

## Unit: 5

### CODE AND CONTENT

Any human communication system involves the production of a message by someone, and the receipt of that message by someone else. To encode a message, one must possess the necessary encoding skills.

**The communication code is a set of signs that, when combined, fulfil the function of being able to transmit the message sent by the sender and that must be understandable to the receiver.** That is, when we talk about communication, the code is the language in which the message is transmitted. The sender encodes this information so that it reaches the receiver and is the one that performs the decoding process to understand it.

For this reason, it is vitally important that both elements, sender and receiver, know and handle the same code during communication.

Languages are codes: - A code may be defined as any group of symbols that can be structured in a way that is meaningful to another person. The English language, like any other language, is a code—it contains elements that are arranged in a meaningful order. A code has a group of elements (vocabulary) and a set of procedures for combining these elements meaningfully (syntax).

Next is the message content, i.e., the message that is selected by the source to express its purpose. Content, like codes, has both element and structure. When more than one piece of information is to be presented, they should have some order or structure. An individual may sometimes be identified by his characteristic way of structuring messages. This is because the individual communicates in a way that is distinctive to him. He uses a distinctive way or method, which has become his habit by constant use.

### STIMULUS & RESPONSE

These two terms, stimulus and response are connected with the whole learning process. The communication objective of the source is to bring about a change in the behaviour of the receiver. Humans interact continually with natural and artificial environments. They process stimulus information, decide what actions to take on the basis of that information, execute those actions, and receive new stimulus information as a consequence. Because decision, or response election, processes play a central role in the continual interaction between perception and action, it is necessary to understand how these processes operate and what factors influence their duration and accuracy. Such understanding is important from a practical as well as a theoretical perspective, because a slow or incorrect decision can have disastrous consequences.

Stimulus and response are the two terms that are frequently used in any discussion on the communication process. A 'stimulus' is anything that a person can receive through one of his senses. In fact, it is anything

that can produce a sensation. And a 'response' is anything that an individual does as a reaction to the stimulus.

The whole communication process includes:

1. The sender—the source of the message
2. The encoding process
3. The channel used
4. The decoding process.
5. The receiver—the person who receives the message

a. Source:

The source, in any communication process, is the most critical part of the communication process. The message has to be planned and prepared for features including articulation clarity, amplitude and modulation, pauses and pitch.

The sender must be conscious that non-verbal components of the communication are also transmitted through the channel. The source of the message has great responsibility. He should have an idea about the receiver. It may also be that he wants to convey his message to a group of people. Finally, at the end of the communication, he must satisfy himself that the intent of the communication has been met.

b. The Encoding Process:

As language is a code, the encoding process is of vital importance. What the sender wants to convey must be encoded correctly. He must have a good vocabulary and good knowledge of grammar and syntax. Any flaw might distort the meaning of the message he wants to convey.

c. The Channel:

Messages are conveyed through various channels. Any written communication such as emails, organisation memos and formal letters are examples of channels. Face-to-face meetings, video conferencing, telephonic conversation, PC-to-PC communication, .webcast etc., are different communication channels.

d. The Decoding Process:

Just as successful encoding is a skill, so is successful decoding. Here the person decoding the message through a particular channel such as a letter, e-mail, telephone, etc., must be capable of deciphering or understanding that message. He must have enough knowledge to understand that message.

#### e. The Receiver:

The person receiving the message should be prepared for the message. Often, the receiver, upon receiving the message. Visual reaction to a message takes on the role of a sender and responds. At other times, the receiver of the message may show his visual reaction to the message through non-verbal communication.

## **ENCODING PROCESS**

Encoding is a vital step in communication. It is the process of changing the information into some form of logical and coded message. The encoding process is based on the purpose of communication and the relation between the sender and the receiver. In a formal situation, encoding involves:

- (a) Selecting a language
- (b) Selecting a medium of communication
- (c) Selecting an appropriate communication form

Selecting the right language is essential for effective encoding. Verbal messages need a common language code, which can be easily decoded by the receiver. If the receiver is not able to decode or understand the message, communication will fail. For example, a person who does not understand Tamil cannot decode a message encoded in Tamil. We generally use our first language (L 1) in informal situations while we prefer official language in formal business, academic, or professional situations.

As selecting the right medium of communication involves making the right choice out of many available options, it determines the effectiveness of encoding. This is vital as there are so many options available to a communicator for transmitting interpersonal messages that he or she may get confused. Making the right choice is the beginning of effective communication. There are three basic options for sending interpersonal messages, that is speaking, writing, and non-verbal signs and symbols. The spoken word involves vocalisation while non-verbal message cues are generally visual (auditory and tactile). Non-verbal cues play a significant role in oral communication. These cues include body movements, facial expressions, touching patterns, speech mannerisms.

## **DECODING PROCESS**

Decoding is the process of converting a message into thoughts by translating the received stimuli into an interpreted meaning in order to understand the message communicated. It is important to note that it is the message that is transferred, as meaning cannot be transferred from one person to another. The receiver has to assign meaning to a message in order to understand it.

The process of decoding involves interpretation and analysis of a message. Decoding in written communication refers to reading and understanding a written message. On the other hand, in oral communication, decoding includes listening and understanding. Effective decoding is very important for successful communication as any misinterpretation of a message leads to communication breakdown and creates confusion and misunderstanding.

## **PRONUNCIATION ETIQUETTE**

To develop proficiency in speaking skills, proper attention should be given to pronunciation etiquette. Some key attributes of pronunciation etiquette are given below:

- i. Make eye contact while speaking. This will not only give you confidence, but also will also inspire others to listen to you.
- ii. Try to make your voice sound pleasing and soft.
- iii. Don't speak in a monotonous voice; this might have a soporific effect on the audience. Change the modulation of your voice occasionally.
- iv. Even if you feel nervous, never show it to the audience; just slow down your speech and remain calm.
- v. Don't mumble. Speak clearly.
- vi. Use words the meanings of which are absolutely clear to you. This might save you from any embarrassment later.
- vii. Use proper body language to show your interest in the ongoing conversation.
- viii. At the end of the conversation, don't forget the customary etiquette of thanking the audience for listening to you patiently.
- ix. All through the duration of a conversation, never do the following: think in your mother tongue what you want to say, then mentally translate it into English and finally speak in English. This will spoil the flow of your speech.

## **SYLLABLES**

A syllable may be defined as a unit of sound with one **vowel** sound and with or without consonant sounds. A syllable is the sound of a vowel that is created when pronouncing a word. It is a part of a word that is pronounced with one uninterrupted sound. A syllable is a unit of sound which can be pronounced with a single effort of the voice.

For example, the word *water* is composed of two syllables: *wa* and *ter* as we have to make two efforts to pronounce this word. Syllables are ways to split words into speech sounds. We naturally say words using syllables, but we don't usually think about it until we need to separate the syllables for reading or spelling purposes. Some words have one syllable (monosyllabic), and some words have many syllables (polysyllabic).

### Syllables & Syllable structure

The 44 English sounds can be divided into two major categories – **consonants and vowels**.

***A consonant sound is one in which the air flow is cut off, either partially or completely, when the sound is produced.*** In contrast, ***a vowel sound is one in which the air flow is unobstructed when the sound is made.*** The vowel sounds are the music, or movement, of our language. The 44 phonemes are in line with the International Phonetic Alphabet.

The syllable is a constant feature in every spoken language in the world and most people have an intuitive sense of what a syllable is. Each language has its own rules about what kinds of syllables are allowed, and what kinds aren't - but the general structure is the same everywhere.

**CONSONANT SOUNDS:** A consonant sound may be defined as a speech sound that is produced with stoppage of air. For example, to say the word 'paper' our lips try to stop air from passing through while producing the sound 'p'. Thus, the voice or breath in consonants is partially hindered by the tongue, teeth, lips, or other organs of articulation. There are twenty four consonant sounds in English. These consonant sounds are classified according to the nature of constriction as plosives, affricates, nasal consonants, lateral consonants, and fricatives.

**TABLE 8.3 Consonant Symbols**

<i>Phonemic Symbols</i>		<i>Examples</i>
1	p	Paper, pipe, plastic, upper, accept, couple, cup, cap
2	b	Bulb, base, behave, absorb, carbon, cable, mob, cab
3	t	Table, start, top, pot, take, cattle, cot, cat
4	d	Design, data, develop, crude, tend, blend, doll, bad
5	k	Kick, cast, chemist, accurate, act, block, factor
6	g	Give, graphite, ago, against, diagram, organic, inorganic
7	tʃ	Chance, rich, beach, discharge, feature, launch, preach
8	dʒ	Judge, adjust, bridge, magic, charge, generator, cage
9	f	Fast, feature, filter, flash, draft, effect, graph
10	v	Very, variant, velocity, vertical, volatile, give, negative
11	θ	Theory, thermal, thrust, faith, both, earth, method
12	ð	Brother, gather, feather, further, mother, neither, bathe
13	s	Simple, sea, mass, ask, assembly, device, elastic, gas
14	z	Zero, design, physical, positive, result, busy, laser
15	ʃ	Shift, pressure, ash, nation, crush, emission, machine
16	ʒ	Vision, pleasure, treasurer, leisure, measure, extrusion
17	m	Machine, emission, automatic, column, compact, compare
18	n	New, number, anode, carbon, crane, drain, electron
19	ŋ	Evening, bearing, distinguish, building
20	h	Handle, hardware, heavy, height
21	l	Level, call, collect, realise
22	r	Role, red, correct, marriage
23	w	Water, weaver, wonder
24	j	Yes, you, year, your

**VOWEL SOUNDS:** Unlike a consonant sound, a vowel sound is unobstructed in articulation by the tongue, teeth, or lips. During the articulation of a vowel sound, the active articulator is raised towards the passive articulator in such a way that there is a sufficient gap between the two for air to escape through the mouth without friction. For example, when speaking the word 'art', air escapes freely and continuously without any friction while pronouncing the first sound 'AH'.

There are twenty vowel sounds. Vowel sounds are classified as pure vowels and diphthongs. There are twelve pure vowels and eight diphthongs. Pure vowels are further classified as long vowels and short vowels.



**TABLE 8.4 Long Vowel Symbols**

<i>Phonemic Symbols</i>		<i>Examples</i>
25	i:	Easy, feel, free, seize, ceiling
26	u:	Shoe, fool, true, coup, truth
27	ɜ:	Firm, birth, hurt, curl, burn
28	ɑ:	Art, farm, part, fast, aunt
29	ɔ:	Fought, port, sport, form, sought

**TABLE 8.5 Short Vowel Symbols**

<i>Phonemic Symbols</i>		<i>Examples</i>
30	e	Pet, said, led, men
31	ɒ	Hot, shot, pot
32	ʌ	Hut, shut, cut, blood
33	æ	Hat, cat, bat
34	ə	Ago, about, announce
35	ʊ	Wood, food, book
36	ɪ	Hit, sit, fill

**TABLE 8.6 Diphthong Symbols**

<i>Phonemic Symbols</i>		<i>Examples</i>
37	ɪə	Fear, here, year
38	eə	Fair, hair, air
39	ʊə	Poor, truer
40	ɔɪ	Oil, boil, spoil
41	eɪ	Say, late, train
42	aɪ	Try, sight, bike
43	əʊ	Go, so, old, gold
44	aʊ	Now, how

## TONE:

A tone is the kind of sound you hear in a musical note, or in a person's voice. It is also defined as a pitch or change in pitch of the voice that serves to distinguish words in tonal languages. And pitch in speech is the relative highness or lowness of a tone as perceived by the ear, which depends on the number of vibrations per second produced by the vocal cords.

**Falling Tone** The pitch of our voice falls on the tonic syllable in a falling tone. We use the falling tone in ordinary statements (assertive sentences, including both affirmative and negative, without any implication), wh-questions (questions beginning with a wh-word, such as what, when, where, and so on), polite expressions, greetings, imperative sentences (commands, prohibitions, and so forth), and exclamatory sentences.

<i>Type of Sentence</i>	<i>Examples</i>
Ordinary statements	I'm 'pleased to 'talk to you. I can 'drive a 'car. She's 'going to 'London. I'm at'tending the 'meeting.
Wh-questions	'What's the 'problem? 'Why are you 'late? 'What do you 'want?
Polite expressions	'Thanks for 'helping.
Greetings	'So 'nice of you. 'Good 'morning. 'Good 'evening. 'Good 'night.
Imperative sentences	'Pick up the 'phone. 'Close the 'door. 'Finish the 'job.
Exclamatory sentences	'What a 'fine 'morning! 'How 'wonderful!

**Rising Tone** The pitch of our voice rises on the tonic syllable in a rising tone. We use a rising tone in polite questions, conditional expressions, polite requests, direct questions (requiring yes/no answers), and incomplete utterances.



<i>Type of Sentence</i>	<i>Examples</i>
Polite questions	'How is your \study? 'What's the \time? 'Can I \help you?
Conditional expressions	If you 'work \hard, you 'may 'get the pro'motion. If you 'do 'what I \say, you will 'get 'what you 'want.
Polite requests	'Please 'give me your \pen? 'Please 'sit \down.
Direct questions	'Could you please 'tell me your \name? 'Do you 'like 'English \music? 'Have you fi'nished the \job? Did you at'tend the \meeting?
Incomplete utterances	By the \way, I'm not at'tending the 'meeting. Fortunately, The 'car didn't 'hit the 'old 'man.

## FLOW IN SPEAKING

Definition: Capability of flowing smoothly; readiness in speech; effortlessly smooth and rapid; showing mastery or skill in a subject. When we think about being fluent in a language, we tend to erroneously narrow down fluency to only speaking that language. Indeed, fluency comes with speaking in and interacting in a typical language unconsciously or effortlessly, for example, the way we go about using our native language. This means that using a language extemporaneously or in an impromptu manner defines fluency. But, does fluency mean a reservation just for speech? Well! Well! Well! If we analyse the term "fluency," we see that "fluency" is tied on to proficiency. So, then, fluency and proficiency, with regard to a language, play an integral role in language acquisition and language development. As it is, in order to get a clear understanding of the dual role of fluency and proficiency, pay careful attention to the specific definition of these two terms.

## SPEAKING WITH A PURPOSE

A systematic approach will take you through the essential steps to prepare, rehearse and deliver an impactful presentation that delivers a memorable message. If your purpose is to inform, your journey may be very organised like a train journey. Three stops then we get off. If your purpose is to influence, you may need to create a more beautiful destination. How will you describe the final stop to make it sound more appealing?

If your purpose is to motivate, perhaps you need to deliver the message with more energy and enthusiasm than usual. This is called “selling yourself on the idea before you sell others”. Do you really believe what you are saying?

If your purpose is to propose or differentiate, you need to make a comparison between different options. How will you compare the choices? Advantages and disadvantages, pros and cons. If your purpose is to request or ask for a decision, have you made the proposal as clear and simple as possible? This exercise is more to flex your imagination and stimulate your thinking for the presentation.

Spend a few minutes thinking about your presentation as a journey, what ideas or metaphors come to mind. Can you share any experiences you have had that might be useful to share with the audience?

## **SPEECH & PERSONALITY**

On the basis of the speaker's personality, content and pattern of speech following types of speaker's personality are described.

### **Speaker Personality Type 1: The Sage**

Hero of Information

- Key Strength: Informing
- Features: Offers a logical approach to a subject. Provides an interesting and well researched argument. Easy to understand. Progresses the audience's intellectual understanding of the topic. Often references scientific data.
- Weaknesses: Can struggle to offer an emotional connection to the subject matter
- Typically seen in: a lecture, factual workshop/ class, or during business / team meetings

### **Speaker Personality Type 2: The Jester**

Hero of Laughter

- Key Strength: Entertaining
- Features: Makes the audience smile, laugh, or generally feel good. Telling stories that bring humour to a subject that might traditionally be seen as taboo, boring or 'done before'. Gets away with pushing the boundaries further than we might normally accept.
- Weaknesses: Some Jesters use humour as a hiding place, wishing for the audience to 'like' them, rather than trying to get an important or touching message across.
- Typically seen in: a Best Man's speech, after dinner speech, or party toast.

### **Speaker Personality Type 3: The Monarch**

## Hero of Power

- Key Strength: Asserting / assuring
- Features: Commanding presence on stage, whether demanding we do better, or offering congratulations. Centred, focused, powerful, in charge and is comfortable in their ability to influence. A 'rock'. Someone who is unafraid to be held up as an example for their words.
- Weaknesses: Can sometimes seem distanced from the audience.
- Typically seen in: a business or group leader's presentation, or a politician's speech.
- Famous Example: Martin Luther King Jr's "I have a dream" speech

## Speaker Personality Type 4: The Wizard

### Hero of Transformation

- Key Strength: Persuading
- Features: Changes cynics into believers and the disengaged into advocates. A great Wizard understands what drives the audience and speaks their language. They are not afraid to put energy, or innovative 'special effects' behind their speaking. Changing the audience's perspective through a powerful experience.
- Weaknesses: If they aren't connected to the audience a Wizard might seem shallow or Manipulative.
- Typically seen in: sales presentations, educational workshops, or a persuasive speech.

## Speaker Personality Type5: The Muse

### The Hero of Creativity

- Key Strength: Rousing innovation
- Influences by: Using their energy to offer a new perspective on life
- Features: Acts as an example to the audience, to encourage them to discover, play or create. Ask big questions. Leaves the audience with a feeling of possibility and potential, rather than specific ideas
- Weaknesses: Less 'tangible' than some speaking situations might require (e.g. corporate presentations)
- Typically seen: In a motivational speech, telling a personal story, or a facilitated workshop.

## Speaker Personality Type6: The Peacemaker

### The Hero of Care

- Key strength: Connecting audience members to each other and to a subject matter.
- Features: A Peacemaker speaker is an understated, yet powerful pacifying force. Makes everyone feel included. They turn the spotlight on the audience. Connects the dots and promotes collaboration.

- Weaknesses: Can sometimes connect & empathise too much, at the expense of powerfully driving change
- Typically seen in: facilitated group discussions, giving a leaving speech about a colleague or acting as Master of Ceremonies

## PROFESSIONAL PERSONALITY ATTRIBUTES

**Empathy:** Understanding other people's emotions is a key skill in the workplace. It can enable us to resolve conflicts, to build more productive teams, and to improve our relationships with co-workers, clients and customers. Listening empathically demands avoid asking direct questions, arguing with what is being said, or disputing facts at this stage. And be flexible – prepare for the conversation to change direction as the other person's thoughts and feelings also change.

**Considerateness:** A Considerate personality is a combination of low assertiveness and high expressiveness. Those people make little effort to influence the thoughts and behaviours of others, but do tend to display their emotions when relating to others. You might describe someone with this attribute as a loyal team worker who is also supportive to others, a great listener, friendly, reliable, and dependable. You may also notice that someone with Considerateness tends to resist change and can be overly sensitive to criticism. Those with Considerateness dislike conflict and go to great lengths to maintain harmony, even sacrificing their own needs to achieve it.

**Leadership:** An influential leadership is a key to the success of a corporate company which regards great leaders as a great guide and rewards them with high payoffs. To emerge as an influential leader takes time to add more experiences, skills, knowledge, expertise and proper guidance. A great team leader is considered as a person who knows almost everything about their team members and builds a friendly environment among team players. It helps them to maintain a team spirit among the team players which is necessary for their productivity.

Moreover, a leader who has developed friendly relations with his team members can get any amount of work done by their team members. On the other hand, a good leader makes efforts for the career growth of his team players after understanding their personal goals in the organisation. It helps to keep the team players motivated which play a major role in their productivity. As a good team leader, you must be able to develop effective communication as well as your relation with your team members.

**Competence:** The components of professional competences are a composite of personal attributes (capacities, motives, personality traits, self-image, aptitudes, attitudes, values, personality, etc.) which complement and integrate themselves in conjunction with other elements that are related to contexts of work (knowledge, abilities, skills, values, behaviours, actions, experience, etc.).

The use of professional competences and their context in jobs refers primarily to the efficiency, effectiveness, and successfulness through collaboration and problem solving in which the task was carried out. It also refers to the capacity to cope with changing professional contexts.