

COMMUNICATION SKILLS- I (SEC)

B.Com (Hons./ Comp.Appl./ Gen.) & B.Sc

MODULE – I LISTENING SKILLS

Listening is the ability to accurately receive and interpret messages in the communication process. It is a key to all effective communication, an active process of getting information and ideas, without the ability to listen effectively messages are easily misunderstood. “Listening is the process of receiving, constructing meaning from and responding to the spoken.

Listening is not just about being Quiet while someone else is speaking. It deals with the mind and hearing with the senses. Listening is conscious to improve our interpersonal & oral exchange. Just Listening to words is not enough; a good Listener has to pay attention to the non-verbal communication of the speaker.

Listening is the learned process of receiving, interpreting, recalling, evaluating, and responding to verbal and nonverbal messages. Because it is a process, it doesn't have a defined start and finish. Like the communication process, listening has cognitive, behavioral, and relational elements and doesn't unfold in a linear, step-by-step fashion. Models of processes are informative in that they help us visualize specific components, but keep in mind that they do not capture the speed, overlapping nature, or overall complexity of the actual process in action. The stages of the listening process are receiving, interpreting, recalling, evaluating, and responding.

Receiving

Before we can engage other steps in the listening process, we must take in stimuli through our senses. We primarily take in information needed for listening through auditory and visual channels. Although we don't often think about visual cues as a part of listening, they influence how we interpret messages. For example, seeing a person's face when we hear their voice allows us to take in nonverbal cues from facial expressions and eye contact. The fact that these visual cues are missing in email, text, and phone interactions presents some difficulties for reading contextual clues into meaning received through only auditory channels.

Interpreting

During the interpreting stage of listening, we combine the visual and auditory information we receive and try to make meaning out of that information. It is through the interpreting stage that we may begin to understand the stimuli we have received. When we understand something, we are able to attach meaning by connecting information to previous experiences.

Evaluating

When we evaluate something, we make judgments about its credibility, completeness, and worth. In terms of credibility, we try to determine the degree to which we believe a speaker's statements

are correct and/or true. In terms of completeness, we try to “read between the lines” and evaluate the message in relation to what we know about the topic or situation being discussed. We evaluate the worth of a message by making a value judgment about whether we think the message or idea is good/bad, right/wrong, or desirable/undesirable.

Responding

Responding entails sending verbal and nonverbal messages that indicate attentiveness and understanding or a lack thereof. We send verbal and nonverbal feedback while another person is talking and after they are done. Back-channel cues are the verbal and nonverbal signals we send while someone is talking and can consist of verbal cues like “uh-huh,” “oh,” and “right,” and/or nonverbal cues like direct eye contact, head nods, and leaning forward. Back-channel cues are generally a form of positive feedback that indicates others are actively listening. People also send cues intentionally and unintentionally that indicate they aren’t listening. If another person is looking away, fidgeting, texting, or turned away, we will likely interpret those responses negatively.

The Listening Process

Listening within the work context is the process by which you gain an understanding of the needs, demands, and preferences of your stakeholders through direct interaction. A stakeholder could be anyone from your boss, a client, customer, co-worker, subordinate, upper management, board member, interviewer, or job candidate.

There are two components to active listening in the workplace: attention and reflection.

- **Active listening** involves holding eye contact, nodding, having good posture, and mirroring the speaker’s body language to show genuine interest in what they're saying. In addition to these nonverbal cues, you must also allow the speaker to finish their thought in its entirety.
- **Reflection** is the repeating and paraphrasing of what the speaker has said to show that you truly understand what they're telling you.

Importance of Listening

We show that we are serious

We display respect to other’s view point

Helps us to learn

Helps us to adapt and understand

Empathize

To avoid communication errors

Helps to learn something new

It is the key to success

TYPES OF LISTENING

Learning critical listening skills is an important part of building interpersonal relationships and processing important information. There are a few general listening styles that people use, depending on the situation they are in and whether they are operating on a more emotional or logical level. Understanding the different styles of listening can improve your interpersonal communication and help you quickly understand new information and concepts as they are communicated to you.

Understanding the different listening styles and when to use them can help build your communication skills and make you a better listener. Though you might think being a good listener is straightforward, there are actually a variety of types of listening.

In general the different types of listening can be categorized as either evaluative listening (which is analytical and logical) or reflective listening (which is emotionally driven). Individuals might naturally gravitate towards one listening style profile or another, but each of these types of listening is useful, depending on the situation. Knowing when to use each style of listening will make you a more effective communicator and help prevent miscommunication.

There are a few different methods of effective listening, and each one is suited to specific circumstances. Here are descriptions of the main types of listening and the scenarios in which you would be likely to use them:

Discriminative listening:

Discriminative listening is the most basic type of listening, whereby the difference between different sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences. We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds it difficult to speak another language perfectly, as they are unable to distinguish the subtle sounds that are required in that language.

Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing.

Listening is a visual as well as auditory act, as we communicate much through body language. We thus also need to be able to discriminate between muscle and skeletal movements that signify different meanings.

Comprehensive Listening:

In this type of listening to a listener listens to different sounds and understand the meaning of each sound. Comprehensive listening is little advanced listening skill to discriminative listening skill, but it is also a fundamental type of listening, and it also a fundamental part of all other types of listening.

The most basic element of comprehensive listening is a language a person should have the knowledge of a wide range of vocabulary, grammar rules, and syntax in order to decipher what others are saying. In addition to language, the body language of the person, tone of their voice, and their facial expressions all play a crucial role in comprehensive listening.

Comprehensive listening is the overall category that covers most other forms of listening that critical listeners utilize. Through the course of their day-to-day lives, people use comprehensive listening paired with verbal cues to understand what messages are being communicated to them.

Critical listening:

Critical listening is listening in order to evaluate and judge, forming opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval.

This form of listening requires significant real-time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.

Biased listening:

Biased listening happens when the person hears only what they want to hear, typically misinterpreting what the other person says based on the stereotypes and other biases that they have. Such biased listening is often very evaluative in nature.

Evaluative listening:

In evaluative listening, or critical listening, we make judgments about what the other person is saying. We seek to assess the truth of what is being said. We also judge what they say against our values, assessing them as good or bad, worthy or unworthy.

Evaluative listening is particularly pertinent when the other person is trying to persuade us, perhaps to change our behavior and maybe even to change our beliefs. Within this, we also discriminate between subtleties of language and comprehend the inner meaning of what is said.

Typically also we weigh up the pros and cons of an argument, determining whether it makes sense logically as well as whether it is helpful to us. Evaluative listening is also called critical, judgmental or interpretive listening.

Sympathetic listening:

In sympathetic listening we care about the other person and show this concern in the way we pay close attention and express our sorrow for their ills and happiness at their joys.

Empathetic listening:

When we listen empathetically, we go beyond sympathy to seek a truer understand how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. When we are being truly empathetic, we actually feel what they are feeling.

In order to get others to expose these deep parts of themselves to us, we also need to demonstrate our empathy in our demeanor towards them, asking sensitively and in a way that encourages self-disclosure.

Therapeutic listening:

In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way.

This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to both diagnose problems from listening and also to help the speaker cure themselves, perhaps by some cathartic process. This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

Dialogic listening:

The word 'dialogue' stems from the Greek words 'dia', meaning 'through' and 'logos' meaning 'words'. The dialogic listening means learning through conversation and also an interchange of ideas as well as information in which we actively seek to learn more about the thinking capability of a person .Dialogic listening is sometimes known as 'relational listening'.

Relationship listening:

Sometimes the most important factor in listening is in order to develop or sustain a relationship. This is why lovers talk for hours and attend closely to what each other has to say when the same words from someone else would seem to be rather boring.

Relationship listening is also important in areas such as negotiation and sales, where it is helpful if the other person likes you and trusts you.

Techniques of Effective Listening

Listening is a significant part of communication process. Communication cannot take place until and unless a message is heard and retained thoroughly and positively by the receivers/listeners. Listening is a dynamic process. Listening means attentiveness and interest perceptible in the posture as well as expressions. Listening implies decoding (i.e., translating the symbols into meaning) and interpreting the messages correctly in communication process.

Listening differs from hearing in sense that:

Hearing implies just perceiving the sounds while listening means listening with understanding whatever you are listening. Both the body as well as mind is involved in listening process.

Listening is an active process while hearing is a passive activity.

Hearing is an effortless activity while listening is an act requiring conscious efforts, concentration and interest. Listening involves both physical and psychological efforts.

Effective Listening Skills

- Discover your interests' field.
- Grasp and understand the matter/content.
- Remain calm. Do not lose your temper. Anger hampers and inhibits communication. Angry people jam their minds to the words of others.
- Be open to accept new ideas and information.
- Jot down and take a note of important points.
- Work upon listening. Analyze and evaluate the speech in spare time.
- Rephrase and summarize the speaker's ideas.
- Keep on asking questions. This demonstrates that how well you understand the speaker's ideas and also that you are listening.
- Avoid distractions.
- "Step into the shoes of others", i.e., put yourself in the position of the speaker and observe things from his view point. This will help creating an atmosphere of mutual understanding and improve the exchange of ideas in communication process.

There are plenty of active listening techniques that will improve the impression you can make at a job interview.

Active listening techniques include:

- Building trust and establishing rapport
- Demonstrating concern
- Paraphrasing to show understanding

- Using nonverbal cues which show understanding such as nodding, eye contact, and leaning forward
- Brief verbal affirmations like “I see,” “I know,” “Sure,” “Thank you,” or “I understand”
- Asking open-ended questions
- Asking specific questions to seek clarification
- Waiting to disclose your opinion
- Disclosing similar experiences to show understanding



The Comprehension skills that are related to Listening and Reading are:

- Note Taking in Listening as well as in Reading
- Summarizing and Paraphrasing
- Scanning and Skimming Reading Techniques
- Intensive and Extensive Reading Techniques

Listening is defined as ‘a thoughtful attention paid to what is said’. It is not a passive act of hearing alone, rather centering on the articulated sounds stands for listening. It happens only when the receiver in the communication process wants to attend to or get influenced. Speaking takes a lion’s share in our life i.e. 52%, leaving 32% to hearing.

Reading and Writing enjoy 9% & 7% weightage respectively. Listening has long been acknowledged as a primary management tool.

Listening Comprehension:

Listening Comprehension can be understood as a thoughtful attention paid to what is being said and it also demands and understands that facilitates retention of the listened content. Listening is a challenging activity as it is a live act and the listener needs to comprehend in the real moment.

In the academic learning requirement, listening comprehension is to be taught-learned as a technique to 'Receive-Retain-Record-Reflect'.

The Process of Listening: (As explained by P.D. Chaturvedi & Mukesh Chaturvedi)

- Undivided Attention
- Hearing
- Understanding
- Interpreting
- Evaluating
- Conceptualizing

How to Enhance Listening Comprehension Skills

- **Take Notes:** A Listeners must be respectful to the 'reinforcements' done by the speaker. On the personal level, we should listen and do what is being conveyed. On the academic and professional levels, one should be prompt to 'Take Notes' of the highlighted idea. Whenever the speaker repeats something, writes it on the board or mentions the terms in a slide on screen, speaks it with special effort- the listener should take note of the same. These are the dots that need to be connected to create a comprehensive understanding after the speaker has departed. We need to remember that Note Making happens only when Note Taking has been done. You cannot Recall-or make a note to someone-unless you have not NOTED it.

Note Taking Techniques are so integral to Comprehension Skills, especially listening that avoiding them makes recall and retention poor in most of the contexts.

- **Avoid Selective Listening and Focus on the Content:** A rational mind will not get preoccupied with the selections or deviations. Attentive Listening should be done and the focus should be on the content, not on the speaker. However, the speaker must be respected as a person, not at the cost of content though.
- **No Bias:** Separate the Ideas from the Speaker and do not indulge in biasness by relating the content with the context, cast-color-religion-region-race of the listener. It does not mean that the presence or the character of the speaker is of no importance. It suggests the removal of mental locks against the deserving speakers.

- **Heard Melodies are Sweet, but Those Unheard is Sweeter:** When a speaker articulates his thoughts, there are so many connotations to be ‘heard’ by us. Do listen to the expressions-feelings-tone-pitch-voice modulations-and intentions. ‘Listen to what is left Unsaid.’ Use your eyes as well.
- **Don’t get carried away by the ‘emotive content’:** In professional as well as academic listening, one has to remember that getting too emotional can reduce or ruin the objective of comprehending the content.
- **Don’t be a Saint:** A Listener is not required to be a sponge of the speaker. Too much concentration often results in less comprehended material. Be attentive but keep your mind free to reflect at your own.
- Think with the Speaker (not like the speaker) and empathize.
- Responsible Listening: It is an ethical term when we ask for responsible behavior. However, without being a good listener, one cannot become a good speaker.

Listening Comprehension is about improving your listening skills and becoming an attentive listener. It is an integral skill of Receptive and Expressive Communication Skills.

Probing Questions

Asking questions has many purposes, some of which are to build rapport, obtain information, control a conversation, influence others, and check for understanding, all of which demonstrate effective questioning. Albert Einstein said, “If I had an hour to solve a problem and my life depended on the solution, I would spend the first 55 minutes determining the proper question to ask, for once I know the proper question, I could solve the problem in less than five minutes.” Far too many people focus on having the “right answer” rather than discovering the “right question”. A powerful question:

- generates curiosity in the listener
- stimulates reflective conversation
- is thought-provoking
- Surfaces underlying assumptions
- invites creativity and new possibilities
- generates energy and forward movement
- channels attention and focuses inquiry
- stays with participants
- touches a deep meaning
- evokes more questions.

There are a range of question types that can be used for different purposes. Some questions provide structure, others direct flow, and some help us to reach closure. Question types include:

- **Open questions**, to gather information and facts, for example "What are your concerns and worries about this situation?"
- **Probing questions**, to gain additional detail, e.g. "Can you explain why that matters?"
- **Hypothetical questions**, to suggest an approach or introduce new ideas. An example might be "If you could get additional funding or resources, how might that help?"
- **Reflective questions**, to check understanding, such as "So would you prioritise the most critical areas for attention first and make sure that everyone knew what was most important?"
- **Leading questions**, to help a person reach a conclusion or have an 'idea' that you feel will be beneficial; a few well planned questions can very often lead the person towards the idea and instead of responding to your request, they have their idea of how to help you be more successful.
- **Deflective questions** to defuse an aggressive or defiant situation by redirecting the force of the other person's attack instead of facing it head-on. 'Attacks' are synonymous with dissatisfaction, insubordination or resistance and prevent you from moving forward. Dealing with a strong objection by responding with similar force creates conflict. Deflective questions help to transform the negative situation into a collaborative problem-solving occasion. Some examples include:

Dissatisfaction: I'm not happy with this project!

Response: What can WE do to make it right?

Insubordination: I have major concerns. I won't do it!

Response: How can WE address your concerns?

Resistance: I disagree with the approach!

Response: If you were to do it, what would be your approach?

- **Closing questions**, to bring agreement, commitment and conclusion, e.g. "When will you talk to your team and the client about this?"

Questions are not neutral: • Asking 'leading questions' when you are seeking information closes off options; • Whereas asking 'open questions' when you are intending to move a person towards the conclusion you want them to reach can be counterproductive. Hypothetical, reflective and leading questions help generate ideas, motivate people and develop insights, they are particularly useful when leading knowledge workers. Other question sets are designed to gather information.

To be effective, you need to know the objectives of the questions you are asking and then design the questions to support the objective.

Barriers of Listening

A barrier to listening is anything that is physically or philologically hindering you from recognizing, understanding, and accurately interpreting the message that you are receiving. We'll discuss five different barriers to effective listening: Information overload, personal concerns or issues, outside distractions, prejudice, and rate of speech and thought. When you have a better understanding of the potential barriers to effective listening you can pinpoint where your weaknesses are and work on building them up to make you a better listener.

Outside Distraction:

Classroom doors slamming, cell phones ringing, students having conversations outside in the hall are all examples of outside distractions. It is your job to check out the speaking situations before you present. That way you expect some of the above mentioned outside distractions. If you have a good idea of what to expect, you can adjust your volume, pace, pitch, and tone of your speech. If you are an audience member you can move to another seat, close the door, and do whatever is necessary to minimize the distractions.

- **Prejudice:**

Sometimes you might have a hard time listening because you do not agree with the speaker. We, as humans, have a tendency to be closed- minded at times. If you have an emotional reaction to a speaker or you disagree with his/her ideas on a personal level, you might allow personal prejudices to distract you. Keep an open mind. While you may not agree with the speaker, his or her message may be valid. You'll never know unless you hear them out.

- **Rate of Speech and Thought:**

Most people speak at a rate of 125 words per minute. As a listener you are able to filter 700 words a minute. If we can process so many more words than we actually hear, a mental lag can occur. Eventually you'll stop listening or you'll find yourself drifting in and out. It might be to your benefit to mentally summarize the speaker's ideas from time to time to keep yourself engaged.

- **Information Overload:**

Seventy percent of our waking time is spent in some sort of communication situation. Of that seventy percent, forty-five percent of that time is spent listening. With all we have to listen to, there are going to be times where we experience information overload. Information overload is when you have so much information coming at you; it's easy to become overwhelmed. In a public speaking class you can experience this when listening to your fellow classmates give speeches— especially if you're hearing 20 speeches one after the other. You become overwhelmed and you'll probably find yourself tuning out at some point. Or what if a speaker

condenses so many statistics into the presentation that you cannot keep track of all the numbers? That is information overload.

- **Personal Concerns**

Let's face it; you have a lot going on in your life. You attend school, you probably work, you might be raising a family, and you have your own personal issues to work through every day. Sometimes when we are absorbed in our own thoughts and concerns, we can't focus on what someone else is saying. Your role as an audience member is to listen to what the speaker is saying. If you find yourself focusing on your own upcoming speech rather than listening to your classmates, you're allowing your personal concerns to distract you. Or perhaps you are worried about something happening at work or home. When you allow those worries to take your focus, you will often find that you become a less effective listener.

- **Eavesdropping**

Eavesdropping is a bad listening practice that involves a calculated and planned attempt to secretly listen to a conversation. There is a difference between eavesdropping on and overhearing a conversation. Many if not most of the interactions we have throughout the day occur in the presence of other people. However, given that our perceptual fields are usually focused on the interaction, we are often unaware of the other people around us or don't think about the fact that they could be listening in on our conversation. We usually only become aware of the fact that other people could be listening in when we're discussing something private.

Overcoming the barriers:

Overcoming these barriers of noise can be difficult. Practicing some simple techniques will take away the difficulty and the rewards for doing so are great.

1. External Distractions

This is the simplest of all barriers to overcome. Find a quiet area and sit with your back to windows and away from traffic, both vehicular and people.

2. Speaker Distractions

This is one of the more difficult barriers to overcome. The first step is to be self-aware that the speaker is distracting you. The trick if you find the speaker is distracting you is to paraphrase or reflect often. Don't allow the distraction to build to a point where you stop listening.

3. Message Intent/Semantics

This is reasonably simple to deal with, by asking questions of clarification. Never let an acronym go unchallenged and use "What...?" questions when the context is ambiguous. "What

do you mean by..?” is the simplest form. “Under what circumstances do you see that affecting/being important/occurring...?” is another useful form.

4. Emotional Language

Another difficult aspect for most of us is not able to control our own emotions. Whilst it may not seem intuitive given that we are talking about being able to paraphrase and reflect what the speaker is saying, this is the time to stop the speaker and call them out for the emotional/extreme language. Inform them that you really want to listen to what they have to say and really want to engage, but it is very difficult to have a conversation when one person is using very emotional or extreme language.

5. Personal Perspective

Personal baggage when listening is, to my mind, the most difficult noise to overcome. This is because the baggage usually triggers emotions which put us in a place where we are not in full control of ourselves. The technique is to watch for emotional triggers. Are you already not listening? Have you gone flush in the face? Are you thinking more about what you are going to say rather than concentrating on what the speaker is saying? If you can recognize that you are reacting poorly and if you cannot immediately recover your active listening capacity, then ask for a short break. Clear your head and focus on what was your goal of being an active listener. Start the conversation again with a steely determination to focus on what you want to achieve through being an active listener. If you find that you cannot recover your active listening capacity, you can either defer the conversation or ask someone else less likely to be impacted as you are to join the conversation, after providing them an appropriate briefing.



MODULE II- Speaking Skills

Speaking is the second of the four language skills, which are: 1. Listening 2. Speaking
3. Reading 4. Writing

Effective speaking has the power to change history, whether it is to turn the tide of war or announce the independence of a nation. In the modern context, speaking skills have been effective in launching iconic products. They've even brought back companies from the edge of bankruptcy.

The right combination of words and gestures can inspire people, spur them into action, and get them to dedicate themselves to a cause. Speaking skills don't just involve the use of the right words. Your body language also has a major role in conveying a message.

There are 5 main aspects of effective speaking:

1. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001:69). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008:1).

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001:6). Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact

2. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language (Purpura, 2004:6). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002:1) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

Moreover, Nelson (2001:1) states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004:24).

3. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and every day (Turk, 2003:87). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005:3).

Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002:580).

4. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16).

5. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher.

Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51).

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speaker.

- **PRONUNCIATION**

Pronunciation of English words can be tricky. For example, the word "colonel" is pronounced differently than it is spelt. It is pronounced "ker-nul." "Rome" and "roam" are spelt differently but are pronounced exactly the same.

The English language is filled with multiple examples like these, and chances are you will notice some of them while reading this blog post. It can be overwhelming when you are learning English, but the good news is that practice can help! To get you started, here are some simple tips that you can follow to improve your English pronunciation.

Read out Loud

If you are new to the English language, reading aloud is one of the best ways to start. This will help to train you for conversation. It will make you more confident. As you hear yourself speak, your pronunciation will improve. But, what should you read? Anything you like! If you enjoy what you read, you will want to keep reading and practicing more. It is helpful to read things that are right for your English level. If what you read is too difficult, you might not understand it, and might want to give up. And if it is too easy, you might get bored.

Watch Your Favorite Movies and Television Shows in English

Switch on subtitles when you are watching your favorite movies and TV shows. Read along as you watch to improve your reading, pronunciation, and even spelling! Hearing how certain words are pronounced will help you to remember and memorize the sounds.

Speak slowly

Speak clearly and slowly, so people can understand you properly and so you seem confident. Speaking slowly will also help you pronounce words properly. You will be able to identify the mistakes you are making. Try to speak slowly when you practice English, and one of the best ways to practice is to read every day.

Read Every Day

Read something in English every single day. Read a comic, a short story, anything! But it is important to read something at your level and start simple. The more you practice, the better you will get! Just like any other language, it is important to read full sentences when you are practicing English. Do not only practice new words. Reading full sentences will allow you to understand the rhythm and flow of the English language. Another good way to do this is to practice speaking with a partner.

Practice English Speaking with a Partner

Practice English speaking every day. Think of this method as a sport. When you play sports with other people, you can learn and practice with them to get better. Similarly, when you feel confident speaking by yourself, it is a good idea to practice speaking English with someone else. Speaking in front of someone and learning with them is a great way to improve your English speaking skills. It will help you gain confidence and speak in public without worrying about how you sound. Practicing English with a partner can also allow you to correct yourself and help you understand if you were making any mistakes.

Learn a New Word Every Day

Using a dictionary can be very helpful. Choose a new word, but try to keep it simple. Try to use the word you picked in different sentences. Practice saying it slowly and be conscious of the syllables. This will help you identify patterns in pronunciation for similar sounding words.

- **ENUNCIATION**

Pronunciation and enunciation are closely related terms that often get confused with each other. Pronunciation is related to the word itself, focusing on which syllables should be emphasized and how certain letters (or combinations of letters) should sound when spoken. Enunciation refers to how clearly and distinctly a particular individual forms the sounds that make up a word.

What Is Enunciation?

Enunciation can be defined as speaking clearly, stating each word fully and distinctly. This is a function of how an individual speaks rather than how a word should be pronounced.

Common Enunciation Problems

Enunciation problems can take several forms. A few examples include:

- Dropping “g” sounds: Saying things like “He’s going’ to the store” instead of fully forming the “g” sound at the end of the word “going”
- Blending words improperly: Combining words in a manner that is not correct, such as saying “gonna” instead of “going to”
- Speaking too quickly: Talking so fast those words run together so that listeners can’t be sure where one word ends and another begins
- Muttering: Speaking softly, in a manner often referred to as “under your breath” so that other people can’t tell what you are saying
- Mumbling: Speaking indistinctly and in a low voice so that words run together and can be difficult for a listener to distinguish

Overcoming enunciation issues involves not only pronouncing words properly, but also making sure to articulate (speak clearly) each word and to speak up so that your voice properly projects.

How to Improve Enunciation

Improving your ability to enunciate requires practicing how you speak and being mindful of doing so in a way that leads to clear communication that is easily understood by other people. Activities that can help you learn how to enunciate better include:

- Self-evaluation: Record yourself having a conversation with another person (with that individual’s permission) to analyze how you are speaking. Be honest with yourself about how you come across. This will help you determine where to focus your efforts.
 - o Are you talking so fast that some words run together? Practice slowing your rate of speech to a more appropriate pace. Begin by taking a breath between each word.
 - o Does the listener have to strain to identify the words you are speaking? Practice speaking at a more appropriate volume.
 - o Are you dropping sounds or combining terms improperly? Clearly state each sound that should be included with every word and use only correct contractions to shorten phrases.

- **Articulation practice:** Make a list of words you use regularly as well as less familiar terms that are hard to say, then practice speaking them aloud clearly and distinctly. If necessary, look up how these words should be pronounced, then spend time saying each of them out loud very slowly. Exaggerate each sound, leaving sufficient time between words to fully pronounce each one.
- **Breathing exercises:** Make sure you are breathing properly while you speak. Your stomach muscles should provide support for your diaphragm while you are talking. This will help make sure you have sufficient air to form words clearly and speak at an appropriate pace. Use deep breathing exercises to help improve your ability to breathe properly while speaking.

Pronunciation vs. Enunciation: Both Are Important

In order to communicate effectively, it's necessary to pronounce words correctly while also enunciating as you speak.

Correct Pronunciation with Poor Enunciation

You could pronounce a word correctly but fail to enunciate properly. For example, you could make the sounds associated with a word correctly (pronunciation) yet mumble as you are speaking or use a rate of speech that is so fast that the words run together (poor enunciation).

Proper Enunciation with Mispronunciation

You could enunciate properly, yet mispronounce a word. You could speak clearly and distinctly (enunciation) yet use the wrong syllable emphasis or letter sounds for the words you are saying (mispronunciation).

Improve Pronunciation and Enunciation

Now that you are familiar with the difference between pronunciation and enunciation, take steps to improve your skills in both areas. Review commonly mispronounced words so you can master how to say them correctly and focus on speaking clearly and distinctly so that other people don't have to struggle to tell what you are saying. Doing so will help you develop strong verbal and oral communication skills.

- **Vocabulary**

You can define vocabulary as “a set of words used in a specific language”. It comprises of all the words that you understand when you read or write something or listen to someone speak. That is, our vocabulary consists of all the words that we understand, feel, or comprehend in the correct context. Hence, the more effort you put in to understand the meaning of a word, the stronger your vocabulary grows.

Importance of a Rich Vocabulary

Vocabulary builds over time. It develops with reading and with specific instruction. A good vocabulary helps you to develop your comprehension skills and master a language. When you take the effort to understand unfamiliar words, you actually try to understand the entire context in which the word is used. And this entire process helps you to understand what the writer or speaker is trying to say.

In addition to comprehension skills, a good vocabulary also helps you to articulate your ideas and thoughts in an effective way. With a rich vocabulary, you will not sound repetitive and boring. You will be able to choose the appropriate words and express your ideas with maximum impact. At the same time, you will also be able to receive and process information in a better way. Your grasping ability increases with a good vocabulary.

Another advantage of a good vocabulary is that you will be able to create a good impression. When you articulate well, the other person will naturally be more inclined to listen and exchange ideas with you.

Types of Vocabulary

Developing vocabulary is a timeless process. As we age, we keep picking up new words. Vocabulary is a skill that gets better over time. However, you must be careful of what words you learn. You can categorize vocabulary in several ways.

Vocabulary—Basic, High-Frequency, Subject-Related

To begin with, you can categorize vocabulary depending on how you use it. A rich vocabulary consists of basic vocabulary, high-frequency vocabulary, and subject-related vocabulary. A word's definition, use, context, and complexity determine its category.

Ideally, you should pick up words that will help you in your studies. You could also develop your vocabulary with words that you would come across regularly while reading books or while listening to people. That is, you should build your vocabulary with words that you would use frequently.

Finally, you should definitely build your vocabulary depending on your career specialization or field of interest. For instance, if your specialization is computer electronics, you should familiarize yourself with technical terms associated with computers.

Vocabulary—Expressive and Receptive

You can also categorize vocabulary into two broad categories—expressive and receptive vocabulary. Expressive vocabulary refers to the words that we use to express our thoughts and ideas. That is all the words that we use for “speaking” and “writing” fall under the expressive category.

Speaking vocabulary comprises of the words that you would generally use in your speech. Research proves that on average, people have about 10,000 words in their speaking vocabulary. Writing vocabulary refers to the words that you use while writing your ideas or thoughts. Your comfort with spelling words usually determines your writing vocabulary.

Receptive vocabulary, on the other hand, refers to all the words that you understand while “reading” books or “listening” to someone speak. In other words, all the words that you process while receiving information fall under receptive vocabulary. Listening vocabulary includes all the words that you hear and understand.

On average, adults can understand and process around 50,000 words. If you notice, listening vocabulary is vast vis-a-vis speaking vocabulary. Reading vocabulary, as the word suggests, refers to all the words that you understand when you read. As mentioned earlier, the more you read, the more you develop your vocabulary.

Vocabulary—Oral and Written

Finally, you can also classify vocabulary into the oral and written vocabulary. Oral vocabulary consists of all the words you use while speaking and all the words you understand while listening. Written vocabulary comprises of all the words that you understand while reading and all the words that you use while writing what you want to express.

Building Vocabulary

Building a rich vocabulary is an experience in itself. Not only will it help you in your professional life, but it will also open your mind to new worlds. As you keep learning new words, you will realize how it creates an interest to learn and explore more. You will also notice how you can use words in a different context, thereby improving your communication skills.

One of the best ways of building a strong vocabulary is to explore the variations of a single word. That is, when you come across a new word, you can try looking up its antonym and synonym, or its connotation, or check if it is an idiom, and so on.

Antonyms are opposite words whereas synonyms are words that have the same meaning. Idioms are a group of words that have a meaning different from their literal meaning. Connotation refers to the feeling or idea the word generates. You can also check the etymology of a word, that is, where the word originates from.

- **FLUENCY**

Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately.

Types of Fluency

1. Perfect Fluency

Perfect fluency is how many people who have little to no language experience tend to define “fluency.” Perfect fluency means knowing every word you encounter. It means speaking quickly, clearly and easily and never stumbling or having to search for words. It means having no accent, or only one that is faint and charming. It means never having any semblance of difficulty with the language anymore.

2. Quick Fluency

Quick fluency is good if you have some sort of deadline. Say, for example, that you’re visiting the country and you don’t want to flip through a phrasebook, butcher a foreign language, and not understand the response you receive. Again, listening comprehension is extremely important if you actually want to understand the answers to your questions (which, let’s face it, is probably one of the main reasons you asked them). Of course, make sure to also arm yourself with the ever-important phrases, “Could you repeat that?”, “Could you speak more slowly?” and “Sorry, I didn’t understand that.”

3. Native-Like Fluency

Unlike perfect fluency, native-like fluency is a reasonable and attainable goal. Native-like fluency does not mean that you will be mistaken for a native; very few people ever reach that stage. However, it means that you generally know all the same words that a native knows and can speak at the same pace with the same amount of ease as a native speaker. You will likely have an accent, but as long as your conversation partner can understand you without difficulty, it doesn’t matter.

Tip: If people can’t figure out where you’re from, your accent is probably pretty good.

4. Literary Fluency

Literary fluency focuses on the more intellectual side of a language: indulging in literature, attending university, composing song lyrics, etc. Native-like fluency is not a required prerequisite; it will just improve your feel for the language. You can, however, certainly master reading literature and writing poetry without the ability to converse casually with a native. Literary fluency calls for an almost exclusively passive input. Read novels and texts from specific fields until it all makes sense. Learn in the language instead of reading about the language in your own native language.

• Common Errors

India has the second highest number of English speaking population in the world. It is a second language for a vast majority of people. In a country where many regional languages are used, a lot of errors creep into the grammar and vocabulary of an average English speaker.

Writing and speaking in English as a non-native speaker has its own set of problems. Grammatical errors come in many forms and can easily confuse and obscure meaning. Some common errors are with prepositions most importantly, subject verb agreement, tenses, punctuation, spelling and other parts of speech.

Prepositions are tricky, confusing and significant in sentence construction.

Here are few errors of English grammar that most of the Indians commonly make:

1. Incorrect: Myself I am Suresh babu.

Correct: I am Suresh babu.

While introducing oneself, it is usually observed that the users mix up both the possessive pronoun 'myself' and the subject pronoun 'I'.

2. Incorrect: I am having four brothers and three sisters.

Correct: I have four brothers and three sisters.

Present continuous tense cannot be used for pragmatic situations such as this. Simple present tense should be used.

3. Incorrect: He do not have a laptop.

Correct: He does not have a laptop.

Do not should not be used after the subject pronoun (He, She, It).

4. Incorrect: Does she has a car?

Correct: Does she have a car?

The helping verb does is used at the beginning and the main verb have denotes possession or ownership.

5. Incorrect: (Question) "Today office is there?" (Answer) "No office is not there. Today is Bharat bandh."

Correct: (Question) "Is today a working day?" OR "Are we working today?" (Answer) "Yes we are working today or no we are not working today."

6. Incorrect: That only, she is very arrogant.

Correct: That was what I said. She is very arrogant.

Saying "That only" was the wrong way to emphasize what the speaker has already said.

7. Incorrect: Last before year she got very good marks.

Correct: Year before last she got good marks.

Phrases that can be used: Month before last, Day before last, Week before last.

8. Incorrect: He did not wrote the test last week.

Correct: He did not write the test last week.

The helping verb 'did' is followed by the present tense of the verb and not the past tense form.

9. Incorrect: I cannot cope up with this pressure.

Correct: I cannot cope with this pressure.

The meaning of the verb cope is to manage. 'Cope' is followed by the preposition 'with', and never followed by 'up'. Even professionals commit this error.

10. Incorrect: I came to office by walk.

Correct: I came to office on foot.

We can say "by car", "by bike", "by bus", "by train" and "by flight". However, we cannot say "by walk", as it is the "foot" which is being used to travel and not "walk".

11. Incorrect: What is the time in your watch?

Correct: What is the time by your watch?

12. Incorrect: Our classroom is in the 2nd floor.

Correct: Our classroom is on the 2nd floor.

13. Incorrect: The price of this mobile phone is higher than yours.

Correct: The price of this mobile phone is higher than that of yours.

While comparing two individuals/things than is followed by the pronoun that.

14. Incorrect: His son-in-laws have come home.

Correct: His sons-in-law have come home.

In plural form, it is always mothers-in-law, brothers-in-law, sisters-in-law.

15. Incorrect: He has white hairs.

Correct: He has grey hair.

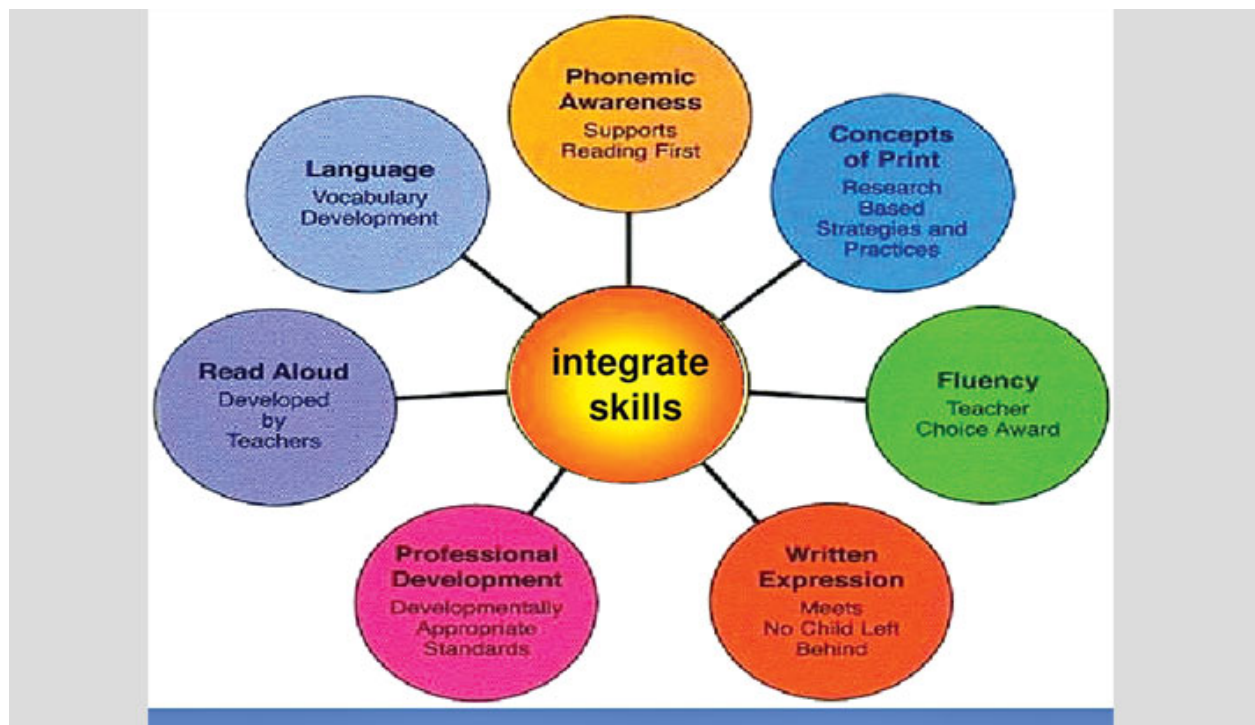
All the hair on one's head is considered uncountable and so, "hairs" is almost always incorrect.

16.Incorrect: I prefer coffee than tea.

Correct: I prefer coffee to tea.

'Prefer' is always followed by the preposition 'to'.

Knowledge of grammar and vocabulary both are essential for confident and fluent use of English language. Regularly read standard newspapers in English and as far as possible, use grammatically, logically, and meaningfully correct English.



MODULE –III READING SKILLS

Reading is a skill which enables us to get a message; recognizing the written words (written symbols); getting (understanding) the meaning; used to teach pronunciation; grasping information from texts. Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

Reading is a method of communication that enables a person to turn writing into meaning. It allows the reader to convert a written text into a meaningful language with independence, comprehension, and fluency, and to interact with the message.

Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. There are the following types of reading and the corresponding types of activities to develop the corresponding reading skills: Skimming reading is reading to confirm expectations; reading for communicative tasks. General reading or scanning is reading to extract specific information; reading for general understanding. Close reading or searching reading is reading for complete understanding; reading for detailed comprehension (information; function and discourse). Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read. Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question. Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers.

Exercises aimed to teach receptive skills required for detailed reading comprehension can be divided into several groups depending on the purpose you want to achieve. The first group of exercises works to familiarize the students with the topic, develop guessing skills and create expectations and interest in the text they are going to read. Pre-reading activities allow the reader to make predictions about text that will be read by eliminating possibilities that are unlikely. They are a way to prepare a reader prior to a reading assignment by asking them to react to a series of statements, questions, or words related to the content the material.

Techniques of Reading

1. Scanning.
2. Skimming.
3. Active Reading.

4. Detailed.
5. Speed.
6. Structure-Proposition-Evaluation
7. Survey-Question-Read-Recite-Review.

Reading is a great habit that can change human life significantly. It can entertain us; amuse us and enrich us with knowledge and experiences narrated. There exist some reading techniques, which if mastered at a growing stage can help us, be better and far more comprehensive readers.

These skills might not necessarily be learned as rigid theories or rules but if understood well once they can definitely enhance the reading skills and increase the quality and quantity of output that we get from after reading.

The followings are seven styles/techniques of reading used in different situations:

1. Scanning

Scanning through the text is a reading strategy that is used for getting some specific points by looking at the whole text. For highlighting the important points of a book the readers can skim through the summary or the preface or the beginning and end chapters of that book. For example, this technique is used for looking up a name from the telephone guidebook.

2. Skimming

This reading technique is used for getting the gist of the whole text lead. We generally use this technique at the time of reading a newspaper or magazine. Under this technique, we read quickly to get the main points and skip over the detail. It is useful in getting a preview of a passage before reading it in detail or reviving understandings of a passage after reading it in detail.

3. Active Reading Style

Active reading aims to get an in-depth understanding of the text. Under this technique, the reader actively involved with the text while reading it. Getting in-depth knowledge of the text at hand is not possible by reading to skim through or scan through the text.

4. Detailed Reading

This technique is used for extracting information accurately from the whole text. Under this technique, we read every word for understanding the meaning of the text. In this careful reading, we can skim the text first for getting a general idea and then go back to read in detail. We can use a dictionary to find the meaning of every unfamiliar word.

5. Speed Reading

Speed-reading is actually a combination of various reading methods. The aim of speed-reading is basically to increase the reading speed without compromising the understanding of the text reading. Some of the strategies used in speed reading are as follows:

Identifying words without focusing on each letter;

Not to sounding-out all words;

Not sub-vocalizing some phrases;

Spending less time on some phrases than others;

Skimming the small sections.

6. Structure-Proposition-Evaluation

This is an interesting reading technique suggested by Mortimer Adler in his book *How to Read a Book*. This reading technique is mainly applicable to non-fiction writing. This technique suggests reading as per the three following patterns:

Studying the structure of the work;

Studying the logical propositions made and organized into chains of inference;

The merits of the arguments and conclusions are evaluated.

7. Reading Techniques: Survey-Question-Read-Recite-Review

This method aims to facilitate a clear understanding of the text that the reader would be able to teach whatever he has learned during the process of reading. The process involves five different steps, which are as follows:

Survey

The survey involves getting a quick idea of the whole writing piece. For example, reading the introduction or summary of a book will be enough to get an idea of that book.

Question

We are not just reading the words or looking at the words but are actually trying to make out the underlying meaning of the text. So we should prepare questions in our mind and look for the answers while reading the text.

Read

The reader should read selectively if they are looking for any specific.

Recite

The reader should answer the questions in his own words using only the keywords that are required to sum up the complete idea.

Review

The reader should review the entire things in his mind.

Reading is the basic foundation on which academic skills of individuals are built. As we know the paramount importance of reading, it is given the top priority in primary education. Many believed that reading is a true measure of a person's success in academics. Most of the subjects taught to us are based on a simple concept – read, understand, analyze, synthesize, and get information.

Reading Comprehension Skills

