguistics.* Cambridge.
3) Sasikumar, V. et at. (2005). *A Course in Listening and Speaking.* Foundation Books.
4) Sealy, John. (2005). *Oxford Guide to Effective Writing and Speaking*. Oxford.



5.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: a) True, b) True, c) False, d) True, e) True

Ans to Q 2: 1) Are you, 2) problem, 3) Where do I get down, 4) Then where do I go from there?

5.11 MODEL QUESTIONS

Q 1: Give brief answers to the following questions.

(a) How can facial expressions affect the way we sound in a telephone conversation?

(b) Explain code switching.

(c) Give the different stages in a telephone conversation.

Q 2: Answer the following questions

(a) List four problems of telephone speaking.

(b) State two advantages of face-to-face conversation.

(c) Write a dialogue between two persons illustrating the use of code mixing.

Q 3: Answer the following questions.

(a) Discuss the difference between face-to-face and telephonic conversation.

(b) You are Abhijit/Anita Baruah. You would like to lodge a complaint to the Electricity Board that there is no electricity in your house. Write a telephonic dialogue by touching upon these points.

– introducing yourself

– why you have called

– giving a precise description of the location of your house.

(c) You are Ravi/Renee Dutta. You want some information on flight details to Bangalore. Write a dialogue with Glory Travels by touching upon the following points.

– when do you prepare to leave Guwahati?

– when do you prepare to return from Bangalore?

– would you prefer a direct flight.

*** ***** ***

UNIT 6 : INTERVIEW SKILLS

UNIT STRUCTURE

6.1 Learning Objectives

6.2 Introduction

6.3 The art of Interviewing

6.4 Job Interviews

6.5 Media Interviews

6.6 Let Us Sum Up

6.9 Further Reading

6.7 Answers to Check Your Progress

6.8 Model Questions

6.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- familiarize yourself with the art of interviewing
- develop the techniques of job interviews
- understand the techniques of media interviews
- distinguish between different types of interviews.

6.2 INTRODUCTION

In this unit, we shall familiarize ourselves with the art of interviewing. Interviewing has been considered to be one of the most important methods of collecting information for some specific purposes. It is a basic skill that needs to be mastered in order to serve different purposes. The purposes of interviews may range from collecting research data from a specified group of informantsto job interviews and media interviews. Considering the range of this unit, our focus has been primarily on two types of interviews namely job interviews and media interviews.

We began with a discussion on the art of interviewing by giving a working definition of the term. We then took up different objectives of interviewing. We discussed interviews conducted with the objective of market

research. Then we took up academic interviews by observing that applied linguistic and sociolinguistic researches use the interview technique to obtain data on learners' achievements or dialectical variations. Moreover, the interview technique is considered a favourite technique as a part of evaluation of research works carried out by research scholars wherein viva is the last leg in the long process of assessment.Next, we noted that media news stories and feature articles are very often based on information collected through the interview technique. Most of the news stories and features are based on facts obtained from informants and supported by interviews of experts.

We also discussed media interviews in this unit. We noted that media interviews are mostly in the question-answer format with the interviewer asking the questions and the interviewee answering them. We identified some norms to be followed while posing the questions. For example, the questions asked must be clear and unambiguous, they must be kept short and that even for a brief interview, questions must be carefully prepared to make the best possible use of the time and so on.We also noted that the quality of the questions is as important as the quantity. When an interviewer runs out of prepared questions, viewers do not take long in finding that out. Finally, we noted that the questions in an interview must be arranged in such a manner that the interview becomes well structured and not a scramble of questions and answers.

6.3 THE ART OF INTERVIEWING

The term interview meaning meeting of persons face to face is derived from the French word *entreveue* meaning 'having a glimpse of or seeing each other for a brief moment'. It is a meeting between two persons unless it is a job interview where the interviewee has to face an interview board consisting of at least two or more persons. This meeting takes place basically for information seeking and gathering. Interviewing is the most common method of collecting information. It is a basic skill that needs to be understood and mastered with the aim of achieving some desired goals.

Interviews may be conducted with different objectives in view. One

of the objectives may be market research. The interviewer is a researcher representing a company and his aim is to obtain feedback of some of the products marketed by the company he is researching for. He visits a house and with all politeness, seeks permission to use a few minutes:

Market Researcher : Excuse me please. Could you spare just five minutes of your valuable time? I represent XXX company.

Housewife : Yes please.

MR : You may have been using water purifiers?

Housewife : Yes, of course.

MR : May I know the brand you use?...

MR : Thanks for giving us your time.

The objective of this interview is to enquire if a particular product is being used by the interviewee or not and if used, to obtain feedback from the customer concerned on the quality. In the above extract, the market researcher interviews a housewife on the type of water purifier that she has been using at home and if she has any plan for changing the item.

Secondly, academic researchers may make use of interviews as a means of collecting data from a cross section of the population, which will be used for research experiments. Here is a sample:

Researcher : Can I take a few minutes of your time, Sir?

Principal : Yes, but what do you want to see me about?

Res : I am working on a small project on Gunutsob.

Principal : Oh yes, what do you want to know?

Res : Some feedback on the assessment tool used for English that has been used.

Principal : The material is very good.

Res : In what sense, if I may ask Sir?...

Principal : Thanks. You may give me some information on your findings.

Applied linguistics research uses the interview technique among others to obtain data on language acquisition, samples of learner achievement and so on. On the other hand, sociolinguistic researches use

the interview technique to obtain samples of dialectical variations among a host of other issues. Moreover, in higher education, the interview technique is considered to be a favourite technique as a part of evaluation of research scholars through viva as the last leg in the long process of assessment.

Thirdly, media news stories and feature articles are very often based on informationcollected through the interview technique. Most of the news stories are based on facts gained by asking questions. News and feature writings are supported by interviews of experts.Media interviews look for three basic things:

- **Information:** what happened, when did it happen, where were you at that time, type of information can be obtained through this technique.
- **Quotes:** to add authority colour and impact.
- **Authority:** providing reliable sources, difficult to disbelieve.

Even personal interviews have the same objectives. The journalist interviews a celebrity and culls out information on the person's achievements making use of quotes and authority. The police also use the interview technique, though the term in this case is "Interrogation".

Moreover, interviews are useful techniques for selection of persons for the purpose of employment. There are different types of job interviews. One of the most common ones is what is known as the walk-in interview. These interviews are generally announced by classified advertisements in newspapers in the following style and format:

A walk-in interview will be held in Modern English Medium High School, Bishnupur, Hajo, for the following posts on 6.5.2018 (Sunday) at 10 a.m.(1) Asst Teacher English (2) Asst Teacher Hindi. Salary negotiable.

Walk-in interviews are on-the-spot affairs. Candidates are not required to send the CV beforehand, nor will they be served call letters beforehand. They just walk in to the venue, report their presence and await their turn to face the interview board set up for the purpose.

Of late, the telephonic interview has also gained popularity. These interviews could be on a variety of issues where an interviewer at the other end would ask the interviewee his or her views on a particular topic. Even job interviews are conducted telephonically these days based on the CV

mailed on-line. However, the traditional face-to-face interview has still retained its value though in some academic jobs the weightage of credit in the interview may be a small number considering that different credit points are allotted to a candidate on different academic attainments, higher degrees, publications with ISBN or ISSN, among others.



CHECK YOUR PROGRESS

Q 1: Answer the following questions in brief.

(a) Give one objective of market research interview.

(b) Give the objective of the interview between the Principal and the researcher on gunotsov.

(c) Name the talk show conducted by Tim Sebastian and the channel that airs this show.

6.4 JOB INTERVIEWS

We have stated that though an interview is a piece of conversation, there are striking distinctive features that distinguish a conversation from an interview especially if it is an interview for selecting individuals for a job. Unlike as in normal conversation, by its nature, a job interview sets up an artificial and often daunting relationship between the candidate and the interview board.This is especially so because most candidates for a job take an interview as an oral test. In many cases, an interview may supplement a written or an electronic test that might have been conducted earlier. This awareness makes most candidates fairly nervous.

The interviewing committee also in this case has a serious responsibility to select the right candidate or candidates from a group of candidates. The committee has to identify norms for selection. In this context, the role of the text of the advertisement is significant. Most of the norms have to be earlier laid down specifically in the advertisement for the concerned job. The advertisement should be specific about the qualifications, work experiences, relevant skills such as handling the internet, advance

level communication skills in specified languages and a host of other norms that the employer considers to be essential requirements for employment. The interviewing committee will definitely use a copy of the job advertisement published earlier where the required qualifications were laid down carefully worded, as terms of reference for the selection process.

The selection process of the candidates has actually started with the screening of the applications sent by the candidates to the employer. The application forms provide the employer an opportunity to narrow down the list of candidates to be invited for the interview. Once again, one has to be careful in short-listing candidates for an interview. The copy of the advertisement will be the most effective reference material.

The interview may be conducted by a committee of more than two members of the interviewing committee. It may even be conducted by two persons and rarely by a single person. The interviewing room must look comfortable enough and the committee members must ensure that there is no disturbance from incoming telephone calls when the interview is in progress.The interviewer often plays the role of a hostand that requires the interviewer or the interviewing committee to observe the normal formalities of social behaviour as evident from the following extract.

(Extract begins)

Chairman: Please take your seat Mr Dutta.

Candidate: Thank you, sir.

Chairman: Tell us something about yourself Mr Dutta. We would be interested to hear what exactly had prompted you to apply for a job in our organization.

Candidate: Sir, I have been working as an Assistant Professor in Jorhat College for the last ten years. Of late, I have been wondering if a changeover to an administrative job would provide me with newer challenges from an otherwise routine existence. Hence, when I saw the ad in the papers the other day, it struck me that this could be a job after my heart.

Chairman: I am sure you realize that this job is very challenging.

Candidate: Yes sir, I do.

Expert: From your CV, I see that you have done some research on

public examinations. Would you like to tell us something about your research?...

(End of extract)



CHECK YOUR PROGRESS

Q 2: Give brief answers to the following questions.

(a) State briefly how an interview is different from a conversation.

(b) State the role of the advertisement on the job interview.

(c) Briefly state the process of screening the candidates for the interview.

6.5 MEDIA INTERVIEWS

We are all familiar with media interviews. Various regional, national and internationalradio and television news channels have provided viewers with ample media interview programmes from which a critical viewer may explore the methods, approaches and techniques followed in such interviews. Here are a few of them.

- One of the regional media interview programmes that immediately come to mind is the regular interview programme conducted by the illustrious Shri Homen Borgohain using the title *katha barta*on News Live, Northeast India's leading satellite channel. It is a programme remarkable for the high quality of the content and especially the excellent style of interaction by providing a rich flavour of the Assameselanguage very rarely used by most educated mother tongue speakers today.
- The next is the regular weekly English interview programme that has been conducted excellently by eminent political journalistMr Wasbir Hussain since 2008 that uses the term *Talk Time with Wasbir Hussain*again in News Live channel. It is a programme no viewer would love to miss considering the relaxed atmosphere that Wasbir Hussain creates with his smiling and friendly demeanour when he talks to celebrities like Ruskin Bond or for that matter any personalities

alike invited to his programme.

- At the national level there is the celebrated Mr Arnab Goswami's immensely popular and well researched media interview programmes nowon *Republic TV*, earlier on *Times Now*,most of which have gone viral with a huge international following. For a change, unlike his debates, which are stormy affairs, his interviews are characterised by a restrained use of languagecritically observing the interviewee, missing out nothing.
- At the international level, the BBC interview *Hard Talk* conducted by Tim Sebastian is yet another interview programme that we see as role models of media interview programmes.

There are many other well-known interviewers in the electronic media, but we have mentioned only a few of them as examples. As an illustration of media interview, the following excerpt from one of Wasbir Hussain's interviewsin *Talk Time with Wasbir Hussain*, with Shri Tarun Gogoi, when he was Chief Minister of Assamis given here:

(The Interview)

(WH to the viewers): Hello and welcome to Talk Time. I have with me today veteran Congress leader and Chief Minister of Assam Mr Tarun Gogoi.

Wasbir Hussain: Welcome to my show Mr Gogoi. As a student of class nine your teacher once asked you about your aim in life and you replied, 'Prime Minister of India'. That has not happened yet, but you have been Chief Minister of Assam twice. How does it feel?

Tarun Gogoi: No, I'm happy being the Chief Minister of Assam. Being Chief Minister, I got an opportunity to serve the people of Assam, particularly the poor and downtrodden, the student community and then the women,in fact, all the communities in Assam. As you know when I became the Chief Minister, the economic condition of Assam was really very bad. It was absolutely in a very very bad shape, the government could not pay the salary to the employees, all the development activities had come to a grinding halt. Now during my tenure at least I have got the opportunity to change the economic scenario or the entire scenario of Assam. We have been able to

change the mindset of the people. Earlier the mindset was negative. Therefore, that has been my achievement. I look at my chief ministership as an opportunity to serve the people.

Wasbir Hussain: You get a personal satisfaction out of all this?

Tarun Gogoi: Personal satisfaction in the sense that during my tenure I could change the whole face of Assam. Assam has taken what you call all the positive steps; it is on the march towards economic development.

Wasbir Hussain: you had once told me that as a student of class three, you attended a meeting addressed by Pandit Nehru. That was in Jorhat, you were small then and you quite remember the sandals Jawaharlal Nehru wore.

Tarun Gogoi: Ya, ya.

Wasbir Hussain: And later as a young man you first interacted with him in 1960 when he had come to Assam during the language agitation. Was Nehru your political hero?

Tarun Gogoi: Yes, definitely he was my hero. I don't know, he was my ideal from the very beginning since my school days. I got an opportunity to see him at Jorhat and I still remember his dress and his *Kabuliwallah* sandals also...

(End of extract)

The general picture that emerges from the media interview session of Wasbir Hussain and Mr Tarun Gogoi is that a media interview is after all, a piece of conversation between two persons with a specific purpose.However, it is not exactly like any other conversation that takes place in various real life situations. Most importantly, we note that a good media interview is hardly extempore; there is a lot of preparation involved on the part of the interviewer.

Mr Arnab Goswami's interviews (available in social media and u tube) are an example on this point. His interviews have a striking compactness and are well structured in design. In this context, his interview with Mr Rahul Gandhi may be referred to. This interview was a first-rate media event with high-profile publicity. Elsewhere, Arnab Goswami is reported to have said that he had used more than a hundred questions in

the interview with Mr Rahul Gandhi and some of them had to be repeated over and over again. The interviewee took the strategy several times to side-track questions or to provide a different kind of answer when Arnab had to repeatedly tell him with a cold stare: "You still haven't answered my question". The huge amount of background research of Arnab becomes obvious in the interview.

From the various media interviews, we discover that

- media interviews are mostly in the question-answer format with the interviewer having the privilege to put the questions and the interviewee answering them.
- The questions asked must be clear. The interviewer must avoid constructing 'leading questions' that steer the interviewee towards a predetermined answer.
- It is desirable to ask one question at a time, not one with two or more parts the questions must be kept short.
- Even for a brief interview, questions must be carefully prepared to make the best possible use of the time.
- The quality of the questions is as important as the quantity. When an interviewer runs out of prepared questions, viewers do not take long in finding that out.
- The questions must be arranged in such a manner that the interview becomes well structured and not a scramble of questions and answers.

It is important to win the trust of the interviewees before anything else. Most of you may have seen in the Hindi film *Nayak*, the interviewer Anil Kapoor, playing the role of a media journalist, interviewing the Chief Minister Amrish Puri in a television studio live telecast. From the very beginning of the interview, the hostility of the interviewer was obvious. More than asking questions, he was trying to embarrass the Chief Minister by showing him unpleasant visuals of a riot. In a few minutes time, the interviewee Amrish Puri signalled that the interview be stopped and he marched out of the live telecast programme.

That is an example of a bad media interview that often happens in our real-life media interviews. The interviewer must realize that journalism

is about forging relationship and relation about people. So in any relationship, being sensitive to the situation is the key. A smile, a nod, a laugh goes towards building a trust. Therefore, the words that the interviewer uses should show the speaker's empathy – an ability to share another person's feelings and emotions, as they were your own.



CHECK YOUR PROGRESS

Q 3: Answer the following questions in brief.

(a) Account for the popularity of Shri Homen Borgohain's media interview programme.

(b) Explain the achievement that Shri Tarun Gogoi mentions in *Talk Time*.

(c) State in what way was the TV interview in *Nayak* a bad media interview.



6.6 LET US SUM UP

In this unit we discussed the following aspects of interviews.

- We initiated our discussion on the art of interviewing by giving a working definition of the term.
- We then took up different objectives of interviewing. We discussed interviews conducted with the objective of market research.
- Next, we discussed academic interviews that aim at obtaining samples of learner achievement or dialectical variations besides the use of the interview technique as a part of evaluation of research works carried out by research scholars wherein viva is the last leg in the long process of assessment.
- Next, we discussed media news stories and feature articles that are very often based on information collected through the interview technique and supported by interviews of experts.
- We also discussed media interviews and identified some norms to be followed while posing the questions. For example, the questions asked

must be clear and unambiguous, they must be kept short and that even for a brief interview, questions must be carefully prepared to make the best possible use of the time and so on.

- We also discussed the importance of quality and quantity of the questions.
- Finally, we noted that the questions must be arranged in such a manner that the interview becomes well structured and not a scramble of questions and answers.



6.7 FURTHER READING

1) Barker, Alan. (2008).*Improve your Communication Skills*. Kogan Page.

2) Ussain, Wasbir. (2010).*Tarun Gogoi.* Guwahati: Wordsweaver. (refer to pages 268-280)

3) Karal, Rajeevan et al. (2016).*English for Successful Communication.*Oxford University Press

4) Koneru, Aruna. (2913).*Professional Speaking Skills.* Oxford University Press.

5) Readers Digest. (2009).*How to Write and Speak Better.* Reader's Digest: London.



6.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: (a) The objective of this interview is to enquire if a particular product is being used by the interviewee or not and if used, to obtain feedback from the customer concerned on the quality.

(b) Try yourself from 11.3.

(c) Try yourself from 11.3.

Ans to Q 2: (a) See the first paragraph of 11.4.

(b) Try yourself by stating that the advertisement provides the terms

of reference for selecting the candidates in the interview.

(c) Try yourself.

Ans to Q 3: (a) See the first point of 11.5.

(b) See the second point of 11.5.

(c) Try yourself by reading the interview at 11.5.

6.9 MODEL QUESTIONS

Q 1: Briefly answer the following questions:

(a) Define the term 'interview'.

(b) Explain briefly the objectives of market research.

(c) Give an objective of academic research.

(d) Give your views on Arnab Goswami's interviews in Republic TV.

Q 2: Give brief answers to the following questions.



(a) Explain the importance of interviews in writing news stories and feature articles.

(b) State the function of a walk-in interview.

(c) Explain the functions of telephonic interviews.

(d) Briefly discuss the importance of the quality and quantity of questions in media interviews.

Q 3: Answer the following questions.

(a) Discuss the distinctive features of a job interview.

(b) Discuss the features of a media interview.

(c) Construct a media interview with a celebrated author.

(d) Construct a job interview for a post of travel agent for the travel agency World Travels.

*** ***** ***

UNIT 7 : PUBLIC SPEAKING

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Techniques of Persuasive Speech

7.4 Techniques of Informative Speech

7.5 Let Us Sum Up

7.6 Further Reading

7.7 Answers to Check Your Progress

7.8 Model Questions

7.1 LEARNING OBJECTIVES

After going through his unit, you will be able to

- understand the art of public speaking
- develop techniques of persuasive speech
- distinguish between persuasive and informative speech
- develop techniques of informative speech.

7.2 INTRODUCTION

Public speaking is an art. We remember among the great speeches of Swami Vivekananda,his monumental “Addresses at the Parliament of Religions”at Chicago in the US. We remember the eloquence of Pandit Jawaharlal Nehru,especially his “Tryst with Destiny” and “The light has gone out of our lives” speeches. We remember the wonderful speech “Our finest hour” of Sir Winston Churchill among his other speeches.In our time, we remember the inspiring speeches of Dr A.P.J. Abdul Kalam with his dreams of a developed India in 2020.We admire Narendra Modi’s “rockstar” speech at the USin his address to the NRIs there at Madison Square Garden among a host of his other speeches including hisSunday AIR speeches titled*Man ki Baat*. Of late,Dr Shashi Tharoor, eminent author and parliamentarian, has shot into fame as an outstanding public speaker with his famous “Oxford

Debate" and a host of his other speeches over the length and breadth of the globe, speeches with his remarkable dash of humour, that have made him the role model of oratory among the newer generation of our country.These speeches have remained masterpieces of excellent oratory. They play and replay in our consciousness as well-known celebrated oratory with a display of artistry, grace, style, a pleasant voice, a pleasing personality, having captivated millions of people across the world.The aim of this unit is to analyse some of the techniques of public speaking that good speakers have always used in their celebrated speeches.

In this unit, we discussed two different types of speeches: speeches that aim to persuade and speeches that aim to inform. These two types are distinguished mainly from the point of view of the intent of the speaker and the purpose of the speech. To illustrate the intent and purpose of persuasive speech, we have taken the world-famous Earth Summit speech by Severn Suzuki in 1992 and analysed the structure of the speech that had made the speech aremarkably persuasive speech.Next, wetook up the "Eulogy of Diana, Princess of Wales" speech by Earl Spencer in delivered on 9 September 1997 that is seen in terms of an informative speech. Weoutlined a number of distinctive features of that speech and noted how the speech fulfils the criteria of an informative speech. We also brought out the distinctiveness in these two types of speechesand showed how an informative speech contrasts with a persuasive speech. We noted that the most striking difference between them is that in an informative speech, the primary aim of the speaker is to increase the knowledge of the audience on the subject and create understanding unlike as in a persuasive speech where the speaker attempts to change certain beliefs, attitudes or values of his/her audience.

7.3 TECHNIQUES OF PERSUASIVE SPEECH

Public speaking may have different aims and objectives. When a politician addresses a mammoth election rally, the speaker's objective is clear. He or she would attempt to sway the crowd on the issues of the vision document of the party the speaker represents. The aim is to influence the

listeners with his or her power of persuasion. A persuasive speech should be able tomake the audience feel certain, at the same time driven to be convinced so as toaccept a point of view. That is the character of a persuasive speech; the audience is influenced to adopt a set of principles leading themto perform the act of carrying out certain tasks. If a speaker's speech is effective, the listeners would ultimately persuade themselves to come around to the point of view of the speaker.

To illustrate this point concerning the power of persuasion, the following speech by a world-famous public speaker Severn Suzuki is given. The speech was delivered in 1992 at the Earth Summit in Rio de Janeiro (available in U-tube) when the speaker was only 12 years of age. Her speech lasting six minutes was heard all around the world. Al Gore, the soon to be US Vice President rushed to congratulate her on what he said was the best speech he had heard atthe Summit.

The Speech

Hello, I'm Severn Suzuki speaking for ECO, the Environmental Children's Organization. We are a group of twelve and thirteen year olds from Canada trying to make a difference: Vanessa Suttie, Morgan Geisler, Mitchelle Quigg and me.

We raised all the money ourselves to come six thousand miles to tell you adults you must change your ways. Coming here today, I have no hidden agenda. I am fighting for my future. Losing my future is not likelosing an election or a few points on the stock market. I am here to speak for all generations to come.

I am here to speak on behalf of the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across the planet because they have nowhere left to go. We cannot afford to be not heard. I am afraid togo out in the sun now because of the holes in the ozone. I am afraid to breathe the air because I do not know what chemicals are there in it.

I used to go fishing in Vancouver with my dad until just a few years ago we found the fish full of cancers. And now we hear about animals and plants going extinct everyday – vanishing forever.

I my life, I have dreamt of seeing the great herds of wild animals, jungles and rainforests full of birds and butterflies, but now I wonder if they will ever exist formy children to see.

Did you have to worry about these little things when you were my age? All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions.

I am only a child and I don't have all the solutions, but I want you to realize, neither do you!

You don't know how to fix the holes in our ozone layer. You don't know how tobring salmons up a dead stream

You don't know how to bring back an animal now extinct.

And you can't bring back forests that once grew where there is now desert.

If you don't know how to fix it, please stop breaking it!

Here you may be delegates of your governments, business people, organizers, reporters or politicians – but really you are mothers and fathers, brothers and sisters, aunts and uncles – and all of you are somebody's child.

I am only a child, yet I know we are part of a family five billion strong, in fact, 30 million species strong and we all share the same air, water and soil – borders and governments will never change that. I am only a child, yet I know we are all in this together and should act as one single world towards one single goal.

In my anger, I am not blind, and in my fear, I am not afraid to tell the world how I feel.

In my country, we make so much waste, we buy and throw away, and yet northern countries will not share with the needy. Even when we have more than enough, we are afraid to lose some of the wealth, afraid to share.

In Canada, we live a privileged life, with plenty of food, water and shelter – we have watches, bicycles, computers and television sets.

Two days ago, here in Brazil, we were shocked when we spent some time with some children living on the streets. And this is what one

child told us, “I wish I was rich and if I were, I would give all the street children food, clothes, medicine, shelter and love and affection.”

If a child on the street who has nothing, is willing to share, why are we who have everything still so greedy? I can’t stop thinking that these children are my age, that it makes a tremendous difference where you are born, that I could be one of those children living in the Favellas of Rio. I could be a child starving in Somalia, a victim of war in the Middle East or a beggar in India.

I’m only a child, yet I know if all the money spent on war was spent on ending poverty and finding environmental answers, what a wonderful place this Earth would be! At school even in Kindergarten, you teach us how to behave in the world. You teach us

not to fight with others,
to work things out, to respect others,
to clean up our mess,
not to hurt other creatures,
to share – not to be greedy.

Then, why do you go out and do the things you tell us not to do?

Do not forget why you are attending these conferences, who you are doing these for – we are your own children.

We are deciding what kind of world we will grow up in. Parents should be able to comfort their children by saying: “everything’s going to be alright”. “We’re doing the best we can and it’s not the end of the world.”

But I don’t think you can say that to us anymore. Are we even on your list of priorities? My father always says, “You are what you do, not what you say.”

Well, what you do make me cry at night. You grown-ups say you love us. I challenge you: please make your action reflect your words.

Thank you for listening.

(End of speech)

We have taken Severn Suzuki’s speech as an example of persuasive speech. Let us examine how she attempts to persuade the huge audience in front of her. Let us closely observe the techniques that her speech has

demonstrated to make it a persuasive speech.

(a) Ability to persuade:

The first thing that we note is that Severn Suzuki's approach involves highlighting the contemporary situation with ample convincing statements;

- I am afraid to go out in the sun.
- I am afraid to breathe the air because I do not know what chemicals are there in it.
- And now we hear animals and plants going extinct every year.

Through these statements, she persuades her audience by presenting her reasoning and sums up her arguments by stating: "I challenge you, please make your action reflect your deeds."

(b) Posing Rhetorical Questions:

Secondly, Severn Suzuki makes use of a number of rhetorical questions which are effective tools of persuasion in her speech. (Note that rhetorical questions are questions that are used in speech as a stylistic devise and not necessarily demanding an answer).

- Did you have to worryabout these things when you were my age?
- If a child on the street who has nothing, is willing to share, why are we who have everything still so greedy?
- Then, why do you go out and do the things you tell us not to do?

Raising rhetorical questions in course of a speech is a powerful device to make the listener to feel as if the speaker is addressing commonly held concerns.

(c) Repetition of structures:

Thirdly, Severn Suzuki makes use of repetitions of structures in order to make herself more convincing.

- I am only a child and I don't have all the solutions, but I want you to realize, neither do you!
- I am only a child, yet I know we are part of a family five billion strong.
- I'm only a child, yet I know if all the money spent on war was

spent on ending poverty and finding environmental answers, what a wonderful place this Earth would be!

(d) Appeal to emotions:

Moreover, Severn Suzuki appealed to the emotions not only of the delegates of the Earth Summit, but of all those who had heard the speech.

- Here you may be delegates of your governments, business people, organizers, reporters or politicians – but really you are mothers and fathers, brothers and sisters, aunts and uncles – and all of you are somebody's child.
- Do not forget why you are attending these conferences, who you are doing these for – we are your own children.

Severn Suzuki had made the audience think of their past knowledge and experiences in relation to the ones she had been presenting in her speech. These techniques had made her speech fairly persuasive.



CHECK YOUR PROGRESS

Q 1: Give brief answers

(a) Explain the term "persuasive speech".

(b) Whom did Severn Suzuki try to persuade in her speech?

(c) What was the reaction of Al Gore, the soon to be US Vice President, to the speech of Severn Suzuki?

7.4 TECHNIQUES OF INFORMATIVE SPEECH

In the above section, we discussed the concept of persuasive speech by examining the speech of Severn Suzuki at the Earth Summit at Rio de Janeiro. We shall now move on a discussion oninformative speech.We begin by bringing out a distinction by examining the differences between these two types of speeches.

The most striking difference between persuasive and informative speech is that in an informative speech, the primary aim of the speaker is to increase the knowledge of the audience on the subject. The speaker attempts to share knowledge and create understanding. On the other hand,

in a persuasive speech, the speaker attempts to change certain beliefs, attitudes or values of his/her audience.

Secondly, the difference between the two types of speechesdepends on the purpose or objective of each type of speech. Persuasive speeches are designed to influence the listeners and to changetheir thinking and motivate them into a certain kind of action. Informative speeches on the other hand, give more information and explanation on the topic, but do not ask for any action from the audience. The audience only acquires more information and knowledge on the topic.

Thirdly, persuasive speech implies that there can be more than one points of view on a topic and the speaker's aim is to influence the audience to his/her point of view by convincingly presenting the merits of that point of view. The approach of the informative speech is entirely different; it aims to provide more details on a particular topic.

Moreover, persuasive speech focuses more on justifying a point of view over others through arguments and solutions of the problem whereas informative speech adds to the knowledge of the audience with more information in the field.

To illustrate the nature of an informative speech, here is an example. This is a speech by Earl Spencer delivered at Westminster Abbey, London on 9th September 1997 in the form of a eulogy for Diana, Princess of Wales.

The speech

I stand before you today, the representative of a family in grief in a country in mourning before a world in shock.

We are all united not only in our desire to pay our respects to Diana, but rather in our need to do, because such was her extraordinary appeal that the tens of millions of people taking part in this service all over the world via television and radio who never actually met her feel that they too lost someone close to them in the early hours of Sunday morning.

It is a more remarkable tribute to Diana than I can ever hope to offer to her today.

Diana was the very essence of compassion, of duty, of style, of beauty. All over the world, she was the symbol of selfless humanity.

Astandard-bearer for the rights of the truly downtrodden. A very British girl who transcended nationality. Someone with a natural nobility who was classless and who proved in the last year that she needed no royal title to continue to generate her particular brand of magic.

Today is the chance to say 'thank you' for the way you brightened our lives, even though God granted you but half a life. We will all feel cheated always that you were taken from us so young and yet we must learn to be grateful that you came at all.

Only now, you are gone do we truly appreciate what we are without, and we want you to know that life without you is very, very difficult.

We have all despaired for our loss over the past week and only the strength of the message you gave us through your years of giving has afforded us the strength to move forward...

I would like to end by thanking God for thesmall mercies he has shown us at this dreadful time, for taking Diana at her most beautiful and radiant and when she had joy in her private life.

Above all, we give thanks for the life of a woman I'm so proud to be able to call my sister the unique, the complex, the extraordinary and irreplaceable Diana whose beauty both internal and external, will never be extinguished from our minds.

(End of speech)

We have taken Earl Spencer's eulogy to his departed sister as an example of informative speech. The technique that the speaker uses is to*increase the understanding and feelings*of the audience that they so far had held about Princess Diana.

- such was her extraordinary appeal that the tens of millions of people taking part in this service all over the world via television and radio who never actually met her feel that they too lost someone close to them in the early hours of Sunday morning.
- We have all despaired for our loss over the past week and only the strength of the message you gave us through your years of giving has afforded us the strength to move forward.

Secondly, the speaker *provides more information* about the Princess touched by the poignancy of his highly charged emotional words.

- All over the world she was the symbol of selfless humanity.
- A standard-bearer for the rights of the truly downtrodden.
- A very British girl who transcended nationality...



CHECK YOUR PROGRESS

Q 2: Answer the following questions:

(a) Briefly explain informative speech.

(b) Give an example of how informative speech contrasts with persuasive speech.

(c) Give an example as to how the speaker makes the speech informative.



7.5 LET US SUM UP

In this unit,we analysed some of the techniques of public speaking that good speakers have always used in their celebrated speeches by taking up two different types of speeches: speeches that aim to persuade and speeches that aim to inform.

- We noted that these two types are distinguished mainly from the point of view if the intent of the speaker and the purpose of the speech.
- We illustrated the distinctive features of persuasive speech by taking the Earth Summit(1992) speechof Severn Suzuki
- We analysed the techniques followed that had made the speech to be persuasive speech.
- We also outlined a number of distinctive features of informative speech noting that the most striking difference between persuasive and informative speech is that in an informative speech, the primary aim of the speaker is to share knowledge and create understanding.
- We noted how informative speech differs from a persuasive speech where the speaker attempts to change certain beliefs, attitudes or

values of his/her audience.

- We took Earl Spencer's "Eulogy for Diana, Princess of Wales" as a sample of speech that fulfils the criteria of an informative speech and examined how the speech becomes an informative speech.



7.6 FURTHER READING

1) Barker, Alan. (2008).*Improve Your Communication Skills.* New Delhi: Kogan Page.

2) Karal, Rajeevan et al (2016).*English for Successful Communication.* OUP.

3) Koneru, Aruna. (2913).*Professional Speaking Skills.* OUP.

4) Readers Digest. (2009).*How to Write and Speak Better.* Reader's Digest, London.



7.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: (a) See paragraph 1 of 12,3.

(b) Severn Suzuki was trying to persuade through her speech the delegates attending the Earth Summit held at Rio de Janeiro in 1992.

(c) See last part of paragraph 2 of 12,3.

Ans to Q 2: (a) See paragraph 2 of 12.4.

(b) Take any of the four examples at 12.4 (paragraphs 2,3,4and 5)

(c) The speaker makes the speech informativeby increasing the understanding and feelings of Princess Diana and by providing more information about her.

7.8 MODEL QUESTIONS

Q 1: Give brief answers to the following questions.

(a) Who is the speaker of “Our finest hour”?

(b) Name two public speeches of Pandit Jawaharlal Nehru.

(c) Explain the term “persuasive speech”.

Q 2: Answer the following questions

(a) Give four characteristics of persuasive speech.

(b) Explain the characteristics of informative speech.

(c) State the occasion of Severn Suzuki’s speech.

Q 3: Answer the following questions

(a) Discuss in what sense is Severn Suzuki’s speech a persuasive speech.

(b) Discuss the features that make Earl Spenser’s speech an informative speech.



(c) Discuss the distinction between persuasive and informative speech.

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UNIT 8 : DIALOGUES IN CONTEXTS

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Some Dialogues in Contexts

8.4 Let Us Sum Up

8.5 Further Reading

8.6 Model Questions

8.1 LEARNING OBJECTIVES

After going through the unit, you will be able to

- see the nature of spoken dialogues in different contexts
- use the language in some specific day-to-day real life activities and situations.

8.2 INTRODUCTION

This is the last unit of the course on Spoken English. In this unit, we shall try to look at a few dialogues that will help you to practise the English language in some day-to-day real life activities and situations. After going through the different previous units, you must have realised that the purpose of this course has been to help you to speak English either in the form of 'what to say', or in the form of 'how to say' what you want to say. The first question usually focuses on English conversation, and the second on English pronunciation. The first question aims to teach how to express communicative functions, such as asking questions, making requests, getting things done, or expressing greetings, farewells, apologies, regrets, thanks, etc.; while the second aims at teaching the pronunciation of words, phrases, and sentences. In units 7 and 8 of the previous Block, you have read about the importance of correct pronunciation in verbal communication. You may therefore read the dialogues/conversations in this unit silently for

a number of times, and the practice shall help you to use some of the sentences in similar situations of your day-today life. This is however; a non-credit unit and no evaluation shall be made on this unit.

8.3 SOME DIALOGUES IN CONTEXTS

[Adapted from the book entitled *Spoken English: A Self-Learning Guide to Conversation Practice* by V. Sasikumar, & P. V. Dhamua]

AT THE POST OFFICE

RUBUL : Excuse me.

COUNTER CLERK : Yes?

RUBUL : I want to send this letter, please.

COUNTER CLERK : Do you want to send it by general letter post or registered post? It'd be five rupees by general letter post, and twenty-five rupeesup to 20gramsby registered post.

RUBUL : You'd better send it by registered letter post. It might be quicker.

COUNTER CLERK : All right. Anything else I can do for you?

RUBUL : Yes. Could you weigh this letter, please?

COUNTER CLERK : It's just over 30 grams. It'll cost you twenty eight rupees. Here're the stamps for the letter. Will you affix them, please?

RUBUL : I also want twenty inland letter sheets and ten stamped envelopes.

COUNTER CLERK : But, wait a minute, please. Let me first give you the receipt for the registered post. Here's the receipt. And, here's the postal stationery that you are in need of. However,don't forget to put the letter in the box over there.

RUBUL : Oh, yes. Thank you very much.

AT THE DOCTOR'S

PATIENT : Good evening, doctor.

DOCTOR : Good evening, sir. What's your trouble?

PATIENT : I haven't been feeling well lately.

DOCTOR : What exactly is the problem?

PATIENT : I often feel quite sick. I've had a lot of pain in the stomach for several days. I've also had severe headaches for over two days.

DOCTOR : What's your appetite like?

PATIENT : Not at all good. I don't feel like eating anything. I feel full up all the time.

DOCTOR : Have you had any fever?

PATIENT : Well, I do feel feverish all the time. I've also had a bad taste in the mouth since I've fallen sick.

DOCTOR : All right, let me take your temperature first. There! Give me your wrist, please. There's nothing wrong with the pulse. Now take off your pullover. And, your shirt too. Loosen your clothes a little. I'll examine you, if you lie down on that couch. Do you feel any pain here?

PATIENT : Yes, some.

DOCTOR : And here?

PATIENT : Oh, that's quite painful!

DOCTOR : All right. You may get dressed now.

PATIENT : I hope there's nothing serious, doctor?

DOCTOR : No, nothing serious. I'm prescribing two kinds of tablets. Take one before meals. And, the other after meals for three days. Don't eat any fried or spicy food. Drink milk and have milk foods as much as you can. And, do take some rest.

PATIENT : Do I need to stay away from work, doctor?

DOCTOR : No, not at all. Just take it easy and have rest whenever you can. Come and see me again if the

trouble continues.

PATIENT : Thank you very much, doctor. Good-bye!

DOCTOR : Bye! Take Care.

BUYING A SHIRT

SHOP ASSISTANT : Good afternoon, madam. What can I do for you?

CUSTOMER : Good afternoon, I'd like to buy a shirt.

SHOP ASSISTANT : Cottons or synthetics, madam?

CUSTOMER : Terycots, if you have some.

SHOP ASSISTANT : Sure, madam. Over here, if you don't mind. We have an excellent range of shirts in terycot. These striped ones are new arrivals.

CUSTOMER : I rather fancy those blue ones with red stripes.

SHOP ASSISTANT : Well, they're men's shirts. But, nowadays . . .

CUSTOMER : Could you take them out, please?

SHOP ASSISTANT : What's the collar-size, madam?

CUSTOMER : Fifteen.

SHOP ASSISTANT : Fifteen? Are you sure, madam?

CUSTOMER : Yes. I'm sure.

SHOP ASSISTANT : Here you are, madam.

CUSTOMER : How much is it?

SHOP ASSISTANT : That's five hundred and nineteen rupees. Plus taxes. Would you like to try it on?

CUSTOMER : Try it on? No. Could you gift-wrap it? You see, it's agift to my husband on his birthday!

SHOP ASSISTANT : I see! (Later) Here it is! I've stuck on it a littlecard saying 'Happy Birthday!'

CUSTOMER : That's very kind of you, young man. Bye!

SHOP ASSISTANT : Good-bye, madam. Call again.

AT THE MARKET

JANAKI : (to her husband Bolin). Why don't we come to the market more often?

BOLIN : I don' find it a very enjoyable place.

JANAKI : But I do. I want to come here every day.

BOLIN : Come here every day, then. Who stops you? You have nothing better to do . . .

JANAKI : Now, don't shout, dear. I didn't say I *will* come here every day; I said I *want* to come here.

BOLIN : Let's not argue any more. Let's quickly do the shopping and go home. The children must be getting impatient.

JANAKI : OK, here's the shopping list. We'll first buy toiletries and groceries and then go to the vegetable stall.

BOLIN : That's right. Let's go to the department store next door.

SHOP ASSISTANT : What can I do for you, madam?

JANAKI : We're new to this store and we don't know where things are. Can you tell us where the groceries are? And the toiletries?

SHOP ASSISTANT : For the groceries turn right, madam, and then walk straight on until you come to the end of the corridor. And for the toiletries, just turn left and you walk right into them.

JANAKI : Thanks.

BOLIN : I want these 15 items. Please make me the bill quickly.

COUNTER CLERK : I'll take only a minute, sir. Here's the bill.

JANAKI : Most of the vegetables I wanted to buy are stale. Some of them are even rotten. You should've thrown them away.

COUNTER CLERK : Sorry, madam. In fact, yesterday the wholesale market was closed, and so we couldn't bring in fresh supplies.

JANAKI : But that doesn't mean you should sell rotten vegetables.

COUNTER CLERK : Sorry, madam.

JANAKI : I won't come to this place again.

BOLON : Not until next week! Bye!

IN THE LIBRARY

STUDENT : I want to return these four books.

LIBRARY ASSISTANT : But two of these were due on Monday. You're late by three days. I'm afraid you'll have to pay the fine.

STUDENT : Oh yes, I know that. But... I was sick and have not been able to come to college these four days. You condone the delay under special circumstances, don't you? And my sickness is a special circumstance, isn't it?

LIBRARY ASSISTANT: Yes, it is. But you should talk to the librarian. My duty is just to charge the fine if it is due according to the rules.

STUDENT : Very well, I'll see the librarian. Meanwhile, please issue me with these two books. Oh, wait a minute. I want another book too. Let me go to the racks and find out that one also.

LIBRARY ASSISTANT : OK, I'll wait and lend you all the three together.

STUDENT (later) : Here's the book I wanted. Now please issue them.

LIBRARY ASSISTANT : Would you sign here, please? And here also?

STUDENT : Oh, I want to point out something. In this book, one page is missing. It's page 231. You can have a look.

LIBRARY ASSISTANT : Somebody has torn it away! How callous! ... I must stamp page 230 to indicate that page 231 has been torn out.

STUDENT : Is this necessary?

LIBRARY ASSISTANT : Yes, very necessary. Otherwise this may be blamed on you, or the next borrower after you.

STUDENT : Thanks very much.

LIBRARY ASSISTANT : That's all right.

AT THE RAILWAY STATION

MOHAN : Good afternoon.

ENQUIRY CLERK : Good afternoon. What can I do for you, sir?

MOHAN : What time is the Andhra Pradesh Express expected?

ENQUIRY CLERK : The scheduled time of its arrival is 4 o'clock.

MOHAN : But it's already fifteen minutes past four and there's yet no sign of its arrival.

ENQUIRY CLERK : I'm afraid it's running late by over an hour, and we've already announced it's running late.

MOHAN : I haven't heard any such announcement. I've been at the station for over ten minutes.

ENQUIRY CLERK : Perhaps, it was made before you came. Let me check...It was made at 3.55, exactly 20 minutes ago.

MOHAN : Do you make only oral announcements?

ENQUIRY CLERK : No, we also write them on the notice board just in front of the ASM's office.

MOHAN : Don't you think these announcements should be a little more frequent?

ENQUIRY CLERK : Well, I can't answer that question. For that, you can speak to the ASM, if you like.

MOHAN : Very well. When exactly will the train arrive?

ENQUIRY CLERK : At 5.10. This is the position at the moment. But, it may cover some time, or it may be delayed further. We'll make another announcement as soon as we receive a message.

MOHAN : This will mean a lot of inconvenience to the people gathered here. Have you thought of that?

ENQUIRY CLERK : I'm sorry, but I can't help it. Bear with me for some

more time, please, and make yourself comfortable in the waiting room.

MOHAN : All right. Thank you.

On the public-address system: Your attention, please. The North East Express is running four hours late . . .

AT THE TEA STALL

CUSTOMER : What's the idea? I've been waiting for half an hour now. Do you want me to wait forever?

OWNER : I'm sorry, sir. I'll give you your tea in a few minutes.

CUSTOMER : But I can't wait any more.

OWNER : I haven't served tea to anybody who's come after you. Everybody here waits for his turn. If I served you out of turn, the other customers who came before you would complain.

CUSTOMER : All right, I'll wait for my turn, but you should work a little faster.

OWNER : Here's your tea, sir. Would you like some biscuits or some namkin to go with it?

CUSTOMER : Yes, I think I need some biscuits, some good biscuits, if you have any.

OWNER : I have Eatwell Glucose and Sultana Bikis. Which would you like?

CUSTOMER : Well, give me two or three Sultanas.

OWNER : All right, sir.

CUSTOMER : God, how dirty this plate is! Look here. Its edges are broken, and it's covered with grease, ash, and grime.

OWNER : I'm sorry, sir. But. . .

CUSTOMER : Take this plate away. I don't need any of your biscuits.

OWNER : May I bring you another cup of tea, sir?

CUSTOMER : Do you think I can survive this cup to order

another?

OWNER : What's the matter with this tea, sir?

CUSTOMER : What's the matter? It's bad…It's over boiled and bitter. I wonder if you've mixed any sugar at all. I've never taken worse tea in my life.

OWNER : Nobody's ever told me anything about my plates and tea. You're the firstperson to make a complaint and I promise to be careful in future, sir.

CUSTOMER : I hope you'll keep your promise. How much do I pay for the tea?

OWNER : Nothing, sir. Thanks a lot for your comments. You canpay me next time.

CUSTOMER : Thanks.

AN INTERVIEW

VINOD (Interviewee) : Good morning.

INTERVIEWERS (A, B, C, D, E): Good morning.

A : Please sit down.

VINOD : Thank you.

B : Please tell us your name.

VINOD : I'm Vinod Sharma.

C : Your name gives the impression that you're a very learned man.

VINOD : I wish I were. If only names could be an index of the mind of the people who bear them.

D : What about your name? Do you think it indicates your personality?

VINOD : I can't answer that question, but I'm sure I can't make any claim to any great learning or knowledge that my name . . .

E(interrupting him) : Well, don't worry about your name. Please tell me what subjects you studied for your B.A.

VINOD : History, economics and political science.

E : I wonder why most of you offer these subjects.

VINOD : That's because most colleges teach only these subjects. They have no facilities to teach certain subjects which most of us would like to study.

A : Can you name some of these subjects?

VINOD : Yes, sociology, for example. Or education, psychology. Or still more useful and career-oriented subjects like business management, social work, journalism, international understanding, oceanography.

B : But do you think you can mention social work and oceanography together, in the same breath?

VINOD : Oh, I just named them as they came to me, at random. I wasn't in any way attempting a classified list.

C : Can you tell me why you're interested in an administrative career? Most candidates for jobs try their luck at everything and plump for whatever job they can lay their hands on. They don't care whether they are fit for a certain career or not. VINOD: Well, I don't know much about others. I'm taking this interview because I'd, any day, prefer an administrative position to any other. B: Why?

VINOD : Well, I think I'm good at getting things done rather than doing them myself. A: That's a good answer! Thank you.

VINOD : Thank you.

AT THE BOOK SELLER'S

SA: Shop Assistant

C: Customer

C : Do you, by any chance1, have *Crime and Punishment,* please?

SA : I'm afraid it's sold out.

C : Sold out? I don't think it's possible. This book cannot be in such great demand.

SA : Wait a minute, sir. Do you have the history book in mind, the one written by John Brown?

C : Oh, not at all. I mean the world-famous novel by the great Russian novelist Dostoevsky. I doubt if there is any history book of this name. I think you're mixed up.

SA : Oh dear, I'm really mixed up. I'm sorry, sir. Perhaps I should've been a little more careful.

C : Now, don't worry about that. Tell me how long it will take you to get me a copy of the book. I need it soon.

SA : If you could give me two weeks' time . . . I'll place the order right away.

C : Thank you...Could you guide me to your fiction department? I'd like to browse through some of your latest arrivals, and may select some of them to buy.

SA : Yes, by all means, sir. From here, you just move straight down and then turn left. You'll find fictions there on both sides.

C : Where exactly can I find the latest arrivals?

SA : In the beginning of the corridor, on either side. You'll find a boy there. He'll help you, I'm sure.

C : Thanks.

AT THE GARADGE

MECHANIC : I've checked everything, sir, and it's definitely the carburettor. Everything else has been found fine. The battery is fully charged. The ignition plug is all right. It gives out a nice spark.

RAMESH : But what's the carburettor to do with the starting trouble?

MECHANIC : Oh, it's everything to do, sir. It's here that the mixture is ignited.

RAMESH : But the mixture is ignited, isn't it?

MECHANIC : Yes, but probably the mixture doesn't bum long enough to start the engine. And sometimes even when the engine gets started, it soon runs down since the supply of fuel is cut off.

RAMESH : OK, I'll take your word for it. Start working on it right away. Can you give the scooter back to me in two hours?

MECHANIC : I don't think I can, sir, but I'll certainly try.

RAMESH : By the way, what'11 be your charge?

MECHANIC : Not much, sir. It'll be only fifty rupees.

RAMESH : Fifty rupees? But it's only a minor repair.

MECHANIC : It is a major repair, sir. The carburettor has to be cleaned up. The parts around it have to be cleaned up too, and then the carburettor has to be adjusted. This will mean a lot of trial and error. Two of my boys will be busy handing me tools and things.

RAMESH : Oh, you make the work sound so heavy and complicated!

MECHANIC : I just don't make it sound so; it is heavy and complicated.

RAMESH : All right. Do it then, please.

MECHANIC : Right away, sir!

HIRING A TAXI

TD : Taxi-driver

P : Passenger

P : Taxi, taxi!

TD : Yes, sir? Would you like to hire the taxi, sir?

P : No, I just want to make an enquiry. Where can I find a taxi for the airport?

TD : Well, you have it right here. I can take you to the airport. Which airport, sir?

P : Indira Gandhi International Airport.

TD : Indira Gandhi International, or the other one for domestic flights?

P : The International. What'd be the fare?

TD : I'll charge by the meter-reading. It'd come to between thirty and forty rupees.

P : Why *between* thirty and forty? Why not thirty *or* forty? You should be taking passengers to the airport every day. You should know what exactly the fare will come to.

TD : I do, sir. And that's why I'm saying it'd come to between thirty and forty.

P : But why?

TD : Because the taxi doesn't cover exactly the same distance every time it goes from this taxi stand to the airport.

P : But why? What's the mystery there? You mean to say that the road from this point to the airport is flexible? Does it expand and contract with the temperature like a rubber band, or something?

TD : Come on, sir. There's no mystery at all, sir. It's straight andsimple. The airport is quite far from here. The distance travelled, as the meter records it, will depend upon the lane you travel in, the number of times you change lanes, the number of times you overtake, and so on.

P : All right, all right. Let's go. Would you help me with these bags?

TD : By all means, sir. Let's put them in the boot, sir.

Here…That's right. Now take your seat, sir…Are you comfortable enough, sir? Can I start?

P : Yes, you can.

AT THE RESTURANT

JOHN : Well, here we are. Do you like the place?

MUKESH : Lovely! Very nice!

JOHN : Ah, I hoped you would like this place. Let's go and sit in the corner there, shall we?

MUKESH : Yeah.

JOHN : Now then, let's see if we can get some service.

MUKESH : Well, we need a menu first, don't we?

JOHN : We haven't got one here, have we? Could you ask those people behind us?

MUKESH : Mm, excuse me, could you possibly give us a menu? Oh, they haven't got one either!

JOHN : Haven't they? Let me see ... I think I'll ask these people on my right. Um, sorry to interrupt. I wonder if you could give us a menu. Oh, they don't seem to have one either.

MUKESH : We'd better get the waiter. I say . . . Waiter!

WAITER : Yes, sir?

MUKESH : Er, we haven't got a menu.

WAITER : Oh, I'm sorry. I'll bring you one straight away.

MUKESH : Thank you.

WAITER : Here's the menu, sir. Er, I'm very sorry to trouble you, but I wonder if you could possibly move to another table. I'm afraid this table is reserved.

JOHN : Oh yes, by all means.

WAITER : Thank you very much, sir. Ah! here's the menu. You were sitting on it, sir.

AT THE BANK

CUSTOMER : Can I cash a cheque here?

COUNTER CLERK : Go to another counter, sir. That one there.

CUSTOMER (at the second counter): Can I cash this cheque, please?

COUNTER CLERK : What's the amount? Let me see the cheque. It's less than two thousand. Go to the teller's counter, sir. She'll cash it right away.

CUSTOMER (at the teller's counter): Take this cheque please, and give me the amount. Be a little prompt, will you? I've already spent some time here going from counter to counter, and I'm in a hurry.

TELLER : All right, sir. Bear with me for two minutes, and I'll give you the money. (After a minute) I'm sorry to bother you, sir, but there's an over-writing on the date, which you've not signed. Would you put your signature here, just over the date on the right-hand corner?

CUSTOMER : Of course. Here it is, young lady. Now go ahead and pay the amount, please.

TELLER : It shouldn't take much time now. An entry has to be made, and that's all. But could I bother you again? Would you sign on the back of the cheque, here?

CUSTOMER : Certainly not. Why do you want me to sign on the back when I've put my signature on the front of the cheque?

TELLER : We need this signature as evidence that you've received the money, sir. The signature on the front only means that you've ordered the bank to pay.

CUSTOMER : Well, you have a point there, but this order should be enough evidence that the payment has been made.

TELLER : But it doesn't prove who's received it, does it?

CUSTOMER : That's true.

TELLER : Here's the amount, sir. Sorry for the little delay.

CUSTOMER : That's all right. Thank you.

TOM : Come, everybody. Let's have some tea now.

AT THE HOTEL

TOURIST : Good morning. Have you any room vacant?

RECEPTIONIST : Yes, sir. Double or single?

TOURIST : I want one double.

RECEPTIONIST : I have a double room on the second floor.

TOURIST : Oh, but I wanted to have one on the ground floor, or the first floor.

RECEPTIONIST : Let me see if I can . . . I'm sorry, sir. There's no double room vacant at the moment either on the ground or on the first floor. But I wonder if' you could wait till the check-out time. I'll have two vacancies then. Could I book one of the rooms for you in advance, sir?

TOURIST : Yes, I don't mind waiting for an hour or so. What's your check-out time?

RECEPTIONIST : It's 12 noon, and it's already a quarter past eleven. So you'll have to wait for less than an hour, sir.

TOURIST : How come? My watch shows ten minutes *to* eleven! That means there's more than an hour to go. I'm not going to wait. . .

RECEPTIONIST : I'm afraid2 your watch is a little too slow, sir. My watch makes 11.20 now. I set the time only a few minutes before you came.

TOURIST : Oh, dear, there's something wrong with my watch. You're right. I'll wait for some time.

RECEPTIONIST : Thank you, sir. Would you take a seat, on the sofa over there?

TOURIST : Oh, but I don't know anything about the facilities you provide here.

1. I wonder if ...: a polite way of making a request.

2. I'm afraid: a polite way of stating an unpleasant thing.

RECEPTIONIST : Don't worry about that, sir. Here's a brochure giving all information about the hotel. On page ten, you'll find everything about the rooms. TOURIST: Thank you, young lady.



8.4 LET US SUM UP

This unit is meant for all those learners who know the structure of English, but cannot communicate effectively while speaking. The dialogues provided here shall help to guide all the learners who find communication in English a difficult task, as the they can take adequate hints from these dialogues regarding what to say and how to say certain things while communicating in a situation.



8.5 FURTHER READING

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2) Carmen, Robert. (ed.).*Spoken English: Flourish Your Language.* Abhishek Publication: Chandigarh.



8.6 MODEL QUESTIONS

Q 1: Write imaginary dialogues in the following contexts and situations.

a. At the Cinema Hall

b. Introducing Yourself to a Stranger

c. Waiting for the bus on the road

d. An Invitation to Tea
e. An Invitation for Lunch/dinner
f. Going out on a long drive with a Friend
g. At the Marriage Party
h. At a religious place
i. At the Tailors
j. Sending good wishes
k. At the Stadium
l. At the workplace
m. In a Park
n. Starting a conversation with a Stranger
o. Student-Teacher conversation over examination
p. Conversation with a Police Officer
q. At a Shopping Mall
r. Conversation with an Interior Designer
s. In the Hospital
t. Asking for direction at a new place
u. At a mobile repairing shop
v. At an automobile dealer
w. Conversing with Customer Care Executives/Insurance Agent
x. Conversing with a Consultancy Service
y. At the Gym
z. Conversation between an employer and employee.

*** ***** ***



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