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ELECTRICAL ENGINEERING DEPARTMENT



COURSE HANDOUT

Techniques of Expression and communication

Techniques d'expression et de communication

Prepared by :

BOUAZZA Abdelkader

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Expertise by:

Prof. BOUAKKAZ Khaled - University of Tiaret

Dr. BOUDIAF Mohamed - University of Djelfa

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Preface

Welcome to this comprehensive guide on techniques of expression and communication.

In today's fast-paced and interconnected world, effective communication skills have become indispensable. Whether you're a student, professional, or simply interested in improving your ability to express yourself and connect with others, this guide is designed to provide you with valuable insights and practical techniques.

Communication is an essential part of our daily lives, influencing how we interact, build relationships, and convey our thoughts and emotions. However, communication is not limited to verbal language alone. It encompasses a wide range of elements, including nonverbal cues, written expression, visual aids, and interpersonal dynamics.

In this guide, we will explore the multifaceted aspects of communication, delving into the foundations that underpin effective expression. We will discuss verbal communication and how the choice of words, tone, and clarity can profoundly impact the way our messages are received and understood. Additionally, we will examine the critical role of active listening in fostering meaningful connections and promoting mutual understanding.

This specialized course on techniques of expression and communication tailored for students in their second year of a license degree program in Electrical Engineering . As you progress in your academic journey, it becomes increasingly crucial to develop strong communication skills alongside your technical expertise.

In the field of Electrical Engineering , effective communication plays a vital role in collaborating with team members, conveying technical concepts, and presenting your ideas and findings. This course aims to equip you with the necessary tools and knowledge to excel in these areas and become a well-rounded professional in the field.

Throughout this course, we will explore various techniques and strategies specifically relevant to the field of Electrical Engineering . We will delve into verbal communication, examining how to articulate complex concepts clearly and concisely, while considering the specific terminology and language used in the discipline.

Written communication skills will also be emphasized, as the ability to effectively document your work, write reports, and present technical information is essential. We will cover topics such as structuring technical documents, utilizing appropriate technical vocabulary, and adhering to specific writing conventions within the Electrical Engineering field.

Visual communication is another vital aspect of the course. We will explore the use of diagrams, schematics, and other visual aids commonly employed in the field of Electrical Engineering to present complex information in a visually appealing and easily understandable manner. You will learn how to create professional and informative visual materials to enhance your communication and reinforce your technical presentations.

Furthermore, we recognize the importance of interpersonal communication skills in professional settings. Collaborating with colleagues, working in teams, and effectively communicating with clients are essential aspects of an Electrical Engineering professional's role. We will delve into techniques for active listening, building rapport, and resolving conflicts, enabling you to navigate interpersonal dynamics with confidence and professionalism.

By undertaking this course and investing in your communication skills, you will gain a competitive edge in your academic studies and future career in Electrical Engineering. The knowledge and techniques acquired will not only support your technical expertise but also enhance your ability to convey your ideas, collaborate effectively, and build strong professional relationships.

We encourage you to actively engage with the course material, participate in discussions, and complete the suggested exercises to reinforce your learning. Your dedication and commitment to developing your communication skills will undoubtedly yield long-term benefits in your academic, professional, and personal endeavors.

Best of luck as you embark on this exciting journey of improving your techniques of expression and communication in the context of Electrical Engineering !

Abdelkader BOUAZZA

Associate Professor A

Electrical Engineering Department

Faculty of Applied sciences

Ibn-Khaldoun University of TIARET

E-mail : abdelkader.bouazza@univ-tiaret.dz

Expression and communication techniques

By the end of this topic, students should be able to:

- Define and comprehend the concepts of communication and expression in a global context.
- Recognize and describe the key components involved in the communication process.
- Differentiate between oral communication (verbal) and written communication, understanding their distinct characteristics and purposes.
- Apply basic writing tips to enhance the effectiveness of written communication, including clarity, organization, and appropriate language usage.
- Identify and avoid common pitfalls in written communication, such as grammar and spelling errors, lack of coherence, and inadequate formatting.

By achieving these learning outcomes, students will develop a solid understanding of communication and expression, both orally and in written form. They will be equipped with the necessary skills to effectively convey their ideas, thoughts, and information in various contexts, ultimately enhancing their overall communication competence.

Contents

Preface	i
General Introduction	1
1 Improve communication ability in interactive situations	4
1.1 Introduction	4
1.2 What is communication?	4
1.3 Elements in Communication	4
1.3.1 Intrapersonal Communication	6
1.3.2 Interpersonal Communication	7
1.3.3 Public Communication	8
1.3.4 Mass Communication	10
1.4 communication ability in interactive situations	11
1.4.1 Active Listening	11
1.4.2 Clear and Concise Expression	11
1.4.3 Non-Verbal Communication	11
1.4.4 Empathy and Understanding	12
1.4.5 Flexibility and Adaptability	12
1.4.6 Conflict Resolution Skills	12
1.4.7 Constructive Feedback	12
1.4.8 Practice and Seek Opportunities	12
2 Develop autonomy, organizational and communication skills	14
2.1 Types of communication	14
2.2 Verbal Communication	14
2.2.1 Oral Communication	15
2.2.1.1 Advantages of oral communication	15
2.2.1.2 Disadvantages of oral communication	16
2.2.2 Written Communication	17
2.2.2.1 Why written communication?	18

2.2.2.2	Tips on written communication	19
2.2.2.3	The Writing Process	19
2.2.2.4	Pitfalls to Avoid	20
2.2.2.5	Challenges in written communication	22
2.3	Nonverbal Communication	24
2.4	Factors Affecting Communication	25
2.4.1	Status/Role	25
2.4.2	Cultural Differences	25
2.4.3	Length of Communication	25
2.4.4	Use of Language	25
2.4.5	Disabilities	26
2.4.6	Known or Unknown Receiver	26
2.4.7	Individual Perceptions/Attitudes/Personalities	26
2.4.8	Atmosphere/Noise/Distracton	26
2.4.9	Clarity of Message	26
2.4.10	Lack of Feedback	27
2.5	Linguistics	27
2.5.1	Linguistic in Verbal Communication	29
2.5.1.1	Semiotics	29
2.5.1.2	History of Semiotics	30
2.5.2	Linguistic in Nonverbal Communication	33
2.5.3	Uses of Nonverbal Communication	37
3	Research, analyze and organize information	39
3.1	Introduction	39
3.1.1	Research	39
3.1.2	Analyze	39
3.1.3	Organize	40
3.1.4	Information	40
3.1.4.1	Why do we need information?	41
3.1.4.2	Different types of information	41
3.1.5	Types of Information Sources (where to look for information)	42
3.1.5.1	Books and e-books	42
3.1.5.2	Reference Sources, Encyclopedias, and Handbooks	43
3.1.5.3	Scholarly Peer-Reviewed Journals	43
3.1.5.4	Popular Magazines	43
3.1.5.5	Newspapers	43

3.1.5.6	Video databases	43
3.1.5.7	Websites	43
4	Improve the expression ability	45
4.1	Introduction	45
4.2	Touching People’s Heartstrings	46
4.2.1	Emotions fluctuate akin to the motion of a pendulum	46
4.2.2	Surprise plays a vital role in eliciting laughter and moving someone emotionally	47
4.2.3	The trap of organized storytelling	49
4.2.4	Think spatially	54
4.3	Comparison Chart	55
4.4	Definition of Language	55
4.5	Definition of Communication	56
4.6	Key Differences Between Language and Communication	56
5	SUMMARY	59
5.1	Active Listening	59
5.2	Clear and Concise Language	59
5.3	Non-Verbal Communication	59
5.4	Empathy and Emotional Intelligence	60
5.5	Clarity in Message Delivery	60
5.6	Active and Engaging Communication	60
5.7	Summary	60
6	Appendix	63
6.1	Levels of communication	63
6.2	Three levels of communication	63
6.3	Content	64
6.4	Procedure	64
6.5	Process	65
6.5.1	Opinion	65
6.5.2	Emotions	65
6.5.3	Power	66
6.6	IMPORTANT	66
6.7	Finding the mission	67
6.7.1	Mission	67
6.7.2	Examples of mission discovery	68

6.7.2.1	Example N°01: XYLISH	68
6.7.2.2	Example N°02: Tohoku Shinkansen	69
6.7.2.3	Example N°03: All Free	70
6.8	Creating a way to create	71
6.9	Post-It Scriptwriting	74
7	Exercises	77
7.1	Exercise 01	77
7.1.1	Part 1	77
7.1.2	Part 2	79
7.2	Exercise 02	84
7.3	Solution	87
7.3.1	Exercise 01	87
7.3.2	Exercise 02	92
	Bibliographic References	98

General Introduction

Effective communication plays a crucial role in today's fast-paced world. Whether in personal relationships or professional settings, the ability to express oneself clearly and convey messages accurately is essential. This comprehensive guide aims to explore various techniques of expression and communication, providing readers with a deeper understanding of the subject.

Communication is a multifaceted process that involves more than just words. It encompasses verbal and nonverbal elements. Verbal communication relies on language choice, tone, and clarity. It also requires active listening, which involves attentively receiving and understanding the message being conveyed.

Nonverbal communication, on the other hand, involves gestures, body language, facial expressions, and other cues that complement or sometimes even contradict verbal communication. Understanding and interpreting these nonverbal signals is crucial in fully comprehending the intended meaning of a message.

Written communication is another vital aspect of expression and communication. Clear and concise writing is necessary for conveying ideas effectively. It involves structuring information in a logical and coherent manner, using appropriate grammar and punctuation, and adopting a suitable style and tone for the intended audience.

Visual communication utilizes images, charts, graphs, and other visual aids to convey information. The design principles of balance, contrast, and hierarchy are essential in creating visually appealing and effective communication materials. Infographics and data visualization are powerful tools for simplifying complex information and making it more accessible to the audience.

Interpersonal communication focuses on communication within relationships and interactions between individuals. Building rapport and practicing active listening are fundamental in establishing positive connections and understanding others. Conflict resolution and negotiation techniques are necessary for managing disagreements and finding mutually beneficial solutions.

By exploring and mastering these various techniques of expression and communication, individuals can enhance their ability to convey ideas effectively, build strong relationships, and navigate professional and personal challenges more successfully. This guide aims to provide a comprehensive foundation in these techniques, empowering readers to become skilled and confident communicators in all aspects of their lives.

Improve communication ability in interactive situations

*Améliorer la capacité de communication dans des situations
d'interaction*

Chapter 1

Improve communication ability in interactive situations

1.1 Introduction

This topic gives you an overview of communication and introduces you to the main elements in the communication process. It also highlights the importance of writing clear, positive messages and offers you some basic tips and guidelines on this form of communication so that you may become more proficient in the kind of writing needed at home as well as in the college and workplace. You will also learn about some of the common pitfalls which may impede the effectiveness of written communication.

1.2 What is communication?

Communication is a learned skill. However, while most people are born with the physical ability to talk, not all can communicate well unless they make special efforts to develop and refine this skill further. Very often, we take the ease with which we communicate with each other for granted, so much so that we sometimes forget how complex the communication process actually is.

1.3 Elements in Communication

Have you ever wondered why some people can communicate so well while others fail to get their message across? What are the elements that must be present in the communication process before it can be successful and effective?

Well, communication has been defined as the act of giving, receiving or exchanging information, ideas and opinions so that the message is completely understood by both parties. Look at Figure 1.1 below. The illustration shows clearly that in a communication process, there must be a sender who speaks or sends a message, and a receiver who listens or receives the message.

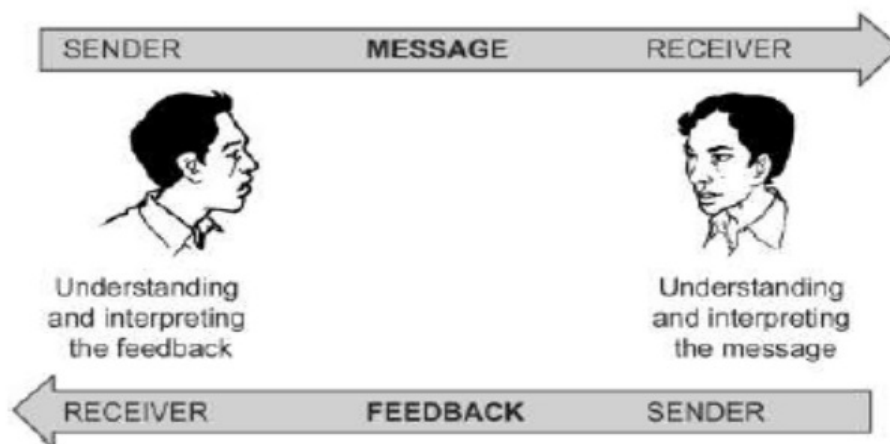
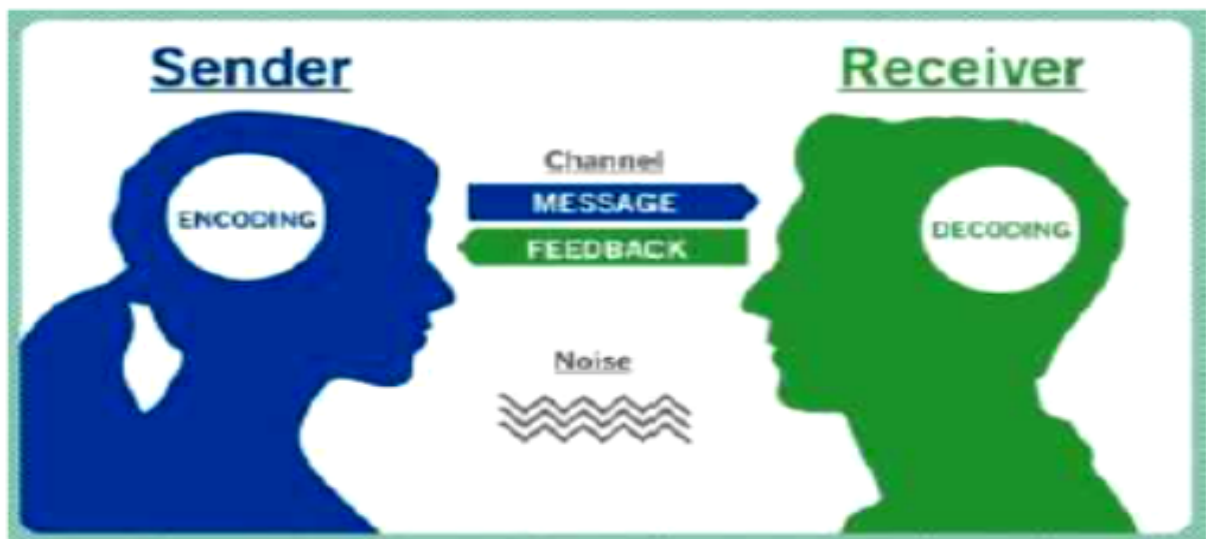


FIGURE 1.1. The communication process.

The sender sends a message with a certain intention in mind. The receiver of the message tries to understand and interpret the message sent. He then gives feedback to the original sender, who in turn interprets the feedback. This process, repeated continuously, constitutes communication.

Clearly, there are several major elements in the communication process - a sender, message, channel, receiver, feedback, context. There is both a speaker's intention to convey a message and a listener's reception of what has been said. Thus, listening skills are just as important as speaking skills in order for communication to be effective. This means that if you want to get your message across accurately, you need to consider these three things:

- The message;
- The audience or receiver; and
- How the message is likely to be received?

A message is only considered successfully communicated when both the sender and the receiver perceive and understand it in the same way. If this does not happen, then there may be a breakdown in communication, which may ultimately stand in the way of you realizing your goals, either personally or professionally.

Because we do not have direct access to the thoughts and feelings of other people, we must rely on communication to convey messages to one another. There is more to communication than simply using language to speak to one another. Communication exists on a number of levels and in a variety of forms.

1.3.1 Intrapersonal Communication

Intrapersonal communication refers to the process of communication that occurs within an individual's own mind or self. It is the internal dialogue or self-talk that takes place within a person's thoughts. Intrapersonal communication is essentially a conversation that an individual has with themselves.

This form of communication involves the use of language, symbols, and mental imagery, even though it does not involve an actual exchange of information between two or more individuals. Intrapersonal communication is a vital aspect of human cognition and plays a significant role in self-reflection, decision-making, problem-solving, planning, and evaluating one's own thoughts, feelings, and behaviors.

Examples of intrapersonal communication include:

1. Self-reflection: When you think about your own experiences, beliefs, and values, and examine your thoughts and emotions, it is a form of intrapersonal communication. This self-reflection helps in gaining self-awareness and understanding.

2. Inner dialogue: When you have an internal conversation with yourself, discussing ideas, contemplating options, or rehearsing a speech or presentation, you are engaging in intrapersonal communication.
3. Self-motivation: When you encourage yourself, set goals, or give yourself pep talks to boost your confidence and motivation, it is a form of intrapersonal communication. Positive self-talk can help in enhancing performance and overcoming challenges.
4. Decision-making: When you weigh pros and cons, analyze information, and evaluate different options in your mind before making a decision, it involves intrapersonal communication. You engage in an internal dialogue to consider various factors and arrive at a choice.
5. Imagining scenarios: When you visualize future events or imagine how certain situations might unfold, it is a form of intrapersonal communication. Mental imagery helps in planning and preparing for upcoming events.

Intrapersonal communication is an essential aspect of human consciousness and plays a significant role in shaping our thoughts, emotions, and behaviors. It allows individuals to reflect upon themselves, understand their own perspectives, and make sense of the world around them.

1.3.2 Interpersonal Communication

Interpersonal communication refers to the exchange of information, ideas, and emotions between two or more individuals. It is a fundamental aspect of human interaction and involves the use of verbal and nonverbal cues to convey messages, share meaning, and establish connections between people. Interpersonal communication occurs in various contexts, such as personal relationships, professional settings, social gatherings, and everyday interactions.

Key elements of interpersonal communication include:

1. Verbal communication: This involves the use of spoken or written words to express thoughts, convey information, and engage in conversation. Verbal communication includes language choice, tone of voice, clarity of expression, and the ability to actively listen and respond to others.

2. **Nonverbal communication:** Nonverbal cues, such as facial expressions, body language, gestures, eye contact, and posture, play a crucial role in interpersonal communication. They often convey emotions, attitudes, and intentions that complement or even contradict the verbal message being communicated.
3. **Active listening:** Active listening is the practice of fully focusing on and understanding the speaker's message. It involves giving one's full attention, paraphrasing or summarizing what is being said, asking clarifying questions, and demonstrating empathy and understanding.
4. **Feedback:** Feedback is an essential component of interpersonal communication. It involves providing a response or reaction to the message received, either verbally or nonverbally. Feedback helps to ensure that the intended meaning is understood and allows for clarification and adjustment in communication if necessary.
5. **Empathy:** Empathy is the ability to understand and share the feelings and perspectives of others. It involves putting oneself in another person's shoes and considering their emotions and experiences. Empathy enhances interpersonal communication by fostering understanding, connection, and positive relationships.
6. **Conflict resolution:** Interpersonal communication also plays a critical role in resolving conflicts and addressing differences of opinion. Effective communication skills, such as active listening, expressing oneself clearly and assertively, and finding mutually agreeable solutions, can help in resolving conflicts and maintaining healthy relationships.

Interpersonal communication skills are vital in personal and professional contexts as they contribute to building relationships, fostering collaboration, expressing ideas, and resolving conflicts. Developing effective interpersonal communication skills can enhance understanding, empathy, and overall communication effectiveness, leading to healthier and more fulfilling interactions with others.

1.3.3 Public Communication

Public communication refers to the process of conveying information, ideas, or messages to a large audience or the general public. It involves the dissemination of information through various channels and platforms, such as public speaking, presentations, mass media, social media, and public events. The goal of public communication is to inform, educate, persuade, or entertain a diverse audience.

Key aspects of public communication include:

1. Audience analysis: Public communication requires understanding the characteristics, interests, needs, and expectations of the target audience. Analyzing the audience helps in tailoring the message to be relevant, engaging, and effective.
2. Message development: Crafting a clear, concise, and compelling message is essential in public communication. The message should be organized, easy to understand, and tailored to the audience's level of knowledge and interest. It may include facts, examples, stories, or visual aids to enhance comprehension and retention.
3. Delivery skills: Effective delivery skills are crucial in public communication. This includes verbal skills such as tone, pace, and clarity of speech, as well as nonverbal skills like body language, eye contact, and gestures. A confident and engaging delivery helps to captivate the audience and hold their attention.
4. Visual aids: Visual aids, such as slides, charts, videos, or props, can enhance public communication by providing visual support, illustrating complex concepts, or reinforcing key messages. Visual aids should be used strategically to complement and reinforce the spoken message.
5. Engagement and interaction: Public communication can be more effective when it encourages audience engagement and interaction. This can be achieved through techniques like asking questions, conducting polls or surveys, encouraging discussion, or incorporating interactive elements into presentations.
6. Persuasion and influence: Public communication often aims to persuade or influence the audience's attitudes, beliefs, or behaviors. This requires the use of persuasive techniques, logical reasoning, emotional appeals, and evidence-based arguments to convince and motivate the audience to take desired actions or adopt new perspectives.

Public communication is commonly employed in various settings, including public speaking engagements, educational presentations, business conferences, political campaigns, media interviews, and public relations activities. Effective public communication skills are valuable in conveying information, generating awareness, building credibility, and influencing public opinion.

Developing strong public communication skills involves practice, preparation, and understanding the needs and preferences of the audience. By honing these skills, individuals can become more effective and influential communicators in public settings.

1.3.4 Mass Communication

Mass communication refers to the process of transmitting information, messages, or content to a large and diverse audience through various media channels. It involves the dissemination of information to the general public or a specific target audience, usually through mass media platforms like television, radio, newspapers, magazines, the internet, social media, and other digital platforms. Mass communication plays a significant role in shaping public opinion, influencing attitudes, and disseminating news, entertainment, and educational content.

Key aspects of mass communication include:

1. **Mass media:** Mass media refers to the channels or platforms through which information is transmitted to a wide audience. It includes traditional media such as television, radio, newspapers, and magazines, as well as digital media like websites, social media platforms, podcasts, and online streaming services.
2. **Message creation and production:** Mass communication involves the creation and production of content for mass consumption. This includes journalistic reporting, writing news articles, producing television programs, filming movies, creating advertisements, designing websites, and crafting social media posts.
3. **Audience reach:** The primary characteristic of mass communication is its ability to reach a large and geographically dispersed audience. The audience can range from local to national or even international, depending on the scope and reach of the media channel used.
4. **One-way communication:** Mass communication is typically characterized by one-way communication, where the sender (media organization or content creator) transmits the message to the audience without immediate feedback. While some media channels allow limited interaction, the level of audience participation and response is generally limited compared to interpersonal communication.
5. **Influence and persuasion:** Mass communication often aims to influence public opinion, shape attitudes, and persuade the audience. Through various techniques such as storytelling, emotional appeals, visual imagery, and expert opinions, mass communication seeks to create an impact and sway the audience's thoughts, beliefs, and behaviors.
6. **Gatekeeping:** Gatekeeping refers to the process of selecting, filtering, and presenting information to the audience by media organizations. Editors, producers, and

journalists play a crucial role in deciding what content is published or broadcasted, thereby influencing the news agenda and the information available to the public.

Mass communication has a broad range of applications and impacts society in various ways. It serves as a platform for news reporting, political discourse, advertising, entertainment, cultural expression, and social change. It has the power to shape public opinion, raise awareness about important issues, and bring about social and behavioral transformations.

Understanding the principles of mass communication and being media literate can help individuals critically analyze and interpret media messages, evaluate their credibility, and navigate the vast array of information available through mass media channels.

1.4 communication ability in interactive situations

Improving communication ability in interactive situations involves developing skills and techniques that enable effective and meaningful interactions with others. Here are some ways to enhance your communication ability in interactive situations:

1.4.1 Active Listening

Practice active listening by giving your full attention to the speaker, maintaining eye contact, and avoiding distractions. Show genuine interest and engage in the conversation by nodding, using verbal cues (e.g., "I see," "Go on"), and asking relevant questions.

1.4.2 Clear and Concise Expression

Express your thoughts and ideas clearly and concisely. Use simple and straightforward language, organize your thoughts logically, and avoid jargon or overly technical terms that may confuse others. Be mindful of your tone and ensure your message is conveyed accurately.

1.4.3 Non-Verbal Communication

Pay attention to your non-verbal cues, such as body language, facial expressions, and gestures. Maintain an open and approachable posture, use appropriate hand gestures to emphasize key points, and convey empathy and understanding through your non-verbal signals.

1.4.4 Empathy and Understanding

Show empathy and understanding towards others by acknowledging their perspectives, emotions, and experiences. Practice active empathy by putting yourself in their shoes and responding with compassion. This helps build rapport and fosters a positive and supportive communication environment.

1.4.5 Flexibility and Adaptability

Be flexible and adaptable in your communication style to accommodate different individuals and situations. Adjust your approach based on cultural differences, personality traits, and communication preferences of others. Adaptability enhances understanding and promotes effective communication.

1.4.6 Conflict Resolution Skills

Develop skills for resolving conflicts in a constructive and respectful manner. Practice active listening, remain calm and composed, and seek common ground or mutually beneficial solutions. Focus on understanding the underlying issues and work towards finding a resolution that satisfies all parties involved.

1.4.7 Constructive Feedback

Provide constructive feedback that is specific, objective, and focused on behavior or actions rather than personal traits. Use the "I" statements to express your thoughts and feelings, and offer suggestions for improvement. Be receptive to feedback from others and use it as an opportunity for growth.

1.4.8 Practice and Seek Opportunities

Continuously practice your communication skills in various interactive settings. Engage in group discussions, presentations, and team projects to enhance your ability to articulate ideas, actively participate, and adapt to different communication dynamics. Seek feedback and guidance from mentors or peers to further refine your skills.

By focusing on these aspects and actively practicing them, you can significantly improve your communication ability in interactive situations. Effective communication promotes understanding, builds relationships, and fosters collaboration, leading to more successful and fulfilling interactions in both personal and professional contexts.

Develop autonomy, organizational and communication skills

*Développer l'autonomie, la capacité d'organisation et de
communication*

Chapter 2

Develop autonomy, organizational and communication skills

2.1 Types of communication

People communicate with each other in a number of ways that depend upon the message and its context in which it is being sent. Choice of communication channel and your style of communicating also affects communication. So, there are variety of types of communication

2.2 Verbal Communication

Verbal communication refers to the form of communication in which a message is transmitted verbally; communication is done by word of mouth and a piece of writing. The objective of every communication is to have people understand what we are trying to convey. In verbal communication, remember the acronym KISS (keep it short and simple).

When we talk to others, we assume that others understand what we are saying because we know what we are saying. But this is not the case. Usually people bring their own attitude, perception, emotions and thoughts about the topic and hence creates barrier in delivering the right meaning.

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

Verbal Communication is further divided into: Oral Communication and Written Communication

2.2.1 Oral Communication

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

2.2.1.1 Advantages of oral communication

Oral communication involves many advantages. In a recent survey about communication, it is clear that more than 55 % of the executives choose this communication. The advantages of oral communication are as follows:

1. Time saving: When action is required to be taken immediately, it is best to transmit a message orally. If the executive's workload is high then they stop writing and by oral instructions they complete their message transmission and released their workload, and also it saves time.
2. Cost savings: Cost is involved in any communication. When the communication is needed within the organization and if it is completed orally, it has not needed any paper, pen or stamp or computer. So, it saves the money of the organization.
3. More powerful: Speech is a more powerful means of persuasion and control. Therefore, executives often prefer to transmit messages orally.
4. Effectiveness: With the help of variations in the tone, pitch and intensity of voice, the speaker can convey shades of meaning. This factor also contributes to the effectiveness of oral communication.
5. Immediate feedback: The speaker can get immediate feedback on whether it is creating a favorable impression on the receiver or whether the receiver will protest.
6. More suitable: The employees felt more suitable when the message transmits orally. They get an opportunity for feedback and clarification.
7. A relationship develops: Oral communication is mostly carried out helps to promote friendly relations between the parties communicating with each other.
8. Flexibility: By the demand of the situations, oral instructions can be changed easily and for these cases maintain the formalities are not necessary. So, it is very much flexible and effective.

9. **Easiness:** It is so easy method of communication. It needs little preparation to send a message. No need of pens, pencils, and other writing equipments which are needed in written communication.
10. **Correction of errors:** If any error is expressed at the time of oral communication. It was possible to rectify at that time or within a very short time.
11. **Informal communication:** In oral communication, no need to maintain such formalities which are needed in written communication. So, it is easy and helpful to any organization.
12. **Motivation:** In oral communication system, top executives and subordinates staff can sit face-to face and exchange their views directly, so subordinates are motivated day by day.
13. **Special applications:** Oral communication is more helpful in communicating messages to groups of people at assembly meetings etc.
14. **Maintaining secrecy:** Interested parties of oral communication can maintain the secrecy of messages easily.

2.2.1.2 Disadvantages of oral communication

Oral communication contains many advantages. In spite of this, there are oral some disadvantages, which are given below:

1. **No record:** In oral communication, messages are difficult to record. So, it is impossible to preserve the message for future.
2. **Expensive:** It is also expensive media of communication. Sometimes the audience can be managed by paying T. A and D. A. On the other hand, Technological devices that are used in this system are costly.
3. **Distortion of the word:** If distortion of the word occurs in oral communication, then main goals of the organization may be filed.
4. **Inaccuracy:** There is very possibility of inaccurate messages to reach the destination. So, the reverse result of expected plan may be occurred.
5. **Limited use:** The scope of usage of oral communication is limited. It is not suitable for lengthy messages. It should be used for short message.
6. **Probability of omitting main subject:** Sometimes, main subject may be omitted to express a word for communicating. So, the expected result may not be achieved.

7. Confused speech: Sometimes the receiver fails to understand the meaning of a message due to habitual productions of the speaker.
8. No legal validity: there is any legal validity of the oral message. As, the oral messages are not taped and kept in records, so it can be denied easily if the situation goes against the speaker.
9. Late decision: It takes time to reach a decision. At the beginning stage, sometime is killed in the discussion of any personal matters. Besides, some time is also wasted for irrelevant discussion. In this way, decision-making is delayed.
10. Less important: In oral communication, meaningless speech can mislead the main effects of the communication. But when the information comes out in written, we take it seriously.
11. Lack of secrecy: In oral communication, the important and secret information may be disclosed.
12. Defective: Oral communication is defective for company's policy, procedure, programs, law and other important information.
13. Creates misunderstanding: The speaker often gives message without having properly organized it earlier. So, it is possible that he may not be able to make himself properly to communicate with the receiver. As a result, misunderstanding May develops.

2.2.2 Written Communication

As mentioned earlier, communication can be oral or in written form. What is the difference between these two main types of communication?

Oral communication involves conveying ideas, thoughts or information via a spoken language. In written communication, however, information is exchanged using written symbols, that is, via words and sentences. Written communication is the sharing and exchanging of written symbols between individuals or groups. It is also the presentation of ideas in a coherent manner in written form.

Written communication can take place via:

- Letters;
- Faxes;
- Email;

- Reports;
- Memos; and
- Advertisements.

You can acquire good writing skills through extensive reading, note-taking and listening. In order to communicate effectively via writing, you need to have a sound grounding in grammar and vocabulary so that you can present ideas, together with supporting details, in a unified and coherent manner.

2.2.2.1 Why written communication?

The next question that arises is: “Why do we need to communicate in written form? Why is there a need to document our work or keep written records”? the answers to these questions are many and varied.

For one thing, once you put something into writing, the message is there for posterity, so that others can read it again and again, whenever they like. This is especially useful for research purposes where you need to build up on existing pools of knowledge.

Writing also means that information can be stored and transferred from individual to individual and group to group without relying on memory. Through the written word, records can exist independently of the writer.

The written document also helps you to keep abreast of development in whatever project you are involved in as it provides an avenue not only for the sharing of ideas or opinions, but also for the presenting and defending of viewpoints.

Written communication can also serve as a form of acknowledgement - proof that something has been done in case verification is needed later. Sometimes, documenting work helps to clarify thoughts and thinking processes as it allows you to mull over things slowly, at your own pace.

So, what must be documented? Any idea, logic, argument or phraseology derived from an outside source must be documented. In academic writing, you must give credit for all borrowed materials, for example, quotations, references, information from primary and secondary sources, facts, data, statistics, opinions, ideas and interpretations which you have gathered from your reading and research.

Such material must be acknowledged and cited, irrespective of whether you have paraphrased, summarized or quoted directly. The only exception is what is loosely termed,

general knowledge, or common knowledge, which is information or ideas generally known and accepted by everyone, including the writer and the audience.

You must cite and document all ideas and arguments borrowed from an outside source.

2.2.2.2 Tips on written communication

“We all use language to communicate, express ourselves, get our ideas across and connect with the person to whom we are speaking. When a relationship is working, the act of communication seems to flow relatively effortlessly. When a relationship is deteriorating, the act of communicating can be as frustrating as climbing a hill of sad”
(Chip Rose)

As the above quote shows, writing is a complex process. There is no shortcut to being a good writer. If you want to write well, you need to, firstly, read extensively. You must read not just books on writing but magazines, websites, newspapers, newsletters and others - anything that you can get your hands on.

Do not be overly concerned with grammar and spelling when you first start out. You can always fix those later. What is important is to put your thoughts down on paper first. The next section will outline some tips and guidelines to help you get started.

2.2.2.3 The Writing Process

Successful written communication requires careful thought and planning. It should contain comprehensive information about a specific subject and yet be clear, correct and easy to read.

A well-written piece of work requires you to pay attention to the following three stages in the writing process:

- Planning;
- Writing; and
- Editing.

(i) Planning

To write a good report, you need to plan what you want to say. After you have decided on what you want to say, list down all the points and arrange them in a logical and suitable

sequence. This approach will ensure the clarity of your message and help you to avoid omitting relevant details.

(ii) Writing

The writing stage requires careful planning. It includes a pre-writing stage where you gather all the information necessary to ensure that there is substance to your writing. Start writing in simple and plain English, and move from something concrete to something more abstract and expressive.

In order to improve your writing skills, you need to practice writing in the target language every day until you are able to express yourself clearly and meet the needs of your reader. Once you start writing, the words, sentences, paragraphs and lay-outs become writing tools which you can use to convey your message concisely, courteously, and confidently.

Adopt a plain, straightforward style when writing, as this makes your work easy to understand and reduces the chances of misunderstanding arising from ambiguity.

(iii) Editing

The third stage in the writing process is editing. It is crucial to check for grammatical errors and ensure that there is smooth language flow. The longer the report, the more editing is usually required. It can be useful to get someone else to read through the written piece for you.

2.2.2.4 Pitfalls to Avoid

Basically, there are four types of errors that you must try to avoid in written communication, as shown in Figure 3.1.

(i) Confusing Language

Confusing language refers to words that mislead the reader and cause communication breakdown. It may also result in barriers being erected between the writer and the reader.

Avoid words which are ambiguous, bombastic, vague, sexist, exaggerated, inflated and archaic. Remember to write in plain, good English.



FIGURE 2.1. Common errors in writing.

(ii) Verbosity

Verbosity means the use of too many words, so much so that they interfere with understanding. If verbosity persists, it may antagonize, confuse, and bore the reader.

Check out the examples below:

1. Adnan was the winner! (OK) Adnan won! (Better)
2. The rugby ball flew all the way up, over to the center field. (OK) The rugby ball sailed to the center field. (Better)
3. The stability and quality of our financial performance will be developed through the profitable execution of our existing business, as well as the acquisition or development of new businesses. (Too long, too wordy, passive voice.)

We will improve our financial performance not only by executing our existing business more profitably, but by acquiring or developing new businesses. (Better, shorter, active voice.)

(iii) Poor Sentence Structure

Poor sentence structure often leads to fragmented writing and choppy sentences that impede understanding. Try to keep your sentence(s) short and concise to ensure that they are correct, logical and easy to understand. Word order is important for meaning. Remember that words should be structured in such a way that those which precede should be in accordance with those that follow.

(iv) Information Overload

Information overload means giving so much information till you feels overwhelmed and confused. This may cause frustration and cast doubts on the writer's credibility. Therefore, as a writer, you must decide on the type of information required and present this to produce a clear, concise and relevant piece of written work.

2.2.2.5 Challenges in written communication

Although some people are intimidated by writing, there are times when writing is perceived as the best way to communicate and to get your message across. Some people consider written communication to be more concrete and solid as there is less room for errors and mistakes when compared with other forms of communication like oral communication.

E.1. New Technologies

Written communication, however, poses challenges such as spelling, grammar, punctuation, style of writing, and actual wording. Thankfully, today's technology makes writing memos, reports, letters, and proposals a breeze by providing tools that can check and even correct misspell words and incorrect grammar.

Unfortunately, these tools are not foolproof and will require your attention, thus making knowledge in this area important. Currently, you can even send messages electronically via e-mails or networking technologies such as SMS. Irrespective of the form that written

communication takes, you need to adhere to certain accepted norms when communicating; otherwise, others might not be able, or want to, communicate with you.

E.2. When Others Fail to Respond

In order to get messages conveyed effectively, you must understand what your message is, who you are sending it to, and how it will be perceived. You must also be able to carefully consider the circumstances surrounding your communication such as the situation, context, culture, and whether it is formal or informal.

Sometimes, people may not respond to your communication for the following reasons:

- Their own poor writing skills (for example, language deficiencies).
- Too much information in the text/message.
- Too many grammatical errors and mistakes.
- Barriers between the sender and receiver (cultural, status, role).
- The message is not clear or precise.
- Wrong choice of delivery channel/ format.
- Past experiences (e.g., treatment received).
- Documents not structured, messy or not laid out well.

E.3. Asking the Right Questions

If a channel of communication is blocked or has come to a standstill, you may need to pause a moment, and re-evaluate the situation. You have to find out where things have gone wrong. One way to start doing this is by posing questions to yourself:

- Where did it go wrong?
- Why was the message not understood or misinterpreted by the receiver?
- Was the timing bad?
- Did I use the correct channel to deliver the message?

- Are there many errors or mistakes in the document?

The answers to these questions may shed some light on where the communication had gone wrong. In order to make it easy for others to understand your communication and respond accordingly, you should make sure that you provide the following:

- A clear indication of your purpose.
- Accurate and objective information.
- Appropriate headings and subheadings.
- A suitable order of information.
- Concise and precise instructions.
- Desired action clearly spelled out.

Upon receiving the written communication or report, the reader should understand the contents of the report clearly; know precisely what action needs to be taken; how to do it; when to do it; and in what manner it should be done.

2.3 Nonverbal Communication

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

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

Informal communication is done using channels that are in contrast with formal communication channels. It's just a casual talk. It is established for societal affiliations of members in an organization and face-to-face discussions. It happens among friends and family. In informal communication use of slang words, foul language is not restricted. Usually, informal communication is done orally and using gestures.

Informal communication, unlike formal communication, doesn't follow authority lines. In an organization, it helps in finding out staff grievances, as people express more when talking informally. Informal communication helps in building relationships.

2.4 Factors Affecting Communication

As mentioned earlier, effective communication is a two-way process, but there are a number of factors which may disrupt this process and affect the overall interpretation and understanding of what was communicated. Myriad problems can pop up at different stages of the communication process. These can relate to any of the elements involved - the sender, message, channel, receiver, feedback and context. It is therefore important to understand some of the factors that affect communication so that you can try to get your message across with minimal misunderstanding and confusion.

Below are some possible problem areas that may turn out to be barriers to effective communication:

2.4.1 Status/Role

The sender and receiver of a message may be of equal status within a hierarchy (e.g., managers in an organization) or they may be at different levels (e.g., manager/employee, lecturer/student, business owner/clients). This difference in status sometimes affects the effectiveness of the communication process.

2.4.2 Cultural Differences

Cultural differences, both within or outside the organization (for example, interdepartmental dealings and communication with outside organizations or ethnic minorities) may impede the communication process.

2.4.3 Length of Communication

The length of the message also affects the communication process. You need to be sure that it serves the purpose and is appropriate for the receiver. Is the message too long or too brief?

2.4.4 Use of Language

Poor choice of words or weak sentence structure also hampers communication. The same goes for inappropriate punctuation. The two sentences below illustrate clearly how different placement of punctuation can change the entire meaning of a sentence:

Woman, without her, man is nothing. Woman, without her man, is nothing.

2.4.5 Disabilities

Disabilities such as impaired sight, dyslexia and poor mental health can also be barriers to good communication, and should be taken into consideration when evaluating the effectiveness of the communication process. You may need to use hearing aids, sign language, magnifying systems, and symbols to alleviate problems caused by disabilities.

2.4.6 Known or Unknown Receiver

Whether the receiver is known or unknown to you also plays a major role in determining the effectiveness of your communication. A known receiver may be better able to understand your message despite having insufficient information, as both of you probably have common experiences and a shared schema. An unknown receiver, on the other hand, may require more information and time to decode the message.

2.4.7 Individual Perceptions/Attitudes/Personalities

Sometimes, the method of communication needs to take into consideration the receivers personality traits, age and preferred style. The elderly and children, for example, have different communication needs and preferences when compared to young adults. Is the receiver of your message a visual, auditory, or kinesthetic sort of person? How do you think they will react to your message? Can you adapt your communication style to suit theirs?

2.4.8 Atmosphere/Noise/Distraction

Our surroundings can sometimes pose as barriers to effective communication. A noisy place (a party, for instance) usually puts a strain on oral communication, as both the sender and the receiver need to put extra effort to get the message across and ensure that it is understood clearly and correctly.

2.4.9 Clarity of Message

Is the message conveyed in a clear or ambiguous manner? Overall, clarity of message is essential for effective communication. It enables the audience to grasp the intended meaning accurately, reduces misinterpretation, and fosters better understanding and engagement with the information being conveyed.

2.4.10 Lack of Feedback

Feedback is important as it enables confirmation of understanding to be made by both parties. The lack of feedback can sometimes create problems, as it can lead to uncertainty and confusion.

When choosing the most appropriate channel of communication, you should heed the following:

- A. Consider all aspects of the communication process (interpretation, understanding, feedback).
- B. Think carefully about possible barriers.
- C. Evaluate the complexity of the message and decide how it might be best conveyed.
- D. Ask yourself these questions:
 - Who? - Characteristics of the receiver(s).
 - Why? - Purpose of the communication.
 - What? - Content of the message.
 - How? - Oral, written, visual or a combination of all three.
 - Where? - Location of the meeting.
 - When? - Timing/time limit/expected response time.
- E. Determine whether you are meeting or writing to the people concerned. Is the communication via face-to-face interaction, telephone, letter, e-mail, memo or a report?
- F. Decisions about the most appropriate channel of communication also depend on factors such as cost, time, confidentiality, convention, urgency and whether written documentation is required.

2.5 Linguistics

Linguistics is the scientific study of language, specifically its structure, development, and relationship with other languages. Linguistics draws on both the physical and the social sciences and is subdivided into several recognized categories.

- Historical linguistics studies the origins, development and relationships of various languages

- Field linguistics is an applied area that collects data on little-studied languages, particularly those with few speakers that are in danger of dying out.
- Phonology or linguistic phonetics is the study of the spoken language, particularly in its physical aspects of speech sounds. Specifically, it is the study of phonemes, the basic sound structure of a language, and is concerned with how speech changes over time and how one language differs from another. Phonology deals with how sounds function within a language, whereas a related field, phonetics, deals with the human vocalization of sounds.
- Morphology, meanwhile, focuses on morphemes, the basic unit of meaning within a language. This branch of linguistics deals with how sounds combine to form words and/or change the meaning of words.
- Semantics deals with the meaning of language. It is a branch of linguistics that deals with the way signs relate to things, specifically with the meaning of words, phrases and expressions. Semantics also deals with aspects of denotation and connotation.
- Syntax or syntactic focuses on the form of language, its rules and patterns. Syntax deals with how signs relate to other signs, specifically the patterns and flow of words as they intermingle in phrases and sentences. This is the branch of language study that involves rules of grammar and other proscriptive and descriptive patterns.
- Pragmatics is about the impact of language and how people use it. This branch of linguistics deals with how signs impact on human behavior and the social rules, often informal, that govern how language is used in different contexts and environments.
- Sociolinguistics is the study of how language is used in society, including its differences among cultures, age groups, genders, social class, and so on.
- Neurolinguistics or clinical linguistics is the clinical field of study that deals with language disorders (called aphasia). It also deals with how to prevent and overcome such disorders.
- Computational linguistics is a new area that includes automatic speech recognition, computer assisted translation, and other uses associated with the use of computers to predict and interpret human communication. It also overlaps with both historical and field linguistics.

2.5.1 Linguistic in Verbal Communication

All forms of communication can be categorized as either verbal or nonverbal. In turn, both verbal and nonverbal communication can be subdivided into either vocal or non-vocal. Much of the communication that takes place between people is verbal; that is, it is based on language.

- Verbal communication of the vocal category includes spoken language.
- non-vocal verbal communication involves written communication as well as communication that is transmitted through sign language, finger spelling, Braille, or other similar alternatives to verbal language.

Communication has been called the transfer of meaning from one mind to another. [Communication is a sharing of meaning through the transmission of information via mutually understood signs.]

Because meanings exist in the human mind, they cannot be shared or communicated except through some external vehicle. The human body is capable of making sounds and movements, which in turn can create a system of vehicles for sharing inner meanings and ideas with others. In general terms, such elements that codify meaning are called signs. The study of such signs is called semiotics.

2.5.1.1 Semiotics

Semiotics (sometimes called semiosis or semiology):

- Theory or study of signs, specifically the theoretical relationship between language and signs or symbols used in the transmission of language.
- An application of linguistic principles to objects other than natural language, such as facial expression or religious ritual.
- Academic study focusing on both the signification of language (assigning and deriving meaning from signs) as well as its codification (attachment of rules and procedures for correct use).

The foundation of human communication is speech, a natural capability but one that requires learning in a cultural context to make it mutually understandable with others. During the course of human social interaction, people have found it useful to add to their inventory of vehicles to communicate. Particularly, they have tried to extend the possibility of communication beyond the limits of speech (which is restricted to words uttered and heard in the here and now; that is, with the hearer and listener in the same

place at the same time). The way to communicate beyond speech is to communicate through signs.

Signs are nonverbal units of expression. A natural sign is a physical indicator, such as smoke, as an indication of the presence of fire. Signs are also called signals or cues. Semiotics identifies three types of signs: symbols, indices and icons.

- A symbol stands in place of an object. It may be a physical object such as a flag standing for patriotism and national pride, a cross with strong religious meaning for Christians, even the Nike swoosh or the McDonald's arches. Or it may be a word or phrase, such as the "Allaho Akbar" printed in Arabic on flags or headbands. Symbols often have a metaphorical quality, such as the symbol of water as a sign of life or purity, as in the ritual washing in religious ceremonies. Likewise, people sometimes serve as symbolic signs, such as Adolph Hitler being considered as a face of hatred, Mother Teresa as a face of compassion, or Nelson Mandela or Malcolm X as faces of human struggle for dignity.
- An index point to something beyond itself. It is an indicator, such as words like "big" and arrows. An index also is sometimes called a natural sign because the relationship between the word and what it signifies is natural, such as smoke being an indexical sign of fire.
- An icon is a representation of an object that produces a mental image of the object represented. For example, the word tree, arbre and ki evoke a mental image only if you understand English, French and Japanese respectively. But the picture of a tree conjures up "tree" in the brain regardless of language ability. For this reason, icons are often used by computers and by the transportation and travel industry, where customers with many different language backgrounds can nevertheless understand restroom icons.

2.5.1.2 History of Semiotics

People have been studying language and how it is communicated since they first learned to communicate. Classically, the Greek Stoics considered the understanding of natural signs and the relationship between objects and their referents. Socrates and Plato presented discourses on the relationship between ideas and objects, and/or language about them.

The Christian Bishop Augustine of Hippo in Northern Africa picked up the Stoic idea of signs, in particular the distinction between natural and conventional (or learned) signs.

He identified words as conventional signs and believed that it is possible for words in different languages to share the same meaning.

The formal study of semiotics is associated with Ferdinand Saussure (1857-1913), a Swiss linguist whose posthumously published book became the foundation for contemporary study of semiotics. His premise was that an understanding of reality requires language, and that without language we have no way of analyzing or understanding the world around us. He also held that each language correlates sound and thought in its own way.

Saussure identified two aspects of a sign: a “concept” or a signified (signifié as he wrote in French), and a “sound pattern” or a signifier (signifié).

Charles S. Peirce (1839-1914) is considered the founder of semiotics in the American tradition. Peirce taught that a sign (which he called, technically, representamen) is the way human beings convey meaning. A sign consists of an object (the idea or reality being conveyed) and an interpretant (the meaning of the sign). For example, [drawing in history book] is the sign or representamen of [person], who is the object. The interpretant is the meaning that the reader draws from the drawing, to which the reader adds his or her own knowledge of [history]. Advertisements are full of signs that seek to lead the viewer/reader/listener to an interpretant.

Peirce identified three types of signs)

1. An icon is a sign that resembles its referent object. For example, a photo identification card is an icon of the person identified on the card; a map is an icon of the territory it lays out. Icons are often intuitively understood because of their close relationship with their referents.
2. An index is a sign that has a causal relationship with its referent; that is, with some physical or presumed connection. For example, smoke is an index or indicator of the presence of fire; sneezing is an indicator of allergies or a head cold. Some indices are natural (such as smoke) and thus can be intuitively understood. Others depend more on the informed understanding of the person receiving the indexed message. For example, the Crescent represents an event important to Muslims, and the cross represents a historic person and event for Christians – but neither can be understood nor appreciated outside the context of that history, culture and belief.
3. A symbol is a sign that is created arbitrarily, with no specific relationship to its reference, such as the letter written as M in Roman script, which symbolizes the same sound as the Arabic letter – the sound “mmm.” In general, words in any language are conventional symbols because, as arbitrary sounds, they have no real connection

with their referent – “ab” in Arabic, “baba” in Turkish, “pere” in French, “ojciec” in Polish, “chichi” in Japanese, all are arbitrary sounds to designate a person’s father. Because of their non-natural association with their referents, symbols generally must be learned.

Sometimes both indexes and symbols are used. For example, the number 1 (in Arabic numerals) or I (in Roman numerals) or (in Japanese kanji numerals) all are indexes because they look like a single finger indicating only one object. However, the Roman system of numerals continues as an index with II, III, and so on while the Arabic system of numerals (2, 3, 4) becomes purely symbolic in style.

Saussure identified three aspects of a sign: a signified (an abstract concept or idea in the mind), a signifier (the vehicle carrying the meaning) and a sign itself.

Emile Benveniste introduced a third categorization of signs that distinguished between form and substance, identifying the different types of signs.

- Linguistic signs are learned.
- Iconic signs are pictures, television images, computer graphics, and so on.
- Social decorum signs include expressions of gratitude and courtesies.
- Regulative signs are used for social control, such as traffic signs or “No Smoking” postings.
- Monetary signs reflect the values of economic life.
- Religious signs are used in rituals and in understanding and transmitting beliefs.
- Artistic signs are figurative images used for music and fine arts, such as musical notation or calligraphy.

The notion of semiotics has application in many different areas. Consider the situation of a television interview, in which camera shots serve as signifiers to various signified aspects of a screen. A long shot, for example with the camera lens apparently far away from the subject, signifies public distance and social relationships. A medium shot with the lens moderately close to the subject signifies a personal relationship. A close-up shot signifies emotional intimacy.

Connotation and denotation can also be conveyed with camera angles. For example, an eye-level shot suggests an equality between the interviewer and the interviewee. A worm’s-eye view, with the camera pointed up on the interviewer, suggests a relationship in which the interviewer is more powerful or more important than the interviewee (or

vice versa). Conversely, a bird's-eye view, with the camera looking down on the interviewer, would suggest lesser importance.

2.5.2 Linguistic in Nonverbal Communication

While verbal communication is much studied and is the focus of much applied attention in areas ranging from journalism to governance to entertainment, the fact is that human beings communicate more through nonverbal means. Some estimates are that so-called body language accounts for 65, 70, even 90 percent of human communication. Using the 70-percent figure for body language, the voice accounts for another 20 percent or so, and specific words only about 10 percent. Research conclusions may vary a bit, but the consensus is clear: Nonverbal communication is hugely important in human interaction.

Nonverbal communication is also bound to culture. In particular, there are differences among cultures and nationalities about the relative value of speech versus silence, the relative value of talk versus action, the social role of small talk or gossip, and the role of animation, rhyme and exaggeration in speech. Because of these differences, the study of verbal and nonverbal communication always must be done within a social or cultural context.

As noted above, nonverbal communication may be vocal (focusing on vocal characteristics such as pitch, rate, and so on) or non-vocal (focusing on body language, environment, attire and the like).

Some linguists identify an aspect of nonverbal communication called paralanguage. This refers to a range of non-linguistic elements of speech, such as facial expressions, gestures, the use of time and space, and so on. However, most linguists adhere to stricter categorization. Commonly, the study of nonverbal communication is divided into several specific categories.

- Kinesics (simplistically called body language) deals with physical movement, sometimes called affective displays. This study applies traditional linguistic principles to the body as a whole or to specific parts, particularly the face, hands and arms. It also deals with posture in standing and sitting, as well as with eye and facial expressions, such as the arching of eyebrows or rolling of the eyes. Kinesics vary culturally. For example, a person of Mediterranean culture may use extensive hand movements and body gestures as an expression of anger, whereas a Japanese person may be apparently less excited, but perhaps no less angry. Kinesics also includes the use of smiling, frowning, giggling and so on, which also differs by culture. While universally, smiling reveals happiness, in some cultures it also is used to mask sadness or

to hide embarrassment. Kinesics generally refers not to sign language that relies on gestures and expressions in a grammatical context as an alternative to spoken language. But it is associated with the use of emblems, physical gestures that support or reinforce what is said verbally. Some emblems seem to be universal, while others are cultural, with different interpretations in various cultures, or perhaps with different uses by men and women. An example of a universal emblem is the uplifted shoulders and upturned hands that indicate "I don't know" virtually everywhere in the world. An example of a culture-bound emblem is the encircled thumb and forefinger. That gesture can be interpreted as worthless in France, money in Japan, OK in the United States, a curse in Arab cultures, and an obscenity in Germany, Brazil and Australia.

- Occulesics is closely related to kinesics. Occulesics deals with eye behavior as an element of communication. Some aspects of occulesics deal with a static or fixed gaze versus dynamic eye movement. This so-called eye contact is the subject of much interpretation by the observer, making it difficult to predict its exact communication impact. In the West, direct eye contact (looking into the eyes of the other person) is common about 40 percent of the time while talking and 70 percent while listening. In Japan, it is more common to look at the throat of the other person. In China and Indonesia, the practice is to lower the eyes because direct eye contact is considered bad manners, and in Hispanic culture direct eye contact is a form of challenge and disrespect. In Arab culture, it is common for both speakers and listeners to look directly into each other's eyes for long periods of time, indicating keen interest in the conversation. In Mediterranean society, men often look at women for long periods of time that may be interpreted as starring by women from other cultures. Even the same kinetic gesture can be interpreted differently. For example, the facial gesture of downcast eyes during conversation can suggest social deference, evasion, insincerity or boredom.
- Proxemics involves the social use of space in a communication situation. One aspect of this is the closeness between and among people when they speak, and the significant role that culture plays in this. Distance is generally described on a continuum from intimate space (0-18 inches) to personal space or informal distance (18 inches to 4 feet) to social space or formal distance (4-12 feet), and public space or distance (beyond 12 feet). Proxemics also deals with the effective use of space in social settings, such as businesses and homes, ranging and the arrangement of space to encourage or inhibit communication.
- Haptics focuses on touching as an element of communication, indicating both the

type of touch and its frequency and intensity. Like many other elements of nonverbal communication, haptics is very much a function of culture. It has been noted, for example, that Mediterranean, Middle Eastern and Latin American cultures employ much social touching in conversation, including embraces and hand-holding; these are called high-contact (or high-touch) cultures. In moderate-touch cultures such as North America and Northern Europe, touching is used only occasionally, such as in handshakes and sporadic shoulder touching or back slapping. In low contact cultures such as in Northern Asian cultures, meanwhile, social touching is rarely used at all. But the geography is by no means that simple. People in the Asian nation of the Philippines, for example, use a large amount of social touching in conversation and personal interaction. Even within a culture, haptics varies. For example, handshakes vary in length and strength of grip depending on the actual (or hoped for) degree of intimacy between the two people shaking hands.

- Vocalics (also called paralanguage) deals with vocal cues, more accurately referred to as the non-phonemic qualities of language. These include accent, loudness, tempo, pitch, cadence, rate of speech, nasality and tone, insofar as these convey meaning. Vocalics is sometimes subdivided into several categories. Vocal characterizes include laughing, crying, yawning, and so on. These can be associated with culture, such as the different ways various cultures accept the practice of belching. Vocal qualifiers such as volume, pitch, rhythm and tempo also are associated with cultural distinctions. In Arab culture, for example, speaking loudly connotes sincerity, whereas in North America it is often interpreted as aggressive. Vocal segregates (sounds such as mmmm, uh-huh, oooo) likewise also differ among various cultures. Vocal rate deals with the speed at which people talk, another factor that offers various interpretations.
- Chronemics deals with the use of time as an element of communication. Formal time is measured in minutes, hours, days, and so on. Informal time is measured relative to seasons, social customs, lunar cycles, etc. Chronemics involves specifics such as punctuality (which can be mono-chronic or M-time and polychronic or P-time) along with patterns of dominance or deference within a communication situation. For example, studies show that men are more likely than women to dominate a conversation and interrupt another speaker. Chronemics also deals with time from the standpoint of social settings, such as the likelihood among Americans of arriving early for business meetings but being “fashionably late” for social activities, while in Latin American and Arab culture, business people often arrive at a time

Westerns would consider “late,” taking business meetings as occasions for hospitality and socializing. Meanwhile, the Sioux language doesn’t even have a word for “late,” reflecting a very relaxed attitude toward time. Chronemics also considers the use of monochronemics (doing one thing at a time, emphasis on schedules and promptness, getting to the point quickly) versus polychronemics (doing several things at a time, emphasis on people and the whole of a relationship). Studies show that the monochronemic conversation (talking about one thing at a time) is common in Northern Europe and North America. Meanwhile, Latin American, Asian, Middle Eastern and Mediterranean cultures are more likely to use polychronemic conversation (multiple conversations at the same time, and frequent interruption by other speaker-listeners).

- Appearance deals with the communication role played by a person’s look or physical appearance (as compared with physical gestures associated with kinesics). It deals with physical aspects of body shape, hair color and skin tone, as well as grooming, dress (both clothing and jewelry) and use of appearance enhancements such as body piercings, brandings and tattoos. Consider, for example, how attire is an essential part of non-vocal communication among areas influenced by Arab culture. Among North and Western Africans, public speakers prefer long robes and big sleeves so that when they raise their hands, extra sleeve cloth slips through the arms and puffs up their shoulder, making them look bigger and more elegant. The Arab and North African head covering with different bands of cloth and the color of the robes (white in daytime, dark at night) are more than fashion statements.
- Environment involves the communicative value of the physical space, such as room size, color, accessibility and location. Business people, for example, assume significant meaning about desk size, offices with (or without) windows, and so on. Generally, it is assumed that the most important people in a company occupy the uppermost floor in a building.
- Artifacts similarly deals with the communicative aspect of apparent objects visible in the room –art, possessions and so on – in that these may be personal, indicative of status, and/or revealing of lifestyle. In some societies, much meaning is presumed by one’s choice of automobile. Artifacts almost always have cultural significance. For example, in many Western countries, pets have great emotional significance; among many Arabs, rugs are prestigious.
- Olfactics is an aspect of nonverbal communication dealing with smells. Though not widely studied from a communication perspective, olfactics might include the

use of perfumes and spices. It is associated with proxemics in that, the closer people are in communication, the more likely that the smell will be relevant. In some high-contact cultures, such as Samoan or Arab, it is customary to get close enough in conversation to smell the other person. Indeed, Arabs and religious Muslims are known for using perfumes, according to the teaching of the Prophet that it is a charity to smell nice for others.

- Synchrony focuses on the amount of coordination in people's behavior when their nonverbal cues are in sync with one another. Some examples include mirroring, mimicry, or behavioral meshing.

2.5.3 Uses of Nonverbal Communication

Nonverbal communication provides individuals and groups with many options for presenting their messages. Here are some of the uses of nonverbal communication.

- To create impressions beyond the verbal element of communication (kinesics, chronemics, vocalic, environment).
- To repeat and reinforce what is said verbally (oculesics, kinesics).
- To manage and regulate the interaction among participants in the communication exchange (kinesics, oculesics, proxemics, synchrony).
- To express emotion beyond the verbal element (kinesics, oculesics, haptics, vocalic, proxemics).
- To convey relational messages of affection, power, dominance, respect, and so on (proxemics, oculesics, haptics)
- To promote honest communication by detecting deception or conveying suspicion (kinesics, oculesics, vocalic)
- To provide group or social leadership by sending messages of power and persuasion (kinesics, vocalic, chronemics)

Research, analyze and organize information

Rechercher, analyser et organiser l'information

Chapter 3

Research, analyze and organize information

3.1 Introduction

Research, analysis, and organization of information are critical skills for gathering, understanding, and presenting knowledge effectively.

Researching, analyzing, and organizing information are essential skills for effective decision-making and problem-solving. Here's a breakdown of each step:

3.1.1 Research

- Identify the research question or topic you need to explore.
- Determine credible and reliable sources of information such as academic journals, books, reputable websites, or expert opinions.
- Conduct thorough research using different sources to gather relevant and accurate information.
- Take notes while conducting research to capture key findings, quotes, and references.

3.1.2 Analyze

- Evaluate the gathered information for its relevance, credibility, and validity.
- Look for patterns, trends, and connections within the information.
- Critically assess the strengths and weaknesses of different viewpoints or arguments.

- Identify key insights or main points that emerge from the analysis.
- Consider the implications and potential impact of the analyzed information.

3.1.3 Organize

- Create a structured outline or framework to organize the information.
- Group related ideas or findings together to create logical categories.
- Use visual tools such as mind maps, diagrams, or charts to represent the relationships between different pieces of information.
- Summarize and condense complex information into clear and concise statements.
- Arrange the information in a logical sequence to present a coherent and well-structured output.

When conducting research, analysis, and organization, it's important to keep the following in mind:

- Use a variety of sources to gather diverse perspectives and avoid bias.
- Use critical thinking skills to evaluate the credibility and reliability of the information.
- Properly cite and reference all sources to give credit and maintain academic integrity.
- Regularly review and update your information as new insights or evidence emerge.
- Communicate the findings and organized information effectively, tailoring the presentation to the intended audience.

By following these steps, you can improve your research, analysis, and organization skills, enabling you to make informed decisions, solve problems, and communicate information effectively.

3.1.4 Information

Information is knowledge about a particular subject, issue, event or process. Information can be obtained from various sources: you can be told information, for example through a lecture or a television program, or you can find information through your own research.

Information is essential to finding your route to university in the morning, writing an essay, getting the right ingredients for a recipe, conducting an experiment, renting a flat, filling in a job application form, exam revision and for many, many other every day and not-so-everyday tasks.

For each task you need a different type of information, and to find the most useful and relevant information you have to understand:

- o what information is?
- o why you need the information?
- o what are the different types of information available?
- o where to look for information?

3.1.4.1 Why do we need information?

- o You need information because it can help you find or to know anything you want to discover it.
- o We need information, so we know wrong from right.
- o We also use information to make decisions and judgment calls.
- o to use signs, common sense, or research via internet or books, etc.

Information allows:

- o Intellectual development, which leads to academic credibility.
- o The development of subject knowledge leading to an ability to discuss your subject with authority.
- o An ability to meet the research requirements of your course.
- o Attainment of higher marks in your assignment.

3.1.4.2 Different types of information

There are three types of information that we deal with every day. They are:

- Context Big Picture
- Content nuts and bolts
- Meaning the impact.

It is the interaction between these types of information that will give you the edge in any sales presentation.



FIGURE 3.1. Different types of information.

- The interaction between Content and Context is interplay. The Context will inform the content, and the content proves or disproves the context. Knowing this will show you what forces are at play in decision-making.
- The interaction between Context and Meaning is Interpretation. How beliefs, values, experiences and expectations change what someone understands.
- The interaction between Content and Meaning is Implementation. These exposes drivers of behavior. It is the proof of what will happen. It's post purchase. Can they afford to operate what they bought? what action will they take?

These 6 levels of information are about awareness. They inform what is going on in any sale or presentation. Understanding this will keep you away from dealing on price.

3.1.5 Types of Information Sources (where to look for information)

Understanding source types helps you determine what you need for your research. Below is a list of commonly used resources with brief descriptions

3.1.5.1 Books and e-books

Provide broad, foundational coverage of a topic, usually with an in-depth analysis.

3.1.5.2 Reference Sources, Encyclopedias, and Handbooks

Offer introductory overviews. You can find background information to help you select a topic and place it in the broader context of the discipline.

3.1.5.3 Scholarly Peer-Reviewed Journals

Contain articles written and reviewed by experts in the discipline. Topics are usually more narrowly focused.

3.1.5.4 Popular Magazines

Are written for general audiences and are meant to entertain, inform, or present an opinion. Authors are usually employed by the magazine.

3.1.5.5 Newspapers

Available in print and online and one of the first mediums to report on an event.

3.1.5.6 Video databases

Available through the library and provide scholarly coverage in a variety of disciplines. Users can create playlists and create clips that can be embedded into other documents.

3.1.5.7 Websites

Provide ready access to information of all kinds. They often provide valuable information, but you must carefully evaluate the credibility and reliability of web sources.

Improve the expression ability

Améliorer la capacité d'expression

Chapter 4

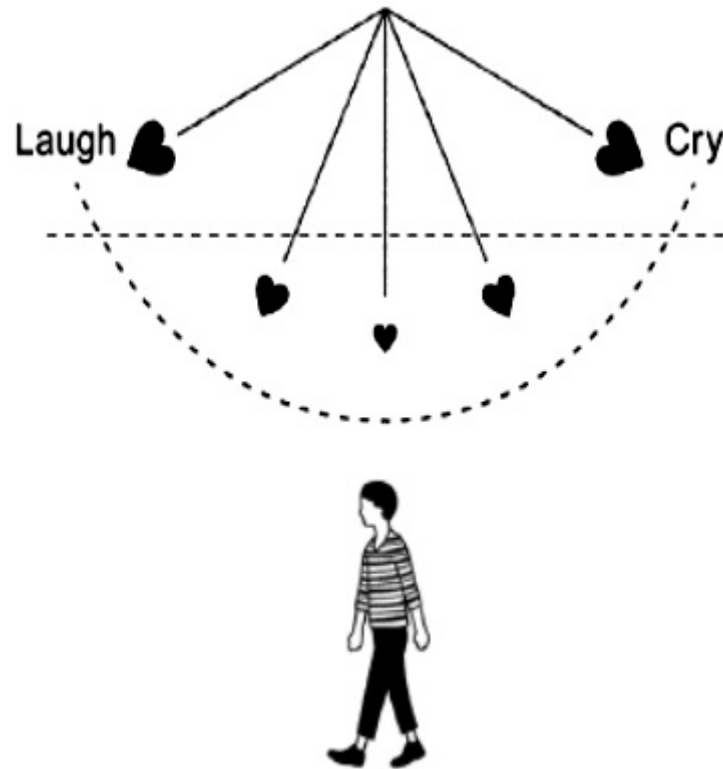
Improve the expression ability

4.1 Introduction

While communication refers to the interchange of message or information from one person to another, either verbally or non-verbally. On the other hand, language is a human communication method or the system through which two people interact. It is used in a particular region or community, for imparting a message, to each other, with the use of words. In the process of communication, language plays an important part. Indeed, all the living beings in this world communicate in their own language. These two terms are so closely intertwined that people cannot easily recognize their difference and end up using them synonymously. But, in reality, there exist a fine line of difference between language and communication.

4.2 Touching People's Heartstrings

4.2.1 Emotions fluctuate akin to the motion of a pendulum



Consider our emotions as constantly swaying back and forth, much like a pendulum's movement. Whether it's observing a clear blue sky, witnessing a couple break up, or noticing stains on stairs, even though these occurrences may have no direct impact on us, our emotions are stirred ever so slightly.

Expressions that evoke such emotional reactions hold significant influence over the oscillation of our feelings. Conversely, expressions that fail to provoke any emotional response are deemed insignificant.

The purpose of expressions is to bring about a transformation within the audience. If a movie fails to elicit any emotional change within us, it holds no value. The art of expressing ideas lies in deliberately and meticulously crafting such transformative experiences.

It is often said that the interpretation of the creator's expression is subjective and rests with the audience. However, there is something that precedes that notion. Creators must first establish a clear intent of whether they aim to evoke laughter or tears. Only once

creators have wholeheartedly dedicated themselves to expressing their ideas can their work be entrusted to the audience for interpretation.

Moving someone emotionally is akin to setting their emotional pendulum in motion. When it swings to one extreme, it brings forth tears, and when it swings to the other, it elicits laughter. If the creator succeeds in creating a moment that causes people's emotional pendulum to swing fully in one direction, an impactful and transformative experience is achieved. (Illustration 1)

When the emotional pendulum surpasses the dashed line in the illustration, it signifies that the ideas conveyed by the creator have deeply resonated with their audience. Undoubtedly, although our emotions may not always be easily stirred, we are constantly seeking those moments when creators can provide such an impact. Creators achieve this through facial expressions and narratives that strike a chord within us. Fundamentally, we are always yearning to be moved, which explains why we willingly invest in watching movies, picking up books, or listening to stories. Expressions that propel the emotional pendulum to swing precisely align with our desires – something that people eagerly anticipate, even if they must actively search for it.

There exists a crucial factor in successfully propelling people's emotional pendulum to the extent that it crosses that line.

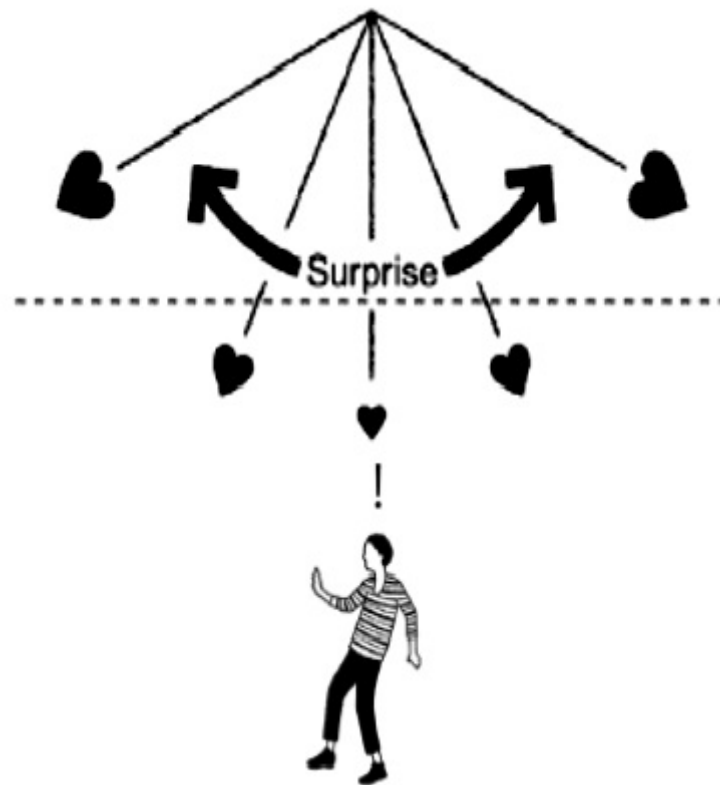
4.2.2 Surprise plays a vital role in eliciting laughter and moving someone emotionally

Laughter often emerges when we are caught off guard. A well-known variety program features comedian attempting to make others laugh with silly antics while participants struggle to keep a straight face. Although the segment appears simplistic, if observed closely, one can notice that laughter arises precisely when the participants are taken by surprise due to sudden changes in the comedian's behavior. Laughter rarely occurs without a triggering cue.

The same principle applies to crying. After experiencing relief upon learning that a character in a story has escaped a challenging situation, the character unexpectedly encounters another predicament. Conversely, when we anticipate a character facing significant trouble, they emerge unscathed. Such surprises create emotional fluctuations that evoke tears by stimulating the tear glands.

Emotional sharing also occurs when one person's separation or death moves an entire group to cry. However, to generate more pronounced and frequent swings of individual

emotional pendulums, it is crucial to ensure that the ideas we express encompass an element of surprise.



Have you ever found yourself unable to hold back tears while watching a movie, particularly during a scene where a father lying on his deathbed unexpectedly delivers something humorous? In such moments, we are caught off guard, and our emotions swiftly swing from one extreme to another. Touching someone's heartstrings is akin to setting their emotional pendulum in motion. However, accomplishing this is no easy feat. It necessitates a meticulously crafted structure, authenticity, anticipation, and other essential elements to boldly and thoughtfully propel the emotional pendulum through well-planned ideas.

Surprise is an absolute necessity to break down the emotional barriers of the audience. As mentioned earlier in this book, the pre-established harmony serves as an obstacle to expressing ideas. The disruption of predictability is what generates the feeling of witnessing something remarkable, sparks the desire to share it with others, and prompts the yearning to experience it again.

4.2.3 The trap of organized storytelling

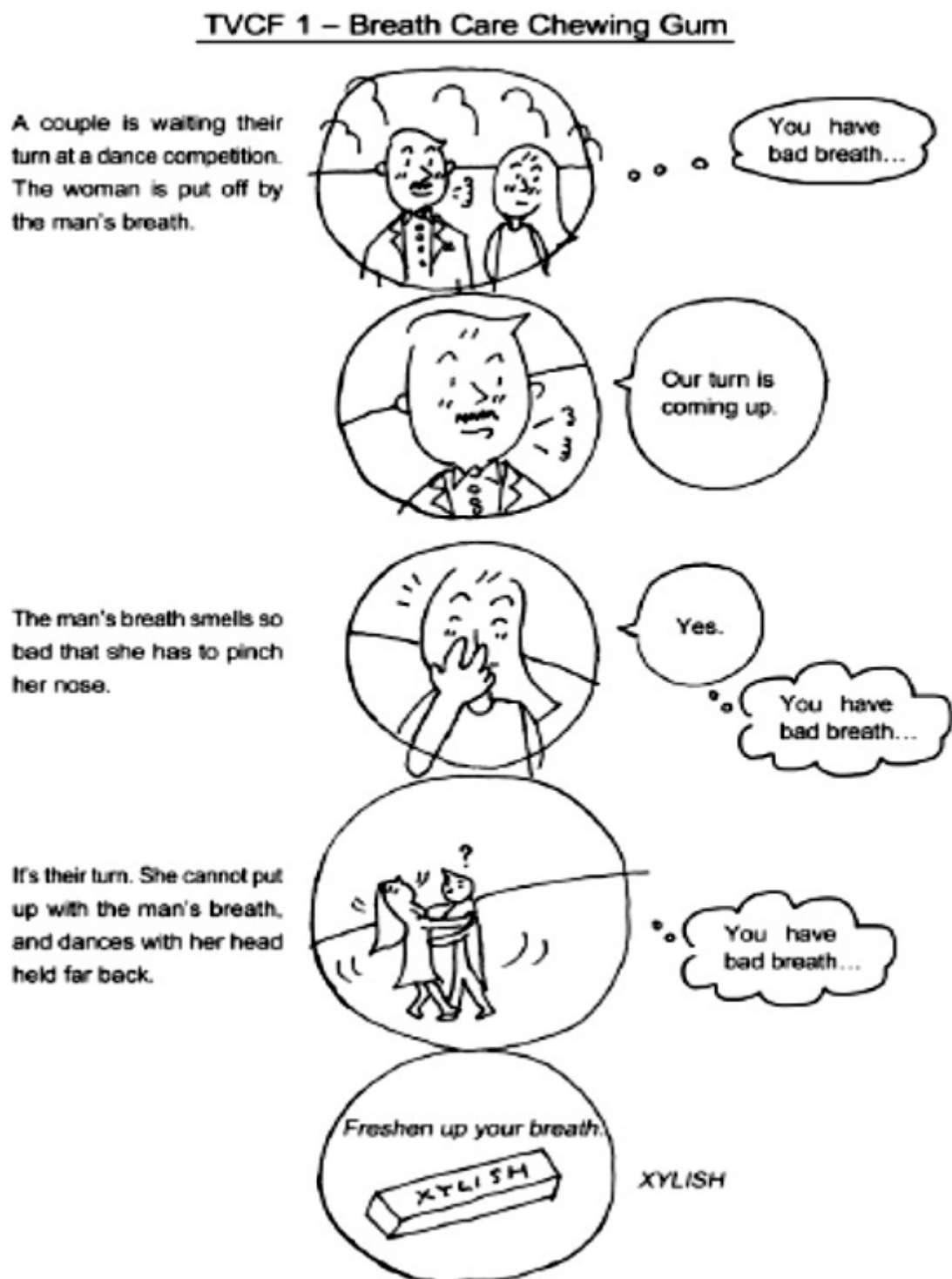
Since childhood, we have been taught the significance of maintaining a structured flow in storytelling, progressing from an introduction to development, a turning point, and a conclusion. However, this approach merely serves as a method of organizing events. The flow itself does not constitute the story, and in its worst form, strictly adhering to the flow can render the story painfully dull. Once we become accustomed to following a story's chronological sequence, we often find ourselves predicting the conclusion midway through the narrative. Consequently, it becomes essential for storytellers to subvert these anticipated conclusions. In other words, we introduce hurdles that we must overcome to elevate the audience's engagement. However, this approach should be avoided.

This same principle applies to our everyday conversations. Those who excel at communication share a common trait—they begin with a conclusion. To illustrate this, let's examine individuals who struggle in conversation:

"I went out drinking with my friends last night, and we met a guy there. He was incredibly entertaining, and I recall staying out until 3 in the morning. However, I cannot recall what happened afterward. When I woke up in the morning, I found myself in a stranger's house."

On the surface, this incident may seem unremarkable. Yet, let's reverse the order and begin with the ending: "When I woke up in the morning, I found myself in a stranger's house." The narrative instantly becomes more dramatic. When a story carries a dramatic tone, the listener becomes more engaged, intrigued by the "what" and "how" of the events. Simultaneously, the storyteller is relieved of the burden of leading the audience towards the conclusion. Starting from the conclusion eliminates the need to build towards an exciting climax. The only element we need to add is the reason behind the excessive drinking that resulted in the memory lapse. If we cleverly evoke the audience's curiosity about the "why," the incident becomes more captivating. This distinction separates a mere incident from a compelling story.

In writing a story, whether it be a screenplay or a theatrical production, adhering to the overall flow—introduction, development, turning point, and conclusion—is crucial for organizational purposes. However, when we delve into crafting the story structure to flesh out the details, we must exercise caution, as this conventional flow can work against us. In the realm of creating commercials, following such a flow is impractical and, in fact, detrimental. Let's examine some examples.



This TV commercial storyboard is currently presented in chronological order, following the flow from introduction to development, turning point, and conclusion. However, this linear arrangement might not be very captivating. To make it more interesting, let's consider rearranging the order by placing the last cut, or the concluding scene, at the

beginning.

TVCF 2 – Breath Care Chewing Gum

A couple is dancing on the dance floor. But the woman looks awkward.



She is bent backwards.



And keeps dancing in this unnatural posture.



Freshen up your breath.















XYLISH



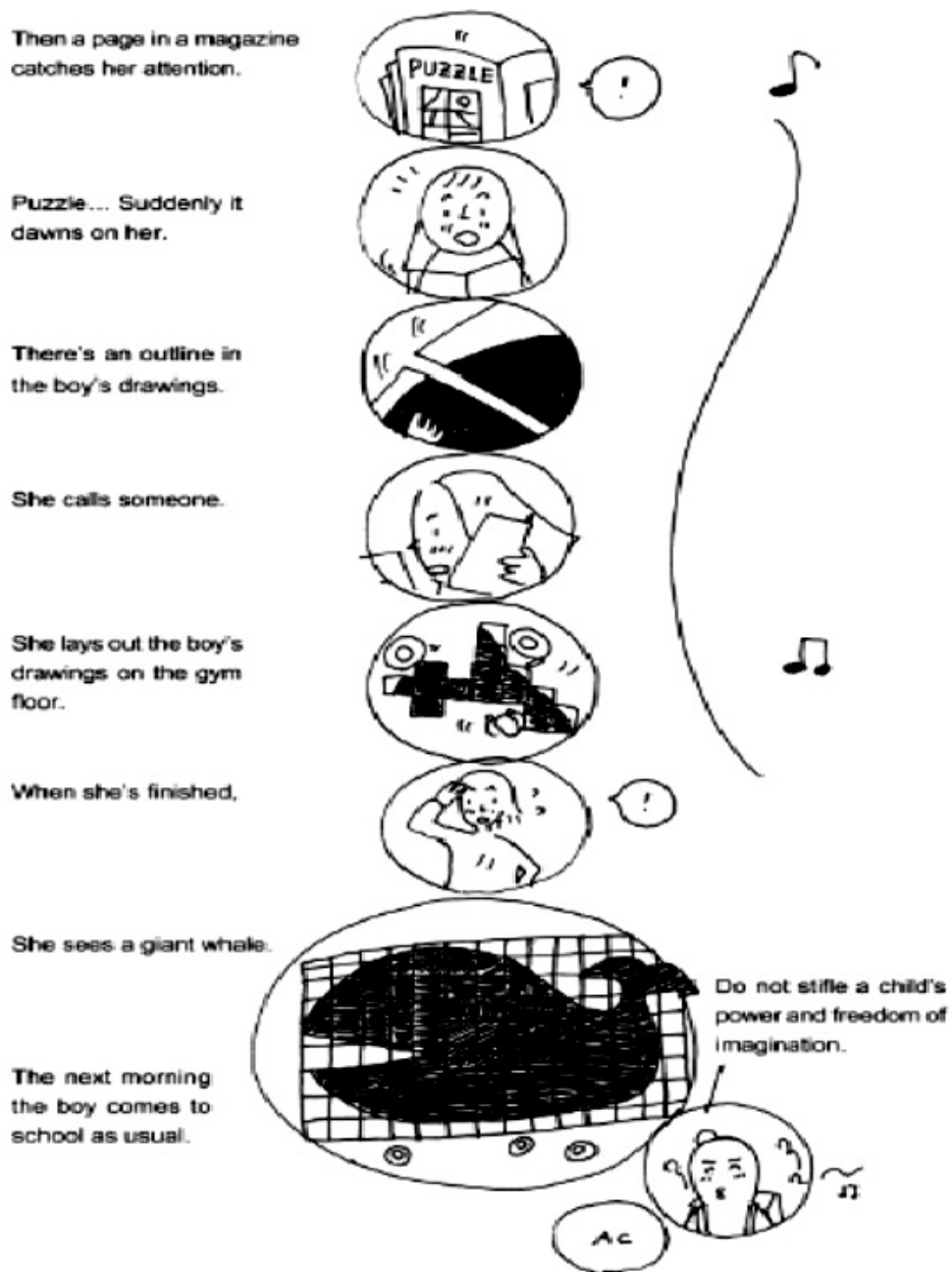
It is evident that the story becomes more captivating when the order is changed. The conventional notion of following the flow from introduction to development, turning

point, and conclusion yields mediocre and uninteresting results. If a hundred people were to write a TV commercial based on the same plot, such a typical and uninspiring storyboard would be the norm. However, by simply rearranging the sequence of clips, it becomes possible to create a storyboard that is significantly more engaging. This skill is fundamental in the field of advertising.

TVCF – Public Service CM Following Chronological Order – A whale

<p>An art class. A boy keeps painting papers black.</p>			
<p>Teachers do not know what is wrong with him.</p>			
<p>The boy keeps painting papers black.</p>			
<p>He is taken to a doctor, but doesn't listen to what the adults say.</p>			
<p>He just keeps painting the papers black.</p>			
<p>His homeroom teacher looks at the black paper and gives a reluctant sigh.</p>			
			

To create distinct commercials, we must incorporate something truly special. This principle applies to movies as well. In order to generate emotional highs and lows in a story and infuse it with energy, we must have the courage to deviate from the typical flow of introduction, development, turning point, and conclusion. Otherwise, the audience quickly loses interest in the narrative. On the other hand, there are instances when adhering to chronological order can be more effective, particularly when the story possesses a strong and impactful ending.



This particular public service announcement achieved its goal of heightening the audience's sense of concern for the boy's well-being. By having a predetermined ending that alleviates worry, it becomes possible to sustain and intensify the feeling of apprehension without causing distress.

However, it is important to note that such cases are exceedingly rare. Throughout my nearly 20-year career, I have only succeeded in this approach once. This experience suggests that generating ideas that satisfy every audience is not an easy task.

Disrupting the organized flow of a story entails manipulating the chronological order. By revealing the ending first, we ignite the audience's curiosity to uncover the cause. This curiosity generates a sense of excitement, akin to the art of card magic. The order in which we present information plays a crucial role in capturing the audience's imagination. Through this imagination, we can construct unexpected and thrilling narratives that captivate the audience.

When we skillfully employ chronological order in the design of movies and commercials, they become highly entertaining. Time becomes the most powerful tool for generating excitement and suspense. Creating movies is essentially creating time itself, which is a unique privilege accessible only to creators.

4.2.4 Think spatially

Video images should be conceived and approached in a spatial or three-dimensional manner. Merely thinking in terms of flat planes or two-dimensionally will only result in a lackluster story. The world we inhabit has depth and dimension, and embracing this three-dimensional perspective opens up a wealth of possibilities.

Allow me to demonstrate methods of creating excitement through the utilization of space. Planning with a traditional picture storyboard runs the risk of neglecting this powerful technique. If you are working with a screenplay or a storyboard during the idea development phase, it is essential to carry forward this spatial methodology into the staging and production phases. It is a formidable weapon that should be wielded judiciously, much like the use of time. Let me provide you with a few examples.

A woman is standing.

There's a man standing in front of her.

*The man has just proposed and the woman is so happy,
she is moved to tears.*

This scene can be heightened and made more dramatic by introducing another woman in the background, observing the two main characters with a visibly jealous expression. This addition immediately sparks curiosity about what will unfold next. The presence of a character filled with jealousy creates tension and anticipation, leaving the audience eager to see how the situation will develop.

Let's take the theatrics to another level. Imagine equipping the woman in the background with a knife. This sudden twist adds an element of thrill and suspense to the scene. The presence of a potentially dangerous weapon raises the stakes and introduces a sense of impending danger. It leaves the audience on the edge of their seats, eagerly anticipating the unfolding of this intense and gripping turn of events.

4.3 Comparison Chart

BASIS FOR COMPARISON	LANGUAGE	COMMUNICATION
Meaning	Language implies the system of communication which relies on the verbal or non-verbal codes, used in transferring information.	Communication refers to the way of exchanging message or information between two or more people
What is it?	Tool	Process
Stresses on	Signs, words and symbols	Message
Occurs in	Primarily, in auditory channels	All sensory channels
Change	Static	Dynamic

4.4 Definition of Language

Language is described as a tool which helps in the transmission of feelings and thoughts, from one person to another. It is the means of expression of what a person feels or thinks, through arbitrarily produced symbols or sounds, such as words (spoken or written), signs, sounds, gesture, posture, etc., that convey a certain meaning.

Language is the sole medium of communication between two persons, through which they can share their views, ideas, opinions and emotions with one another. It is aimed at making sense of complex and abstract thought, and that also without any confusion. As a system of communication, different languages are used by people residing in different areas or belonging to a different community.

4.5 Definition of Communication

Communication is described as an act of interchanging ideas, information or message from one person or place to another, via words or signs which are understood to both the parties. Communication is vital for the organization because it is a principle means by which organizational members work with each other. It flows in various directions, such as upward, downward, horizontal or diagonal.

Communication is a pervasive process, i.e. it is needed in all the levels and types of the organization. It is a two-way activity, which consists of seven major elements, i.e. sender, encoding, message, channel, receiver, decoding and feedback. Getting feedback, in the process of communication, is as much important as sending the message, because only then the process will be completed. There are two channels of communication, which are:

- Formal Communication
- Informal Communication

Further, communication can be classified as:

- Verbal Communication
- Oral Communication
- Written Communication
- Non-verbal communication

4.6 Key Differences Between Language and Communication

The points given below presents the differences between language and communication in detail:

- a. The system of communication which relies on the verbal or non-verbal codes, used in transferring information, is called Language. The way of interchanging message or information between two or more people is called communication.
- b. A language is a tool of communication, while communication is the process of transferring message to one another.
- c. Language focuses on the signs, symbols and words. Communication lays emphasis on the message.

- d. Before the invention of written words, language was confined to the auditory channels. However, it can occur in visual, tactile and other sensory channels too. On the other hand, communication occurs in all the sensory channels.
- e. The basics of communication do not change at all. Conversely, daily new words are added to the dictionary of the language, so it changes every day.

So, with the above explanation, it is quite clear that communication has a wider scope than language, as the former covers the latter. Language is the essence of communication, without which, it cannot exist.

Summary

Résumé

Chapter 5

SUMMARY

Expression and communication techniques are essential for effectively conveying your thoughts, ideas, and messages to others. Here are some key summaries of techniques that can help enhance your expression and communication skills:

5.1 Active Listening

- Focus on the speaker and show genuine interest.
- Avoid interrupting and maintain eye contact.
- Use non-verbal cues (nodding, facial expressions) to show understanding.
- Ask clarifying questions to ensure comprehension.
- Paraphrase and summarize the speaker's main points to demonstrate active engagement.

5.2 Clear and Concise Language

- Use simple and straightforward language.
- Avoid jargon or technical terms when communicating with non-experts.
- Structure your sentences and ideas in a logical and organized manner.
- Be mindful of your tone and choose words that convey your message effectively.

5.3 Non-Verbal Communication

- Pay attention to your body language, posture, and gestures.

- Use appropriate facial expressions to match the content of your message.
- Maintain appropriate eye contact with your audience.
- Use hand movements purposefully to emphasize key points.
- Be aware of cultural differences in non-verbal communication.

5.4 Empathy and Emotional Intelligence

- Put yourself in the shoes of others to understand their perspectives.
- Show empathy by acknowledging and validating their emotions.
- Adapt your communication style to connect with different individuals.
- Control your own emotions to ensure effective communication.

5.5 Clarity in Message Delivery

- Organize your thoughts before speaking or writing.
- Use clear and specific language to convey your message.
- Structure your communication with an introduction, main points, and a conclusion.
- Use visual aids or storytelling techniques to enhance understanding.
- Adjust your communication style based on the needs and preferences of your audience.

5.6 Active and Engaging Communication

- Encourage participation and feedback from your audience.
- Use open-ended questions to promote dialogue.

5.7 Summary

- This topic highlights the importance of communication, its meaning, and the relationship between the message, sender and receiver.

-
- Communication is defined as the giving, receiving or exchanging of information, opinions or ideas so that the message is completely understood by everybody involved.
 - A two-way process, communication comprises the following elements - the sender, message, channel, receiver, feedback, and context.
 - Barriers to effective communication include status and roles, cultural differences, choice of communication channel, length of communication, disabilities, use of language, individual perceptions, noise and distraction, clarity of message, and feedback.
 - There are three important stages to producing good written communication:
 - Planning;
 - Writing; and
 - Editing.
 - The pitfalls to avoid in written communication are using confusing language, verbosity, poor sentence structure, and information overload.
 - All borrowed materials must be cited.
 - People sometimes fail to respond to written forms of communication for various reasons, for instance, the message is not clear, the language is weak or there is too much information.
 - The receiver of any written report should be able to understand the contents of the report, know precisely what action needs to be taken, how to do it and in what manner it should be done.

Appendix

Annexe

Chapter 6

Appendix

6.1 Levels of communication

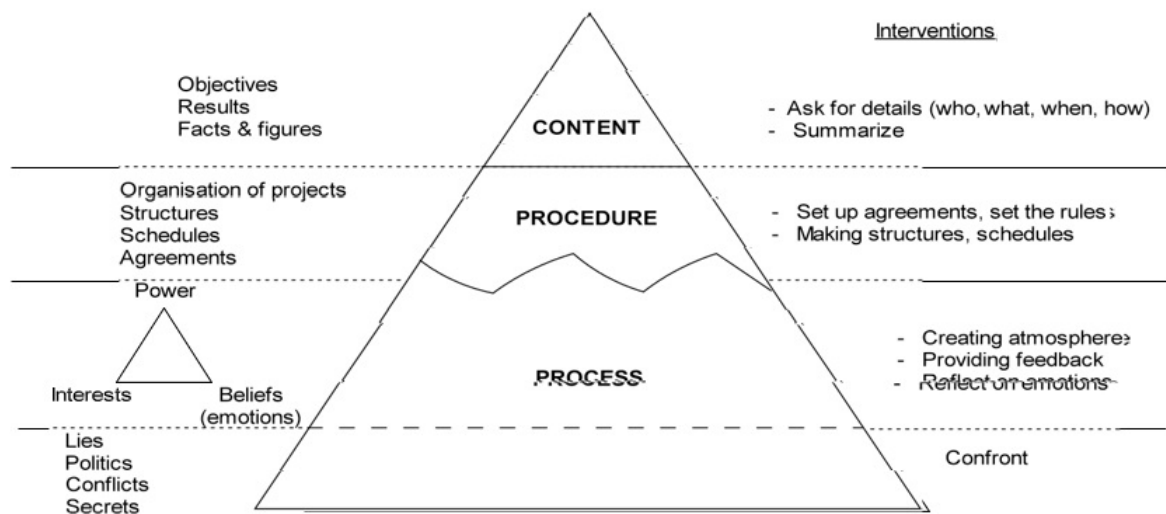
Supporting effective communication, Managers and facilitators play an important role in supporting (complex) communication-processes. A very effective way to support communication processes is by placing conscious and targeted interventions. Placing interventions can lead to a better understanding of each other's opinions in group interactions. They can speed up meetings and group-activities, and they can also make them much more efficient.

6.2 Three levels of communication

To support the communication-process in a good way, it is important to distinguish three levels (or layers) of communication:

1. The content of what someone is saying;
2. The procedure of what someone is saying (or the way someone is saying what he says);
3. The process of the relations between the speaker and the listeners, and also the emotions that arise during the conversation.

These three levels always exist at the same moment when communication takes place. In theory, we set them apart to understand the communication-process. A facilitator chooses the level on which he would like to intervene.



The figure above illustrates the levels of communications in a pyramid-form. The level of process is the lowest level of the pyramid. Process is the fundament of communication. Without good process, there is no effective procedure. Without a good process and a clear procedure, the quality of the content will be very low. Therefore, emotion will also dominate over rationality, if you like it or not. Process is always followed up by content.

6.3 Content

An intervention on the first level, the level of content, is targeted at the content of what is being told. It is about the topic of the conversation. Questions in this level are about the who, the what, the when or the how of what someone is saying. For example: 'who are the members of this board?', and 'what do facilitate skills mean in the context of learning to change?'. An example of facts: 'what are the results of this month?'

Another very effective intervention on the first level is to summarize. Almost everyone likes to hear back the essence of what he has said by a listener – it is a sign that one has been understood. After that, you can move to the next question (to discover more about what someone thinks), or the next topic (procedure). For a good facilitator, summarizing is one of the most frequently used interventions in supporting the communication of a group.

6.4 Procedure

Using an intervention on the level of procedure, level 2, means that you are reacting to the way something is being told, followed up by a question, a proposal or an agreement. This

level represents clear and broad-carried schedules, or certain communication-structures. For example: 'I perceive that you only talk about the resistance that arises with the cost-reduction. Personally, I would also like to exchange thoughts about the chances of realizing our efficiency-objectives. My proposal would be that everyone gives his opinion on this briefly, as a closure to this topic.' The last sentence (in italics) of this example is a proposal of procedure.

6.5 Process

The third level, the process-level, is most difficult. Many elements in communication are difficult to see, or even invisible. Non-verbal signals help us understand why someone says certain things. Also, the tone of voice or the speed (half-verbal signals) of communication does say a lot about what someone actually means by his communication. Research points out that eighty percent of our messages are non-verbal. Closely observing and listening provides a lot of information about the process. What does actually happen on this level? Let us look at four categories:

6.5.1 Opinion

We distinguish three kinds of opinions:

1. Giving your view on an issue or an idea.
2. Judging something: an opinion can transform into a judgement. For example: 'I think this method is not a good method', or 'I agree with you. This is the only good decision to take.'
3. Judging someone: this kind of opinion does not focus on an issue or object (for example: a proposal), but on a person. For example: 'he is a good guy', or 'I have never seen something good out of his hands. He is not competent in what he is doing.'

6.5.2 Emotions

Emotions arise because of certain thoughts about a situation. They are being caused by beliefs or opinions. Examples of emotions are: fear, anger, sorrow and happiness. Emotions are not very difficult to recognize because they typically touch deeply. For example: fury, crying, laughing. Emotions could also be disguised by cynicism, sarcasm

or humour. Emotions cause physical, chemical reactions in your head that make you very selective in listening.

6.5.3 Power

One of the less explored and understood elements of the level of process is power. Someone could have power because of status, expertise, experience, authority of decision-making, having a distinct network, gender, age, access to information, hierarchical position and so on. We distinguish power (authority) and influence (expertise). Power is in the hands of the person who decides (for example, managers). Influence is being taken by people who are not allowed to take decisions (for example: staff-members).

When you intervene on the level of process, you aim to make the emotions, opinions or the power visible which is shown by the person in charge. Only in this way can they become an explicit part of the communication and can you actually deal with them, when they disturb moving forward on the content. These interventions are also labelled as reflections. A reflection is an abstraction of, for example, an emotion or an opinion. When you reflect, you have to listen very well to the things that are being said between the lines. The essence of what someone is arguing is often kept by the combination of tone of voice, speed and attitude (half-verbal signals), and not by the spoken words.

We give three examples of reflections on the three categories:

- Opinion: ‘you think that we cannot go on any longer, because of the delays’;
- Emotion: ‘you are very happy that you finally got rid of him’;
- Authority: ‘actually you already made your decision (power on the base of position), ‘I understand that we have to trust in your expertise’ (power on the base of expertise).

6.6 IMPORTANT

To realize any contact on the level of process, **YOU NEVER ASK ANY QUESTIONS!** Asking questions leads to the level of content. You only give a short description of what you (think you) see or hear.

A second taboo: the why-question. Our advice would be to ask why-questions as little as possible. Why-questions always lead to defensive strategies of your partner in conversation. People will start to explain. When you want to know why someone is doing

something, you could get that information by two other ways. The first way is to ask: 'what made you do this?'. The second way is to let someone verify your assumptions: 'I understand that you find it difficult to make a decision on this point?'

The only way to get competent in intervening is to practice; again, again and again.

6.7 Finding the mission

Staring at the product and changing the way you call it will not create an expression. The product is not going to give you a hint for an expression. The hint is in the relationship between the product and people, or the product and society. Let me elaborate.

(Example)

Here is a mailbox. How would you express it without using the word mailbox?

The red thing.

Letter delivery apparatus.

The town's communication box.

Letter reception.

Old-fashioned transmission apparatus.

And so on.

At this point, these are just different ways of calling it, just playing with words. There is no feeling of purpose. If this had an effect on someone's heartstrings, that would only be by coincidence. Think of a purpose.

6.7.1 Mission

Show it to be more valuable than digital email. Now you will start to think of ideas to express it as a device to transmit warmth that cannot be communicated digitally. Your theme of expression becomes warmth, and you will come up with that type of copy. You will imagine music that will communicate warmth and decide whether to use an actual story or fiction to arouse the feeling of warmth more strongly.

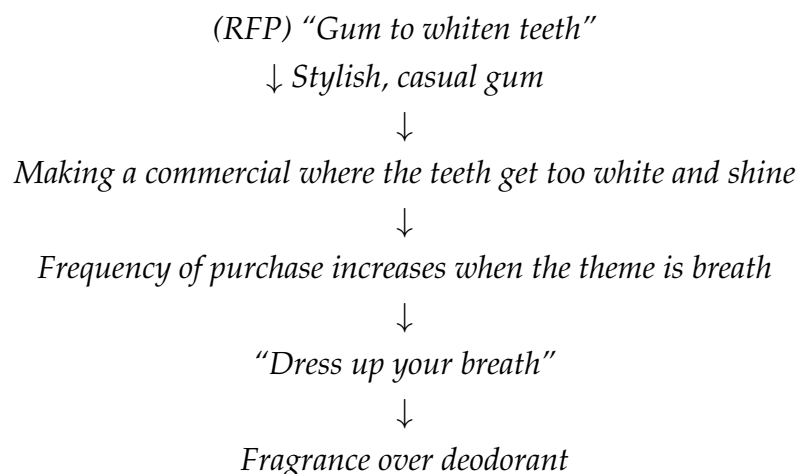
Once you decide on a mission, it will give you reasons to determine the details of expression. Using each and every reason to make the correct choices will lead to the creation of a strong expression.

This goes for all forms of expression. Even wedding speeches. Once you decide that your mission is to make the groom's mother cry, the content and format will become clear. Although this is what is especially expected in advertising, exercising this train of thought will prepare you for any type of expression.

Even with movies and novels, which have no products to sell and are the type of expressions that require the creator to search within oneself, it is very important to imagine who would be affected and in what way. When you discover a good mission, the expression will come easily, but a mission that is forced will not readily inspire an expression. You will know that you have successfully discovered a mission if the "image of expression" is also in clear view.

6.7.2 Examples of mission discovery

6.7.2.1 Example N°01: XYLISH



The competitor had an overwhelming market share. Their approach was serious, giving the impression that a doctor's recommendation gave it genuine endorsement. I thought about how the competition could be overcome with an advertisement for a product that had "enhanced ingredients to make teeth whiter." There must be a way to open up the market with an approach that was not dental. I came up with stylish. I decided to make my mission developing a market for a product that was something more casual, which did not involve negative feelings about fighting cavities.

With that mission as a starting point, I made a commercial with "human lights" involving lots of people with sparkling white teeth that shine. After that, I made careful observations surrounding the product and realized that people seemed to make purchases far more often when they were concerned about their breath more than having whiter teeth.

Because this product already had benefits for both breath and teeth, I made a presentation to suggest shifting the product's future value of existence to breath.

Now I needed to compete in the "breath" market. Instead of simply being a gum that gives you clean breath, I kept the stylish (casual) brand value and designed a concept to "dress up your breath."

The expression had to be something stylish. But gum is gum. It needed to be something that was easier to relate to than the kind of stylish that you expect with make-up. Then I realized that I should be communicating fragrance over deodorant as a benefit. To begin with, deodorant does not have a stylish image, so I was careful not to make a portrayal of "bad breath." Portraying bad breath may seem like an easy way to make the presentation interesting, but exaggerating a negative aspect before using the product in order to make it look good is only for the convenience of the presentation and will not make it interesting.

6.7.2.2 Example N°02: Tohoku Shinkansen

(RFP) "Advertise December 4 opening of Shin-Aomori Station"

↓

Difference in degree of enthusiasm between local residents of Aomori and those of Shin-Aomori

↓

Do not just advertise the opening day We must raise awareness of Aomori as a tourist destination

↓

Create a fad based on the sense of unity among Aomori locals

↓

Perhaps an advertisement can arouse local enthusiasm, just like popular TV drama serials do.

↓

Create a serial based on Aomori

This assignment was not merely a simple station-opening advertisement. We all felt that the gap in the degree of enthusiasm between the different areas was a problem, so we designed a project that would make the entire region feel as if it were about themselves.

Just prior to that, I had worked on NHK's annual historical drama serial called "Ryomaden" and had seen first-hand how it contributed to the economic benefits of the local area. I thought that this could also work with advertising if we involve the locals and integrate them to ensure economic benefits. We would make everyone in Aomori aware of our extensive search for a heroine and have her appear opposite famous actors from

the region in a drama-like commercial series. This project steadily grew into a popular common topic among the local residents.

From beginning to end, when I explained the series to people, I talked about the new heroine of Aomori. That's all I needed for people to understand and let their imaginations expand.

6.7.2.3 Example N°03: All Free

(RFP) "A new product free of alcohol, sugar, and calories."

↓

A mission to create a positive position for non-alcoholic beer rather than the negative "beer replacement" as in the past

↓

It comes with no worries

Other companies offer negative products that cause metabolic syndrome

This is a positive product with healthy benefits

↓

"This is how it should be."

When I first received the RFP, it was tough. This product with the world's first specifications had completely different packaging and naming from what we know today. It was very much like beer. No matter how interesting I thought my concept was, there was something I wasn't quite sure of. A few days later, it was in the news that the competition was launching a similar product, and we panicked. But when I read the details in the media report, I saw a light.

We now had an enemy.

Our client immediately made a dramatic change to the packaging and naming. The moment I saw that, I knew how to beat the competition. At the same time, I understood why I was feeling guilty all along. I had assumed that people would feel negative when they were buying the product. Portraying "when you can't drink" or "because you can't drink" obviously makes the advertisement negative. The new and improved product had all the answers.

The mission was simple. Change the non-alcoholic category into something positive.

As soon as I thought of that, my copywriter wrote, “This is the way it should be.” This well-known phrase from a popular Japanese animation on TV is also a line in the song that accompanies the program. I gave the song a bossa nova arrangement and drew swirls over the actors. All the pieces of my expression puzzle started to fit into place.

6.8 Creating a way to create

New expressions always come about through new ways to create them. For that reason, it is important to first clearly understand the expression you want and to create the entire process of obtaining it.

When making movies, I found that they were made so systematically that whether they were movies about monsters, love, or suspense, at times they left me feeling slightly uncomfortable because they all proceeded in the same pattern. But when I look back on them and think about advertising, I feel even more uncomfortable about the arrangement. There is no comparison. Perhaps it’s hard to see things when you’re wrapped up in your own world.

In order to avoid the final product for being regarded as totally out of the question, certain proceedings of verification make an expression fairly mundane. In order to obtain stronger expression, you need to leave all options open. Simplifying the façade also simplifies the possibilities of expression. Programmed checking eliminates the power to doubt and takes away the opportunity to brush it up. Simply speaking,

you must not skip any of the processes of your work. Doubt every aspect of what is normal, the syntax, and methods, once you have chosen your goal. Expressions can easily become boring and the reason creeps in from every direction. So, be aware during every step of the way.

Once there was a poster shoot where we wanted two actors acting as father and daughter, to act naturally. Normally, we would have asked them to act naturally, but in this case, we wanted a style of “natural” as you see in actors in movies. This script I wrote for them would not be made public, but follows the process of movie making as the characters act their parts. The camera would take the cuts that fit.

Father and daughter

A refreshing spring day.

Father is sitting on the porch drinking a can of All-Free. In the house, his daughter is browsing his bookshelf.

She has a can of All-Free in her hand.

Daughter: "Wow. You read these."

Father: "Hm? Which ones?"

Daughter: "Kuniko Mukoda"

Father: "Sure, I read Kuniko Mukoda."

Daughter: "Can I borrow this?" Father: "Of course."

The daughter picks up a book and approaches her father. She turns the pages, and a photo flutter out.

Daughter: "Hm?"

She sees a picture of a beautiful woman

Daughter: "Who is she?"

Father: "Uh... I don't know."

Daughter: "What was that bit of hesitation?"

Father: "I think that's Kuniko Mukoda. Yes, that must be her."

Daughter: "No, it isn't. That is not Kuniko Mukoda. I can tell that much."

Father: "Someone must have made a mistake." Daughter: "Who?"

Father: "Someone." Daughter: "She's pretty."

Father: "Do you think so?"

The daughter watches Father carefully as he takes a drink, as if to hide something.

Father: "What?"

Daughter: "It's acceptable."

Father: "What is?"

Daughter: "I think it's okay. That sort of thing."

Father: "What do you mean, that sort of thing?"

Daughter: "Oh, never mind."

Daughter hands her father the photo and enjoys another sip of All-Free

Daughter: "Ha"

Then she ignores her father's stare and starts reading the book.

Father drinks his All-Free while he watches his daughter. Then, thinking there's no sense in worrying, he takes his eyes off of her and looks at the photo. His expression is that of nostalgia, as he takes another sip of his All-Free.

Daughter: "Oh!"

It seems as though she has found something in the book.

Father: "Hey, what is it?!"

Daughter: "You must be kidding!"

Father: "What is it? That's no way to behave."

Daughter: "Hehehe."

Father: "What do you mean, 'hehehe.' Don't do that."

Daughter: "Hehehe."

Father: "I said, stop it."

Daughter: "Hehehe."

Father pretends not to care and takes a big gulp from his All-Free.

Daughter looks at him briefly.

Then her eyes follow an airplane across the sky that seems to be flying at a lower altitude than usual.

Photos taken in this manner ended up being "natural" as a result of good acting. But most of all, making every creative effort in the process was the reason the photos turned out so nicely. As creators, we should always consider and choose the best method to reach our goal.

Before I became involved in advertising, I had absolutely no education in expression. So, the first thing I did was to concentrate all of my energy on a single theme:

I collected the things I liked and the things that moved me.

I obsessively collected advertisements, movies, newspapers, picture postcards, picture books, phrases in novels, and even match boxes from bars.

Then I filed them, not only as topics of interest, but with commentaries of why they interested me or how they could be used to make them interesting.

It helped me to understand my physiology objectively, and simultaneously provided me with a clue on unraveling the reason why something became so interesting.

It trained me to take a single feeling and extend it into an expression. Especially with TV commercials, I was able to continually break up and reorganize ideas from different

angles, thinking that the commercial would become more interesting if I did this or if the product were more like this. It didn't matter whether it won high praise at Cannes. My target was anything that sparked my mind. If I thought something was interesting, I had to figure out how to make it. For me, that was a time to explore how to create.

Create a way to create that is best for you. Think about how to get closer to what you want to create. Closely following textbook-like material that someone else has written will not get you there. Discover the syntax that you can use and create an answer at a higher level. Expanding your skills in that way is the natural thing to do as a professional.

Taking advantage of illusions disguised as senses and not attempting to study syntax is out of the question, but a creator without self-made skills cannot be called a professional. We have been given the time and opportunities to brush up these skills. People who do not have that time hire us to be creative. That is exactly why we should apply the skills that we have thoroughly polished to find the answer we seek.

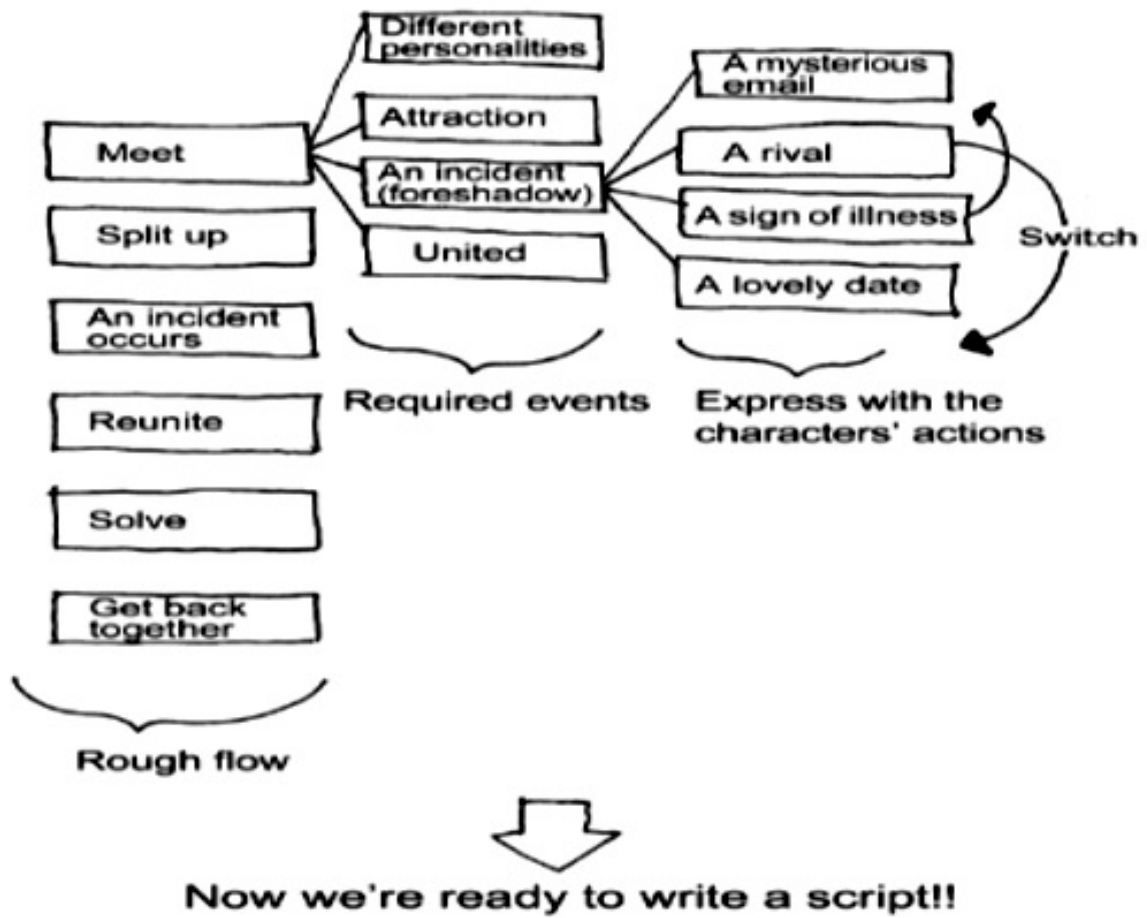
6.9 Post-It Scriptwriting

- (1) Plot (short)
- (2) Plot (long)
- (3) Three-act divisions (main purpose)
- (4) Dividing each act into several chapters (mid-range purpose)
- (5) Making each chapter into a scene (minor purpose)
- (6) Replacing episodes (under-plot)
- (7) Keeping control of each character (emotions)

This is my original method that I acquired as a result of struggling to dismantle movies, which I now use when writing scripts for movies, novels, and theater, among others.

It is a method that I developed so that a human being with the imaginative brain capacity of a short-distance runner can properly structure a two-hour story.

I wanted a method where I could make use of the same muscles effectively. I thought it would be a waste if I wrote without using any of the skills that I had been honing for nearly 20 years. I felt I should write something that only I could write.



Exercises

With Solution

Exercices avec Solutions

3. What are the main levels of communication?

4. Explain what is meant by language?

5. Mention the types of communication and what does each of them consist of

7.1.2 Part 2

Multiple Choice (Box the letter of the correct answer)

1. Which of the following sentences about poor communication are CORRECT?

- a. It is an essential part of work and home life
- b. Can often have disastrous results
- c. Injured feelings
- d. a. and b.
- e. b. and c.

2. Public communication requires greater preparation on the part of

- a. the receiver
- b. the sender
- c. Both (receiver and sender)
- d. The environment
- e. No one of the above

3. Based on the communication model

- a. Sender decodes, and the receiver encodes messages
- b. Sender decodes and the receiver decodes messages
- c. Sender encodes, and the receiver encodes messages
- d. No one of the above

-
4. advantages of written communication include
- Messages can be revised much time
 - Instant feedback
 - Record for later use
 - a. and b.
 - a. and c.
5. Language is described as a tool which
- helps in the transmission of feelings and thoughts
 - means of expression of what a person feels or thinks
 - described as an act of interchanging ideas, information, or message
 - all except c.
 - all except a.
6. according to the surveys, intrapersonal communication can often have
- complicated results
 - fair results
 - disastrous results
 - a. and c.
 - b. and c.

7. Tips to improve communication skills include

- a. Show appreciation
- b. stay positive
- c. focus on the result
- d. No one of the above
- e. All the above

8. All the following are elements in nonverbal communication, EXCEPT

- a. Neatness
- b. postures
- c. gestures
- d. furnishing
- e. Voice

9. Which of the following sentences about bad communication are NOT CORRECT?

- 1. given us, views of events
 - 2. can often have disastrous results
 - 3. injured feelings
- a. All of the above
 - b. only (2)
 - c. All, except (1)

-
10. Advantages of written communication include
1. Limited use
 2. No legal validity
 3. provide record
 4. probability of omitting the main subject
- a. All of the above
 - b. All, except (1) and (2)
 - c. only (3)
11. All the following are elements in the effective communication process, EXCEPT
- a. Noise
 - b. encoding
 - c. channel
 - d. feedback
12. Which of the following is positive body language to use when speaking?
- a. Nodding and making eye contact
 - b. turning away from the speaker
 - c. looking out of the window

13. How does interpersonal communication meet our identity needs?

- a. We learn who we are by comparing ourselves with others
- b. We learn who we are by observing other people 's reactions to us
- c. We learn who we are by talking about ourselves
- d. Both a. and c. are correct
- e. All of them

7.2 Exercise 02

Respond to these questions:

Q1. How To improve your communication ability in interactive situations?

Q2. How to develop the communication skills as part of a project approach?

Q3. How to deal with the information (How to find the true and desired information)?

7.3 Solution

7.3.1 Exercise 01

1. Which of the following sentences about poor communication are CORRECT?
 - a. It is an essential part of work and home life
 - b. Can often have disastrous results
 - c. Injured feelings
 - d. a. and b.
 - e. b. and c.

2. Public communication requires greater preparation on the part of
 - a. the receiver
 - b. the sender
 - c. Both (receiver and sender)
 - d. The environment
 - e. No one of the above

3. Based on the communication model
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 - 3. injured feelings
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- e. All of them

7.3.2 Exercise 02

Q1. How To improve your communication ability in interactive situations?

- (a) **Active Listening:** Pay attention and listen actively to others. Show interest in maintaining eye contact, nodding, and providing verbal cues to indicate that you are engaged in the conversation.
- (b) **Effective Speaking:** Practice expressing your thoughts clearly and concisely. Use appropriate tone, volume, and body language to convey your message effectively.
- (c) **Nonverbal Communication:** Be aware of your nonverbal cues, such as facial expressions, gestures, and posture. They can significantly impact how your message is received.
- (d) **Empathy and Understanding:** Try to put yourself in the other person's shoes and understand their perspective. Show empathy and validate their feelings or opinions, even if you disagree.
- (e) **Asking Questions:** Ask open-ended questions to encourage dialogue and gain a better understanding of the other person's thoughts and feelings. This shows that you are interested in their point of view.
- (f) **Feedback:** Provide constructive feedback and actively seek feedback from others. This helps in improving communication skills and creating a positive and collaborative environment.
- (g) **Practice Active Engagement:** Engage in group discussions, role plays, or mock conversations to practice your communication skills. Seek opportunities to interact with others and learn from real-life situations.
- (h) **Continuous Learning:** Read books, take courses, or attend workshops on communication skills. Stay curious and open to learning new techniques and strategies.

Remember, improving communication skills takes practice and patience. Be proactive in seeking opportunities to engage in conversations and apply these tips in various interactive situations.

Q2. How to develop the communication skills as part of a project approach?

- (a) **Active Listening:** Practice active listening by giving your full attention to others when they speak. Focus on understanding their message, ask questions for clarification, and provide feedback to demonstrate your understanding.
- (b) **Clear and Concise Expression:** Work on expressing your thoughts clearly and concisely. Use simple language, avoid jargon, and organize your ideas logically. This will help ensure that your messages are easily understood by others.
- (c) **Non-Verbal Communication:** Pay attention to your non-verbal cues, such as facial expressions, body language, and tone of voice. Practice maintaining an open and approachable posture, making eye contact, and using appropriate gestures to support your verbal communication.
- (d) **Written Communication:** Develop your written communication skills by practicing effective writing techniques. Use proper grammar, punctuation, and spelling. Be mindful of your audience and tailor your writing style accordingly, whether it's formal emails, project reports, or collaborative documentation.
- (e) **Respectful and Constructive Feedback:** Learn to provide feedback in a respectful and constructive manner. Focus on specific observations, provide actionable suggestions, and be mindful of the recipient's feelings. Similarly, be open to receiving feedback and actively work on incorporating it into your communication style.
- (f) **Adaptability:** Recognize that different team members may have different communication preferences. Adapt your communication style to accommodate diverse personalities and work on building rapport with your team members. Understand their communication preferences and adjust your approach accordingly.
- (g) **Conflict Resolution:** Develop skills in managing conflicts and disagreements that may arise during the project. Learn techniques for active listening, empathizing with others, and finding win-win solutions. Effective communication plays a crucial role in resolving conflicts and maintaining positive working relationships.
- (h) **Collaboration Tools:** Familiarize yourself with collaboration tools such as project management software, instant messaging platforms, video conferencing tools,

and shared document repositories. Learn how to use these tools efficiently to enhance communication and collaboration within your project team.

- (i) Practice Empathy: Cultivate empathy by putting yourself in others' shoes. Consider their perspectives, emotions, and challenges. By understanding others' viewpoints, you can communicate more effectively and build stronger relationships within the project team.
- (j) Continuous Improvement: Reflect on your communication experiences and seek feedback from others. Actively work on improving your communication skills by learning from your mistakes and incorporating new strategies into your approach. Attend workshops, read books, or take courses on effective communication to further enhance your skills.

Remember, developing effective communication skills is an ongoing process. By actively practicing and seeking opportunities to improve, you can become a better communicator and contribute to the success of your project.

Q3. How to deal with the information (How to find the true and desired information)?

- (a) 1. Define Your Purpose: Clarify the purpose of your research and what specific information you are seeking. Clearly understanding your objectives will guide your research efforts and help you stay focused.
- (b) Identify Reliable Sources: Determine the most appropriate and reliable sources of information for your research. These may include books, academic journals, reputable websites, industry reports, interviews with experts, or primary sources. Consider the credibility, relevance, and currency of the sources.
- (c) Develop a Research Plan: Create a plan to guide your research process. Break down your research into manageable tasks and allocate time for each. This will help you stay organized and ensure that you cover all the necessary areas.
- (d) Gather Information: Conduct your research using the selected sources. Take notes or highlight important points as you go along. Collect relevant data, statistics, quotes, or any other information that is pertinent to your research objective.
- (e) Evaluate the Information: Assess the credibility, accuracy, and relevance of the gathered information. Consider the source's expertise, objectivity, and reputation. Be critical of the information and check for any biases or conflicting viewpoints.
- (f) Analyze and Synthesize: Analyze the information you have gathered and look for patterns, connections, and insights. Identify key themes, arguments, or findings that emerge from your research. Consider different perspectives and viewpoints to develop a comprehensive understanding of the topic.
- (g) Organize the Information: Organize the information in a logical and systematic manner. You can use various techniques such as creating an outline, mind maps, flowcharts, or using digital tools like spreadsheets or project management software. Group related information together and create headings or categories to structure your findings.
- (h) Summarize and Condense: Condense the information into concise summaries or key points. This will help you retain the main ideas and facilitate easier reference later on. Use your own words to ensure you understand the information fully and to avoid plagiarism.

-
- (i) Document Your Sources: Keep track of the sources you have used for your research. This will help you avoid plagiarism and enable you to provide proper citations or references when necessary. Use a citation style guide, such as APA or MLA, to format your references correctly.
 - (j) Review and Reflect: Review your organized information and reflect on its implications. Consider how the information aligns with your research objective and any potential gaps or limitations in your findings. This step will help you identify areas where further research may be needed.

Remember, researching, analyzing, and organizing information is an iterative process. It requires critical thinking, attention to detail, and the ability to make connections. With practice, you can improve these skills and become more effective in your information-gathering and decision-making endeavors.

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