# Advanced English Communication Skills

**DEENG140**

Edited by:
Dr. Ajoy Batta



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# Advanced English
# Communication Skills
### Edited By
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# Unit 01: Reading Texts of Different Genres and of Varying Length

## Objectives

After studying this unit, you will be able to:

- Understand genres in a better manner
- Know  about its types and subtypes

## Introduction

A *Genre*  refers to a kind of writing, and in academic writing usually refers to the arrangement of a text to accomplish the goals of that text, e.g. how a cooking manual is arranged in steps rather than in paragraphs. Despite the way many writing courses are taught, almost no texts conform to a single genre or the expectations of any one genre. That said, genres can serve as a useful model for how different texts are organized, and like any model, it is not universally or equally applicable to all situations, but it helps readers using the model to better interpret the situation they find themselves in.

**Importance**

*The Impact of Genre on the Structure of Text*

It is not necessary to define what all genres of text could be–these genres are rarely strictly followed anyway. The important thing is that if one is reading an argument, description of a process, etc., there is likely to be a statement near the beginning which summarizes the authors' main point, that is, the thesis being argued, the process being explained, etc. If it is an argument, then it is likely that each paragraph or section will relate to a premise for that argument. If it is a process being described, then each paragraph or section will likely relate to some phase of that process. If a comparison is being made, it is possible that each paragraph or section may be describing one or the other thing being compared in alternation. Whatever the case, a critical reader should anticipate the structure of the text accordingly, and you should be observant in order to understand how texts are commonly structured in your field.

For modern texts, Shore (2016) advocated a bold strategy of starting with the conclusion, locating the thesis, then using the foreshadowing of points in the introduction and the table of contents or

section headers to locate important sections, and finally simply reading the important sections (pp. 8-39). That is an example of an aggressive strategy for understanding a text, and Shore (2016) focused especially on reading books rather than short articles, but it is a powerful example of how starting at the beginning and reading to the end is certainly not the only way and usually not the best way to read an academic text.

Narratives may be unique, in that they are structured chronologically rather than according to the author's point. As a result, they may be the most difficult to locate relevant information within, as the location of that information may be unpredictable. Caution must be applied. Narratives may be less common in an academic setting than non-narratives; this is not because narratives are categorically not useful, and they do appear in academic settings when they are useful. If they are uncommon, it may be because they have a greater potential for diverse interpretations than some non-narratives, and so may seem less suited to a clarity-oriented academic setting. When using narratives in academic settings, an author should be careful to explain why the narrative is relevant and make clear any distinctive interpretations of its meaning.

### Objective-

### One Can Improve Your Vocabulary.

When you read a wide array of books, it's not uncommon to come across unfamiliar words and phrases.

Sometimes you can glean enough context from the sentence to understand the meaning; other times you'll need to consult the dictionary for clarification.

Either way, you're able to stow away the definition in your mind for later use.

Having a comprehensive vocabulary serves you well throughout your life.

- It allows you to communicate more effectively with teachers and peers.
- It improves your reading and writing skills.
- It helps you process information faster.
- It supports your efforts to stay informed of global affairs.

### You Can Develop A Broader Perspective.

It isn't just exposure to new words that can affect your view of the world…

When you mix things up and add a wide selection of titles to your reading list, you can start to see people, places, and historical events in a new light.

For example, reading a nonfiction book about a group of people in another country can foster greater understanding of cultures unlike your own.

Even a piece of fiction set in a different time period can allow you to see where we've been,
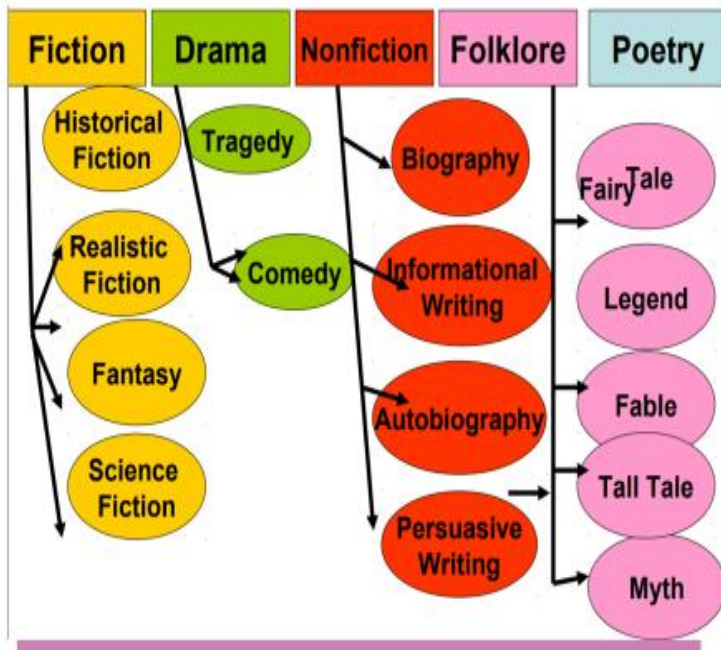
**Nonfiction:** Writing that is true or factual

**Informational Writing** : Provides information  on a topic

**Persuasive Writing** : attempts to influence the reader

**Biography:**The story of one's life told by another

**Autobiography** : The story of one's life told by oneself

**Genre**

Some texts may belong in more than one genre

For example: Romeo and Juliet is a drama, a tragedy and an Elizabethan play

Understanding the genre will help one know what to expect from a text based on its genre;

It will also help to notice when an author is playing with the expectations

**Drama: Writing that is meant to be acted on a stage (a play)**

Comedy: has a happy ending

Tragedy: ends in sadness and death

**Poetry**

Writing that is concerned with the beauty of the language

## 1.1   Narrative  Text

It is one of the 13 types of English Text (genre) born from the Narration as well as Recount text, Anecdote text, Spoof text. Then the definition of Narrative text is an imaginative story to entertain people

Perhaps, one needs to know that the Narrative text, in the writing and composition lecture is usually called Narration, which is one of the type of text in a literary language. Usually, the

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narrative text contains good stories of fiction, non-fiction stories, animal stories(fable) , folktales , fairytales, myths, legends etc. .In simple words , everything about the story is included in narrative text

### Purpose

To amuse or to entertain the reader with a story

### Folklore

Stories handed down through speech from generation to generation

**Fairy tale:**A story with magic monsters and/or talking animals (Like – fiction, fantasy but part of Oral tradition )

**Fable**: A very  short story that has moral or life lessons .Usually  have talking animals as the main characters

**Myth:**It has Gods or goddesses and often accounts for how something came to being

Legend: An exaggerated story about something that may have been real at one point

**Tall tale**: Stories set in Wild West, the main character's strengths, skills or size have been exaggerated and the tone is funny

## 1.2   Definition of Recount Text

Literally, recount means to "To tell". So Recount text can be interpreted as "Text that tells". If we refer to the information in school books, Recount text is the one that tells the reader about one story, action or activity .Its goal is to entertain or inform the reader .But inside Recount text , there is no complication just like Narrative text

### Generic Structure of Recount Text

Orientation – tells who was involved, what happened , where the event took place and when it happened

Events – tell what happened in chronological sequence

Re-orientation – consists of optional-closure of events/ending

### Purpose of Recount Text

Itis to list and describe past experiences by retelling events in the order in which it happened .Recounts are written to retell events with the purpose of either informing or entertaining the audience  ( or both). In short , the pupose of recount text is to retell the past experience

### Language Feature of Recount Text

Use the simple past tense, past continuous tense, past perfect tense and past perfect continuous tense

- Using temporal sequence e.g on Saturday , on Monday or on Tuesday
- Focus on specific participant e.g I(The writer)
- Use conjunctions such as Then,Before,after,etc
- Use action verb(e.g went , stayed )

## 1.3   Examples of Recount Text

**1. Travelling Around the World**

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Deri saved his money and spent two months traveling around the world. He wrote his journey in his diary. I spent a week in New York and then flew to London and enjoyed several weeks in Europe.When I had seen the sights in Europe, I took a train to Istanbul and visited many places in Asia. First, I flew from his home in Mexico City to New York City. After through Asia, I went to South America and finally back home to Indonesia.Deri felt tired but he was very excited and wanted to travel again.

**Procedure text**

Procedure text is a text that explains or helps us how to make or use something. Its social function is to describe how something is completely done through a sequence of steps. Communicative purpose of this text is to describe how something is made through a sequence of actions or steps

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There are three generic structures in procedure text. The first is goals or purposes. The second is materials or tools. The third and the last are steps or methods. To know the text that we read is procedure or not is so simple. You can read the title of it. If the title is started with 'how to make…' or 'how to use…' it can be certainly defined that the text is procedure text.

## 1.4  Generic Structure of Procedure Text

# **Goal**: (e.g.: How to make spaghetti)

# **Material or Ingredient** : (e.g. : the material to cook omelette are egg, onion, vegetable oil, etc. )

# **Step**: (e.g.: first, wash the tomatoes, onion, …., second cut the onions becomes slice ….)

**Purpose of Procedure Text**

– To explain / tell (the reader) how to make / operate / do something through a sequence of actions or steps.

– To explain steps / instruction to make / operate / do something

**Language Feature of Procedure Text**

– Use adverbial of sequence / Using temporal conjunction (e.g. : first, second, third, the last)

– Use command / imperative sentence (e.g. : put the noodles on the …., cut the onion …, wash the tomatoes ….,)

– Using adverbials (Adverbs) to express detail the time, place, manner accurate, for example, for five minutes, 2 hours, etc.

– Using action verbs, e.g. : make, take, boil, cook

– Using Simple Present Tense

**Explanation Texts**include specific features that include Written in the present tense, text arranged into numbered points, time connectives, and diagrams with labels and pictures

with captions. Our resources in this category will help children understand and grasp how to write Explanation Texts

- It is typically written in the present tense with formal to-the-point language that doesn't deviate from the topic. It uses separate text with headings and subheadings to make the explanation text simple and easy to understand. Add pictures and diagrams with labels for visual learners. To recognize the features of explanation texts and use them in your own writing. Explanation texts are pieces of writing that explain something. They might tell you how or why something happens, or give information on how to do something. Watch this video in which teacher Mr. Smith tells you more about writing to explain

- Other examples could be how a law is made, or why we blink when we sneeze. There are three types of explanations. "Explanation texts are frequently incorporated into other texts, used to provide information which answers questions of interest on that topic" An explanation text tells your audience how something works or why something happens.

- Explanations detail and logically describe the stages in a process, such as the water cycle, or how a steam engine works. Other examples could be how a law is made, or why we blink when we sneeze.

"Explanation texts are frequently incorporated into other texts, used to provide information which answers questions of interest on that topic"

**Generic Structure of Explanation Text**

– General statement

General statement; stating the phenomenon issues which are to be explained.

– Sequenced of explanation

Sequenced explanation; stating a series of steps which explain the phenomena.

**Purpose of Explanation Text**

– Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena.

– To explain how or why something happens.

**Language features of explanation text**

– Containing explanation of the process

Using simple past tense

Using action verbs

Examples of Explanation Text

Example of Explanation Text about Natural Phenomenon

How does Rain Happen?

Rain is the primary source of fresh water for most areas of the world, providing suitable conditions for diverse ecosystems, as well as water for hydroelectric power plants and crop irrigation.

The phenomenon of rain is actually a water circle. The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. The water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets.

The droplets grow until they are heavy and fall to the earth as precipitation which can be in the form of rain or snow.

However, not all rain reaches the surface. Some evaporates while falling through dry air. This is called virga, a phenomenon which is often seen in hot, dry desert regions.

Example of Explanation Text about Process of Making Chocolate

How Chocolate is Made

Have we wondered how we get chocolate from? Well this time we will enter the amazing world of chocolate so we can understand exactly we are eating.

Chocolate starts a tree called cacao tree. This tree grows in equatorial regions, especially in place such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pine apple. Inside the fruits are the tree's seeds. They are also known as coco beans.

Next, the beans are fermented for about a week, dried in the sun. After that they are shipped to the chocolate maker. The chocolate maker starts processing by roasting the beans to bring out the flavor. Different beans from different places have different qualities and flavor. So they are often shorted and blended to produce a distinctive mix.

The next process is winnowing. The roasted beans are winnowed to remove the meat nib of the cacao bean from its shell. Then the nibs are blended. The blended nibs are grounded to make it liquid. The liquid is called chocolate liquor. It tastes bitter.

All seeds contain some amount of fat and cacao beans are not different. However, cacao beans are half fat, which is why they ground nibs from liquid. It is pure bitter chocolate.

## 1.5   Report Text

Definition of Report text "Report is a text which presents information about something, as it is. It is as a result of systematic observation and analyses."

"Report is a text which presents information about something, as it is. It is as a result of systematic observation and analyses

### Generic Structure of Report text

# General Classification; stating classification of general aspect of thing; animal, public place, plant, etc. which will be discussed in general # Description: tells what the phenomenon under discussion; in terms of parts, qualities, habits or behaviors

### Purpose of Report text

– Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region,
– To presents information about something, as it is

### The Characteristics / Language Feature of Report text

– Use of general nouns, e.g. hunting dogs, rather than particular nouns, e.g. our dog;
– Use of relating verbs to describe features, e.g. Molecules are tiny particles;
– Some use of action verbs when describing behavior, e.g. Emus cannot fly;
– Use of timeless present tense to indicate usualness, e.g. Tropical cyclones always begin over the sea;
– Use of technical terms, e.g. Isobars are lines drawn on a weather map;
– Use of paragraphs with topic sentences to organize bundles of information; repeated naming of the topic as the beginning focus of the clause.

**Example of Report Text – Thanksgiving Day**

**Thanksgiving Day**

Thanksgiving or Thanksgiving Day is a celebration of harvest, thankfulness for peace, and the attempt of Native Americans. It is usually celebrated in late autumn.

In the past, Thanksgiving was celebrated for their rich harvest in New England. In North America, however, it was originally held to thank God for their survival in the new land which was not easy for them. However, in Canada, it had been celebrated as in New England. Thanksgiving now is celebrated in United States of America and in Canada. Thanksgiving festivals are held every fourth Thursday of November in the U.S and on the second Monday of October in Canada. It is usually celebrated in four to five days in the North America and for three days in Canada.

It is celebrated through families and friends gathering to eat and give good luck. Turkey is the main dish in the thanksgiving dinner. Thanksgiving parades are also usually held. In Thanksgiving homes are decorated with wreaths, fresh and dried flowers. Lamps are lighted to brighten the environment. Tables are decorated with best china and antique silver dishes to mark the occasion.

## Summary

- A genre refers to the kind of writing
- A genre has its impact on the structure of the text
- Objective is that it allows to communicate more effectively and also helps in improving the reading and writing skills
- Different types are – Generic, folklore, recount, narrative, Procedure text, explanation text, report text, Fiction etc.
- Types of genres and subgenres

## Keywords

- Genres
- subgenres
- varying length
- Fiction
- folklore
- poetry

## Self Assessment

Q1) Genre is related to

A. Text
B. Songs
C. Pattern
D. None of the above

Q2) Report text and Explanation text are the same

A. True
B. False

Q3) Further categories in Fiction are

A. 4
B. 5

C. 6

D. 7

Q4) There is no difference between Narrative text and Fiction Text

A. True

B. False

Q5) Report text is

A. Presenting facts in a distorted way

B. Presenting information as it is

C. It is the result of unordered way of observations and analyses

D. None of the above

Q6) Which of the following is not the MAIN genre of writing?

A. Fiction

B. Non-Fiction

C. Poetry

D. None of the above

Q7) Tenses are never taken care of in Explanation text

A. True

B. False

Q8) There is no specific structure of Explanation text

A. True

B. False

Q9) Pick the ODD one out

A. Historical Fiction

B. Science Fiction

C. Fantancy Fiction

D. Recount Text

Q10) Texts that deal with human behavior are Procedural Texts

A. True

B. False

Q11) Language feature of _____ text is linked to Grammar

A. Explanation

B. Recount

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    C. Narrative

    D. Procedure

Q12) Generic Structure of Recount Text includes

A. Orientation

B. Events

C. Re-Orientation

D. All of the above

Q13) Pick the ODD one out

A. Fairy tale

B. Fable

C. Myth

D. None of the above

Q14) Pick the ODD one out with regards to NON-FICTION writing

A. Informational

B. Persuasive

C. Narrative

D. Autobiography

Q15) Which of the following is NOT the part of POETRY

A. Fairy tale

B. Legend

C. Fable

D. None of the above

## Answer for Self Assessment

| 1. | B | 2. | B | 3. | A | 4. | B | 5. | B |
|----|---|----|---|----|---|----|---|----|---|
| 6. | D | 7. | B | 8. | B | 9. | D | 10. | A |
| 11. | C | 12. | D | 13. | D | 14. | C | 15. | D |

## Review Questions

1. Explain diagrammatically different genres and its subtypes

2. Define Procedure text

3. Generic structure of Explanation Text

4. What are the characteristic features of Language text?

5. How is Narrative text different from Explanation text?

6. What is the purpose of Procedure text?

7. Describe the language feature of Recount Text

8. Explain Folklore

9. Describe Non-fiction genre along with its types

10. Give example of Report Text

11. What is the difference between Realistic Fiction and science Fiction?

12. Give examples of Explanation Text

13. What is the purpose of Report text?

14. Explain Drama

15. Explain Informational Writing

## 📖 Further Readings

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# Unit 02 :Differentstrategies of Reading Comprehension

## Objectives

After studying this unit, the students will be able to

- Understand longer pieces of discourse independently

- Summarize the text for the benefit of peers orally or in writing

- Evaluate and redraft a piece  of writing

- Illustrate and appreciate the social norms of communication

- Interpret and re-narrate a piece of text either orally or in writing

- Identify and overcome barriers of communication

## Introduction

To understand the comprehension in a much better way and by consuming less time. It is indeed also important to understand the passages with regards to the author's Tone and indeed what actually what author wants to convey from the passage. The heading or Title conveys a lot of meaning. The Conclusion that is present in the last paragraph conveys the message given by the writer or the author from the Comprehension . In order to understand the passage , one needs to have a thorough understanding of the basic definitions involved with Comprehension like - > Facts , Truth , Assumptions ,inferences , Judgment , opinion , Argument and its types like Strong Argument and Weak Argument . Also a Formula is there that becomes the backbone of understanding the passage. It is

## FACTS + ASSUMPTIONS = CONCLUSION

Before understanding this formula, one also needs to know Stated and Unstated Arguments. Stated arguments are the ones that are written whereas unstated arguments are the ones that are hidden and not stated in the passage which includes Assumptions, Inferences etc.

For understanding the passage in a proper and an effective way,one must have a through command over the Strategies of Reading Comprehension

1.  TONE OF THE PASSAGE

2. KEYWORDS
3. THOUGHT IDENTIFIERS
4. SKIM AND SCAN
5. UNDERSTANDING THE MAIN IDEA OF THE TEXT
6. PICK UP THE VOCABULARY WORDS IN THE PASSAGE AND INTERPRET WITH RESPECT TO THE PASSAGE

While solving the questions, eliminate the options and arrive onto the correct answer

## 2.1   Tones of Reading Comprehension

The tone that an author uses in a reading comprehension greatly influences what kind of story the author tells and how the audience recognizes it.

### Narrative and Descriptive:

In narrative reading comprehension – the author is the character himself and tries to convey a story or an event. It usually answers the question- "Then what happened?". A narrative type of RC often present situations like a dispute, conflicts, problems & solutions, motivational events, etc. The basic purpose is to gain a readers' interest and thus, to engage the reader. Topics like the experience of the first day at school or something that changed your life, etc.

In descriptive reading comprehension, the focus is to describe the character, a place, or an event in detail. The author wants you to visualize whatever he sees, hears, smells, tastes, and feels.

### Jovial and Jocular/Humorous:

When the author is humorous, he/she tries to make the context of the passage funny and amusing. While being jovial, he/she is being happy, cheerful, and friendly.

### Sarcastic:

It conveys a meaning that is exactly opposite to the actual meaning. This may be sometimes confused with humorous, but often sarcasm is used for topics that the author is not much in favour of. Try understanding the context of the passage, and identify if the usage of a sarcastic tone justifies that.

### Critical and Cynical:

**Critical tone** often describes a fault-finding attitude of the author; in a negative sense. It may also indicate a deep analysis of an issue with an impartial outlook.

**The cynical tone** is when the author conveys a doubtful nature. He is pessimistic about whether something will happen or whether it is worthwhile

### Nostalgic:

Nostalgic tone conveys a sense of longing for the past. It can be good as well as a sad memory.

Example – I didn't go to the moon, I went much further—for time is the longest distance between two places.

## 2.2   Acerbic/harsh/severe/bitter/caustic/vitriolic

How might you express your dissatisfaction for something or somebody brutally? Here comes the part of the acerbic tone. The author uncovers his conflict with a hypothesis or may express his

despise towards a man in an acerbic tone. When you recognize this tone, you will have the capacity to answer the questions that are asked in RC.

### Angry/indignant:

Like the above type, this type of tone expresses the creator's outrage towards the subject justifiably. How would you justify your outrage towards any unfair system? You may do as such by a few arguments, giving real examples and illustrations with respect to the subject. So also, the author means to justify his outrage by expressing different reasons that are identified with the issue

### Apologetic:

As the name expresses, this sort of tone is used to express regret or blame in regards to the setbacks or tragedies that may have happened before. RC sections in light of this tone, by and large, discuss opinions identified with world wars, natural disasters events or other such calamities that have affected humankind adversely. Such sections may likewise incorporate a lot of statistical data points.

### Belligerent/bellicose:

This is when the author receives a belligerent tone of writing. RC passages in light of this sort of tone effectively comprehend and let you effortlessly anticipate the responses to conclusion based questions.

### Biased:

While favoring a certain thing/person/group over the other, we tend to utilize a one-sided tone to show our tendency towards it. Likewise, the author utilizes a one-sided tone and displays contentions for a specific thing in that section. When you distinguish the author's stand, you will be able to make sense of the responses to the required question.

### Commiserating

This kind of tone is used to express pain or show sensitivity for a man or a gathering of individuals experiencing partial practices or social standards. The writer plans to familiarise the reader with the trauma experienced by the sufferers

### Condescending/Patronizing

A condescending tone suggests a mentality of patronizing superiority of a specific thing/individual/gathering. As you would expect, such RC sections may show snobbish or contemptuous tones with respect to things considered inferior in the author's point of view.

### Cynical

Do you have a tendency to talk about individuals you find doubtful? Here comes the part of the skeptical tone. Sections are written in a negative tone uncover the writer's perspective of society being driven purely by self-interest.

### Dogmatic

You should have some solid convictions and point of view with respect to specific parts of life. In what sort of tone will you talk about them? This is the place one-sided tone becomes an integral factor. At the point when the writer is self-assured with respect to his sentiments, he utilizes a fanatical tone to pass on his perspective.

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### Euphemistic

How would you express your despising or contradiction without being hostile or blunt? In such a case, metaphorical tone acts as the hero. RC sections in this sort of tone make use of indirect and implicit statements.

### Grandiose

As the name suggests, this type of tone is adopted by RCs written in a descriptive or abstract style. The passage may appear more elaborative than necessary. Also, sometimes abstract passages utilize a grandiose style of writing.

### Introspective

How would you talk about analyzing your feelings or contemplate your actions? Well, an introspective tone is used in the passage so as to self-examine and reflect upon one's actions and feelings. You may find this as a common tone of reading comprehension in exams as well.

### Incendiary/ provocative

You may have come across some famous speeches by great orators and found their words moving or soul-blending. Well, that's an incendiary tone into play. It's the tone of speech which is also utilized by revolutionaries and politicians. In other words, a provocative tone is intended to affect individuals in a negative or positive course.

### Laudatory:

How have you commended something or somebody you respected? That is the way that commendatory tone sounds like. Regularly, descriptive passage accepts this sort of tone in order to talk about a specific subject alongside specific justification.

### Pedestrian

When a passage looks neither interesting nor complex to you, probably it has a pedestrian tone of writing. In other words, this kind of tone is used when the RC passage talks about commonplace, things, and ideas.

### Populist

As the name says, a populist tone is used to discuss theories and characteristics exhibited by the general populace. The author of the passage utilizes a populist tone to explain the features and behavior of common people.

## 2.3  <u>Sarcastic/satirical/ironical/taunting</u>

Try expressing your disliking indirectly and without sounding too serious? All things considered, a lot of us have talked along these lines at one time or the other. At the point when the author expresses a negative feeling about something in an insulting or unexpected way, he utilizes a snide tone in the section.

### Speculative

We do read about different articles in daily papers monetary, political, and so forth. Also, RC sections throwing light any such hypotheses embrace a theoretical tone of composing. Putting in different ways, such passages revolve around hypothetical things and expert opinions.

## Comprehension



**Keywords are the words that depict the main idea, or it focus on the main idea in the sentence. For every sentence there will be 1 keyword**

During scanning as well, you can mark keywords in the question as your tendency to match them with similar words in the passage. Since the passages are long and complex, finding out keywords will help you read more efficiently.

### 1. Find keywords in Reading Passage

An important part of skimming the passage is underlining keywords. While you are reading the passage, you can identify important keywords in the paragraphs that will also help you to better understand the given information.

- At this time, you should underline keywords to understand the paragraph by abstracting important information from it.
- You can definitely underline some keywords such as names, locations, facts, figures etc.

**For example:**

- Names (Names of scientists, people etc. involved in the story)
- Locations (Town, city, country etc.)
- Years or dates (1978, 12th Oct 1982 etc.)
- Figures (1.2 million, 20000 etc.)
- You may mark any word or phrase which is capitalized e.g. titles of books, event names etc.

The reason behind highlighting these keywords is finding easy reference from the passage. If you have a question referring to the year 1978, it would be easy for you to locate it in the passage if you had already underlined it while reading the passage. Otherwise, you would need to read the whole passage to find where 1978 is mentioned and hence, it would consume your time.

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**8 Key Comprehension Strategies**

**Make Connections**
Connect what you read to what you already know.

**Infer**
Use your own schema and clues from the book to understand what you read.

**Create Images**
Create images in your mind as you read.

**Ask Questions**
Ask questions to help you understand.

Thick and thin questions

**Determine Importance**
Think about the most important idea!

**Synthesize**
Bring ideas together to make a new idea.

**Monitor Understanding**
Check to make sure you are understanding what you read.

**Use Fix-Up Strategies**
Use strategies when you get stuck on a word.

**Reading Comprehension Strategies**

**Re-read the Text**
more information = more understanding

**Activate Prior Knowledge**
what do I already know about this?

**Use Context Clues**

**Infer Meaning**
read between the lines

**Think Aloud**
talk through it

**Summarize the Story**
Characters → Setting → Problem → Solution

## 2. Find keywords in Reading Questions

In the process of scanning i.e. locating answer of the question, you will first need to read the question carefully to find important keywords you can mark and at the same time, to understand meaning of the question.

- Keywords you underline are usually nouns, group of nouns, verbs etc. except articles (a, an, the), prepositions (for, in, at etc.) and others.
- An extremely important strategy of underlining keyword is to identify the focus of the question, especially in MCQs (Multiple Choice Questions). Focus or stem of the question is a word in the question that will help you to choose the right option. For example, focus or stem is highlighted in the following question:

Which of the following is **most at fault** for the Titanic disaster?
A. The ship
B. Captain and crew
C. Titanic's owners and builders
D. Standard operating procedure

Sometimes, your keywords are synonyms or similar words, not the exact keyword as given in the passage and hence, you can try to understand its meaning to relate it well with the right paragraph. However, the nearby words and paraphrasing skill will help you understand the meaning of the question.



## 2.4    Thought  Identifiers

Thought identifiers are the words that help in identifying the Tone of the sentences. It is also called CONJUNCTIONS. It is categorized into two types

a)    **Thought extenders**

b)    **Thought  reversals**

a)    **Thought Extenders**are the words that extend the tone of the previous sentences i.e if the tone of first part of the sentence is positive then the tone of sentence after thought extender will also be positive and similarly for negative tone .For e.g . And , so , because , due to , even , thus , furthermore , in addition to , as well as , in the same way , adding to the previous , such that , therefore , hence etc

b)    **Thought Reversals**are the words that reverse the tone of the previous sentences i.e if the tone of first part of the sentence is positive then the tone of sentence after thought reversal  will be negative and vice versa .For e.g . But , yet , although , though , apparently , ironically , not even , but also , rather than , while etc

## Keywords

Tone, keywords, thought identifiers , thought extender , thought reversal

## Summary

This chapter discusses various types of tones and its importance. It also focusses on keywords importance while reading .As this chapter is all about knowing the strategies of reading comprehension which will be very helpful to interpret the passage in a much better way .Thought identifiers that include thought extenders and thought reversals  also help in understanding the two sentences linked in a better way and also easies the understanding of the paragraphs and then the passage or the comprehension also

## Self Assessment

Q1) There is no relation between Facts , Assumptions and Conclusion

A. True

B. False

Q2)    Tone depicts the

A. Mindset of the author

B. Theme of the passage

C. Views and ideas expressed by the author

D. All of the above

Q3) Keywords do not play an important role in understanding a comprehension

A. True

B. False

Q3) How  many types of Thought identifiers are there

A.  3

B.  4

C.  5

D.  2

Q4) Speculative and Populist are types of

A.  Keywords

B.  Tones

C.  Thought identifiers

D.  None of the above

Q5) There will be only 1 type of tone throughout the passage

A.  True

B.  False

Q6) There will be only 1 keyword in a sentence

A.  True

B.  False

Q7) Pick the odd one out

A.  Sarcastic

B.  Satirical

C.  Ironical

D.  None of the above

Q8) Keyword in the sentence will be always the SUBJECT in the sentence

A.  True

B.  False

Q9) There is NO DIFFERENCE between Belligerent and Bellicose Tone

A.  True

B.  False

Q10) Keywords can be the articles used in the sentence

A.  True

B.  False

Q11) Even and Even though are both Thought extenders

A.  True

B. False

Q12) Pick the ODD one out

A. Although

B. Though

C. Even

D. Even though

Q13) Euphemistic and Grandiose are not the types of tones

A. True

B. False

Q14) Thought extenders are the words that

A. Extend the tone of the previous sentence

B. Reverse the tone of the previous sentence

C. No link with the tone

D. None of the above

Q15) Thought reversals are the words that

A. Extend the tone of the previous sentence

B. Reverse the tone of the previous sentence

C. No link with the tone

D. None of the above

## Answers for Self Assessment

| 1. | B | 2. | D | 3. | B | 4. | B | 5. | B |
|---|---|---|---|---|---|---|---|---|---|
| 6. | A | 7. | D | 8. | B | 9. | A | 10. | B |
| 11. | B | 12. | C | 13. | B | 14. | A | 15. | B |

## Review Questions

1. List the different types of Tones
2. List the different strategies of Reading Comprehension
3. What are thought identifiers and its types
4. What is the difference between Critical and Cynical tone
5. Is there any link between Facts , Assumptions and Conclusion .Explain it

## Further Readings

- The Reading Strategies Book : Your Everything guide to develop skilled readers
- How to read a book : The classic guide to intelligent reading

- Visualization Skills for  Reading Comprehension
- The Reading Comprehension Blueprint :Helping students make meaning from Text
- Practice makes Perfect Advanced English Reading and Comprehension

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# Unit 03: Reading and Interpreting Non-Linguistic Texts

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## Objectives

After studying this unit, you will be able to:

- To understand non - linguistic texts

- To interpret non - linguistic texts

- To decode non - linguistic texts

- Importance and  its  relevant  usage

## Introduction

In order to test if you really have the ability to read non-verbal language, a good exercise is to turn on the television and watch a movie, novel, or series (that's not subtitled), turn down the volume, and try to work out what's happening. One will be amazed to realize that the body can say as much or even more than words. Indeed, with the movements of their hands or legs, expressions on their face, or certain attitudes (such as scratching their head, pacing from side to side, or sitting on the edge of a chair), people are speaking even though they aren't really saying anything.

### Importance

**The Non-linguistic aspects** the non-linguistic aspects are also no less important than the linguistic aspects. Some of non-linguistic aspects are:

### 1.Segment-levelchecks

Sometimes translators, unknowingly, overlook translating sentences or paragraphs which result in translation errors. Translators should always check for forgotten or incomplete translations to procure perfect translation.

### 2.Inconsistency

The translation must be consistent and meaningful. Inconsistency could occur in the source or target languages, so translators have to make sure that the translation is consistent.

**3.Numbering**

Translators should always check the numbering values or formatting, measurement unit conversion, or digit to text conversion to avoid making errors that are related to the points mentioned above.

Translators should learn from the aforementioned points and always check and proof-read their translations to produce an accurate, perfect product. "The importance of good translation is most obvious when things go wrong," (OKRENT,2016). Translators also should learn from their mistakes and try not to make such mistakes in future assignments.

## Objective

Nonlinguistic representations can be used to learn new vocabulary words, take notes, capture information along a timeline, symbolize information that is difficult to see—such as parts of an atom or solar systems—depict historical events, connect new learning to previously learning information, and demonstrate understanding beyond linguistics. Nonlinguistic representations can be used to learn new vocabulary words, take notes, capture information along a timeline, symbolize information that is difficult to see—such as parts of an atom or solar systems—depict historical events, connect new learning to previously learning information

## Importance

Even though we are used to analyzing how words are used in a visual text, questions on non-linguistic features are also commonly tested and are equally important in helping the text to better achieve its purpose and reach out to its audience. I hope you have gained some useful knowledge.

## Definition

A non-linguistic is an actual or possible derivation from a sentence, which is not associated with signs that have any original or primary intent of the communication. It is a general term of art used to capture a number of different senses of the word "meaning", independently from its linguistic uses.

## Context / Non- Linguistic Visual Context

Psycholinguistic research has shown that visual context can influence language processing through referential and lexico-semantic links. We review these findings and discuss incremental visual context effects on language comprehension that emerged even without these links and even when the visual context was irrelevant for the comprehension task. The reviewed evidence suggests our notion of non-linguistic visual context must be relatively broad and encompass language-world relationships that go beyond reference or lexico-semantic associations.

## 3.1    <u>Non-Linguistic Aspects</u>

The non-linguistic aspects are also no less important than the linguistic aspects.

 Some of the non-linguistic aspects are:

1. Segment-level checks

2. Inconsistency

3. Numbering

**Let's provide an overview on each of the Non- linguistic aspects –:**

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1. Segment Level Checks: Sometimes translators, unknowingly, overlook translating sentences or paragraphs which result in translation errors. Translators should always check for forgotten or incomplete translations to procure perfect translation

2. Inconsistency: The translation must be consistent and meaningful. Inconsistency could occur in the source or target languages, so translators have to make sure that the translation is consistent

3. Numbering: Translators should always check the numbering values or formatting, measurement unit conversion, or digit to text conversion to avoid making errors that are related to the points mentioned above.Translators should learn from the aforementioned points and always check and proof-read their translations to produce an accurate, perfect product. "The importance of good translation is most obvious when things go wrong," Translators also should learn from their mistakes and try not to make such mistakes in future assignments.

## 3.2 Meaning of Non - Linguistic

A non-linguistic meaning is an actual or possible derivation from a sentence, which is not associated with signs that have any original or primary intent of communication. It is a general term of art used to capture a number of different senses of the word "meaning", independently from its linguistic uses.

## 3.3 Source of Generation with Examples

- Some non-linguistic meaning emerges from natural history as a development over vast periods of time. This is the theory behind autopoiesis and self-organization. Some social scientists use autopoiesis as a model for the development of structural coupling in the family

- A typical example of this kind of relationship is the predator-prey relationship. These relations carry strong intrinsic (life and death) meaning for all living organisms, including people.

Observations of child development and of behavioral abnormalities in some people indicate that some innate capabilities of human beings are essential to the process of meaning creation

Example 1

Rapid language development in children, at a pace that can not be accounted for by the usual learning process.

Example 2

The functioning of a personal "theory of mind" about other people, or empathy, as an innate capability of most people.

Language consists of words, grammar, syntax. etc. According to Merriam Webster dictionary, language means the system of words that persons use to express feelings and thoughts to each other. Translation means, words that have been changed from one language into another.If we get really deep into the meaning of translation, we will find that the art of translation is not an interlinguistic procedure, but replacing the original text with target language text involves subtle educational and cultural differences that can form the options and attitudes of persons as recipients (Bernacka, 2012).

So, as we see, language is a mixture of words and translation is a mediator or a tool of transferring words between two languages and the compile of these words produces the targeted meaning. Also, Anna Bernacka adds that the translator should be an intermediary among various language systems an intercultural mediator alike. Furthermore, translators have to understand the meaning correctly before starting the translation process; in order to deliver accurate, competent, and error-free product.

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There are some crucial aspects that translators have to maintain in relation to translation management and if translators do not take care of, their translation product will be affected negatively. As a result, this would take out of their reputation as translation. These aspects are divided into two main categories as follows:

### The linguistic aspects:

The linguistic aspects – as per SAE J2450 Translation Quality Metric Task Force – which translators should be aware of are:

**1. Wrong terms**

Translators should avoid using wrong terms, as far as possible, to produce good, accurate product. Using wrong terms would change the intended meaning and lead to misunderstanding in the target language. As a result, this may result in mistranslations which may cause problems. The following example explains that: The word "asistir" doesn't mean "to assist," it means "to attend."

**2. Syntactic errors**

A syntax error is a violation of the syntax, or grammatical rules. The following sentence contains an error of English syntax: "I <u>is</u> going to visit my uncle." Translators and linguists should not do such mistakes in writing as they indicate that they are not professionals.

**3. Omission**

Omission could be useful in some few cases, but in most cases, it may lead to serious problems as in this example: For a reason or another the "c" in President Barack Obama's first name was omitted. The mistake was spotted just a few days before the election, incurring approximately $75,000 in reprinting costs, as (Katherine, 2016) stated.

**4. Misspelling**

Translators should check and proof-read their translation before submitting it to the client to ensure that there free of misspelling because this will definitely affect the quality of translation negatively. According to a July 2011 BBC News article, spelling mistakes cause readers to lose faith in the quality of a website's content, resulting in "millions … in lost revenue," (Katherine, 2016).

**5. Punctuation mistakes**

Although many translators do not take care of using punctuation marks or use it incorrectly, it is really important to use in writing in order to clarify the meaning. The following example is really good to show the importance of punctuation and how the misuse of punctuation can cause problems: "Una mujer sin su hombre no es nada." -- When you read this sentence without using punctuation marks, you will notice that it has three versions, or it could be understood in three different ways as shown below:

- A woman without her man is nothing.

- A woman**,** without her**,** man is nothing.

- A woman**,** without her man**,** is nothing.

Reading-while-listening may be especially well suited for young language learners because of the multimodality provided in many graded readers aimed at this age group (ie., the presence of oral and written text and illustrations). This study compares a group of students who were exposed to 18 sessions of reading-while-listening with a group exposed to the same number of sessions through reading-only, and a control group. Linguistic outcomes show that students in the two intervention groups obtained higher vocabulary gains than those in the control group but did not present superior scores in reading or listening comprehension or reading fluency. Non-linguistic outcomes showed a clear preference on the part of the students for the reading-while-listening mode of input. The study concludes that the lack of differences in comprehension and fluency gains may be due to the fact that graded readers for children are too short; the input they offer is too limited to make a difference in areas other than attitudes and vocabulary learning.

Specifically, previous studies either did not use a control group (e.g., Oday, 2002;Taguchi et al., 2012), or if they did, the students had the opportunity to read the texts several times (e.g., Blum et al., 1995;Taguchi et al., 2004), thus making it unclear whether the positive results should be attributed to the effect of audiobooks or to other uncontrolled factors, such as repeated exposure to the texts. Moreover, this study targets ninth-grade K -11 participants, to whom the results from

younger learners (e.g., Blum et al., 1995;Koskinen et al., 2000;Mestres, Baro, & Garriga, 2019;Tragant & Vallbona, 2018) or university students (e.g., Taguchi et al., 2004;Taguchi et al., 2012) may not be applicable. Furthermore, due to the absence of any studies addressing the reading fluency and/or motivation of Kazakhstani EFL learners using audiobooks, this study stands to contribute to research on English Education in Kazakhstan.

Unlike the extensive research in L1 contexts, the use of audiobooks has not been investigated to any great extent in L2 contexts. Nevertheless, a relatively small number of available studies in L2 context observed some benefits of using audiobooks in terms of vocabulary gains (e.g., Chang, 2011;Gobel & Kano, 2014;Mestres, et al., 2019), enhancement of listening fluency (Chang, 2011;Mohamed, 2018), comprehension and reading fluency improvement (e.g., Blum et al., 1995;Chang, 2012;Chang & Millet, 2015;Gobel & Kano, 2014), and a positive attitude toward reading and engagement with reading in English (e.g., Blum et al., 1995;Hickey, 1991;Koskinen et al., 1999Koskinen et al., , 2000Tragant & Vallbona, 2018). While these studies were conducted within a classroom framework, some extended to include reading at home (in addition to classroom reading) and shared reading practice (Blum et al., 1995;Koskinen et al., 1999Koskinen et al., , 2000. .. Despite growing agreement that the use of audiobooks leads to positive effects in reading abilities, findings revealing mixed effects (i.e., a facilitative effect on some aspects and none on others) have been reported as well. For instance, Mestres et al. (2019) observed a significant difference in vocabulary gains, but none in reading fluency between students reading silently and those reading and listening to the books at the same time. The researchers attributed such results to the relative shortness of graded readers (909 words on average), and consequently to the limited overall input received in the study.

## 3.4 Importance of Reading Comprehension in Non-Linguistic Subject Matter Learning

**Importance of reading comprehension**



The person who does not read the right books has no advantage over the person who can't read at all. Knowing how to read is very important for learning. Comprehension means the action of understanding. Reading comprehension in non-linguistic subjects indicates the understanding of what is being communicated and translated with the means of verbal and in some cases non-verbal means, interpreting specific terms, signs, and conventions.

## 3.5 Linguistic And Non-Linguistic Aspects in Translation

As language may not always be used to communicate, so also communication may be possible without necessarily using spoken language. For example sign language. Deaf and dumb people have their own non-linguistic code (gestures and hands signs) to express themselves or to communicate with one another. The linguistic key is the tone, manner or spirit in which an act is performed. Linguistic communication differs from non-linguistic communication. For communicating linguistically, the whole language is available. Sometimes one can communicate in even more than one language, whereas the choices are limited for a non-linguistic communicator, such as, facial expressions, signs and gestures, movements of hands etc. An interesting point here is that even linguistic communication is accompanied by certain elements of non-linguistic

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communication. While talking a speaker often uses facial expressions and hand movements to convey his message with greater force or more elaborately. This also gives the listener an idea about the speakers mood and attitude.

The linguistic oriented approach to translation finds the very essence of translation is in the basics of the linguistic concept of translation, which is the fact that the process of translation is a language act in which a text from one language is substituted with an equivalent text from another, by making that substitution in accordance with the regulations of both language systems. This paper will deal with translation related issues through contrastive analyses between Macedonian and English, as well as the advantages and disadvantages of this approach. In the process of finding translation equivalence, there are instances of finding absolute equivalence, partial and no equivalence. This paper analyses such examples. In translating lexemes with no equivalent, which are culture specific, translators find themselves in a difficult position.

### Linguistics

Linguistics is the scientific study of language, and involves an analysis of language form, language meaning, and language in context. The earliest activities in the documentation and  description of language have been attributed to the 4th century BCE  who wrote a formal description of the Sanskrit

Linguists traditionally analyse human language by observing an interplay between sound and meaning. Phonetics is the study of speech and non-speech sounds, and delves into their acoustic and articulatory properties. The study of language meaning, on the other hand, deals with how languages encode relations between entities, properties, and other aspects of the world to convey, process, and assign meaning, as well as manage and resolve ambiguity. While the study of  semantics typically concerns itself with truth conditions, pragmatics deals with how situational context influences the production of meaning.

## 3.6    The Role of Linguistic Factor in Translation

The linguistic oriented approach to translation finds the very essence of translation is in the basics of the linguistic concept of translation, which is the fact that the process of translation is a language act in which a text from one language is substituted with an equivalent text from another, by making that substitution in accordance with the regulations of both language systems. This paper will deal with translation related issues through contrastive analyses between Macedonian and English, as well as the advantages and disadvantages of this approach. In the process of finding translation equivalence, there are instances of finding absolute equivalence, partial and no equivalence. This paper analyses such examples. In translating lexemes with no equivalent, which are culture specific, translators find themselves in a difficult position

### Non-linguistic

A non-linguistic is an actual or possible derivation from sentence, which is not associated with signs that have any original or primary intent of communication. It is a general term of art used to capture a number of different senses of the word "meaning", independently from its linguistic uses. We need to understand "What is a Context" by delineating "non-linguistic visual context" from a language-processing perspective. Psycholinguistic research has shown that visual context can influence language processing through referential and lexico-semantic links. We review these findings, and discuss incremental visual context effects on language comprehension that emerged even without these links and even when visual context was irrelevant for the comprehension task. The reviewed evidence suggests our notion of non-linguistic visual context must be relatively broad and encompass language-world relationships that go beyond reference or lexico-semantic associations. At the same time, a strong utterance-mediated link seems necessary, predicting visual context effects closely time-locked to relevant words in the utterance and to dynamic motion in visual context.

### Quality standards

There are a number of different quality standards that are applicable to the language services industry. Not all of the ones that cover translation services will also apply to interpretation services, as these tend to be assessed by separate quality standards. A separate quality certification standard

is also used for machine translation, even if the translated material is reviewed and edited by a human.

In fact, the quality standard covering machine translation (ISO 18587) states that the person who post-edits any machine translated material needs to have the equivalent qualification to a translator covered by ISO 17100 quality standards. With machine translated material usually associated with a lower standard of translation quality, insisting on this high level of qualification for a human editor helps introduce some quality back into the process.

**Reading comprehension plays a crucial role in non-linguistic subject matter for the following reasons-**

- Reading comprehension encourages the learner to become active, constructive, and potentially autonomous learning.

- It helps to understand subject-specific vocabulary for learning a particular topic.

- It provides sufficient scope for introspection and self-evaluation.

- Reading comprehension develops curiosity to learn something.

- It helps to understand subject-specific competence and discourse competence.

- It helps to integrate new information in a non-linguistic context with existing knowledge.

- It helps the students to learn to recognize specific terms, words, letters simply.

- This skill opens the doors of opportunity in all directions, doors that will not be visible normally unless you are a very good reader, writer, and communicator.

- If one does not become proficient in this skill, one will find it very difficult to communicate with others as well as find it difficult to communicate with oneself.

- If one can't read at a decent level of comprehension, one will not have access to most of the world's accumulated knowledge and information that are mostly in the text format.

- The more quality words that one has in one's vocabulary and the more words that one can comprehend, the more potential one will have and the more one will understand.

- It helps to interpret difficult words and terms of non-linguistic subjects.

## 3.7 Tips for Engaging in Nonlinguistic Learning

- **Consistently use each type of nonlinguistic representation:** It's important that students learn several ways to represent information nonlinguistic ally. This means providing students at every grade level with multiple opportunities to use kinesthetic movement, draw pictures and pictographs, use their senses and emotions to form solid mental images, be fluid in the use of several graphic organizers, and create or use physical models to denote their learning. Consistent use is key; if you use these strategies only occasionally, it will limit students' ability to grasp the possibilities associated with learning both linguistically and nonlinguistic ally, preventing them from developing automaticity in their use of all the representations.

- **Help students engage in conversations with peers to explain their choice and use of a nonlinguistic representation:** When students engage in peer discourse to explain why they chose a certain nonlinguistic representation for the content being studied, they deepen their understanding of the content and are better able to make connections between types of information. Peer conversations help students elaborate on their learning; they describe their thinking and listen to others do the same, helping them extend and apply

their learning. When students engage in peer and classroom conversations, it becomes easier to expose and correct any confusion about or misinterpretations of the content. Using sentence stems and guiding questions may also help students become more proficient in speaking with, listening to, and understanding one another.

- **Students can use multiple nonlinguistic representations to learn or represent a concept:** It would be a mistake to believe that students should select only one nonlinguistic strategy to represent a piece of content. Nothing could be further from the truth. When students are encouraged to combine and use multiple nonlinguistics to represent their learning, the probability of deeper understanding and longer retention increases. For example, students learning the vocabulary word defenestrate, which means to throw something out the window, might kinesthetically demonstrate the word, followed by sketching what it looks like to defenestrate. Ultimately, students should be given time to create a mental picture of how they look defenestrating an object.

- **Students should be encouraged to use nonlinguistic representations on their own:** Nonlinguistic representations can be used to learn new vocabulary words, take notes, capture information along a timeline, symbolize information that is difficult to see—such as parts of an atom or solar systems—depict historical events, connect new learning to previously learning information, and demonstrate understanding beyond linguistics. When students consistently represent their learning using a nonlinguistic approach, they internalize useful methods and multiple ways to process and make sense of new information. Ultimately, the goal is to create a desire in students to use these learning tools without teacher insistence.

- **Applying the tips to instruction:** As with the implementation of any instructional strategy, teachers who wish to improve student learning need to intentionally plan for and consistently use nonlinguistic representations in their lesson design and delivery. Setting a purpose for using these important instructional strategies, along with a willingness to stay the course in their application, will go a long way to establishing routine use for teachers and the students they have the privilege of serving.

## Summary

- A non-linguistic is an actual or possible derivation from a sentence, which is not associated with signs that have any original or primary intent of the communication
- The non-linguistic aspects are also no less important than the linguistic aspects.

  Some of the non-linguistic aspects are:

  1. Segment-level checks

  2. Inconsistency

  3. Numbering

- Reading comprehension plays a crucial role in non-linguistic subject matter

## Keywords

Segment level checks, Inconsistencies, Numbering, misspelling, omission, and punctuations

## Self Assessment

Q1) A non-linguistic aspect is very different from linguistic one

A. True

B. False

Q2) Which of the following is not linked to Non-linguistic

A. Wrong terms

B. Syntactic Errors

C. Omission

D. All of the above

Q3) A non-linguistic means " No derivation  from the sentence "

A. True

B. False

Q4) At Segment – level checks , which of the following is required

A. Compilers

B. Interpreters

C. Soft wares

D. Translators

Q5) Visual context can influence language processing through referential and lexico-semantic links.

A. True

B. False

Q6) Pick the Odd one out

A. Syntactic Errors

B. Omissions

C. Non-Linguistic

D. Misspellings

Q7) Predator-prey relationship closely defines the Non-linguistic aspect

A. True

B. False

Q8) Reading Comprehension has no link with Non- linguistic aspect

A. True

B. False

Q9) Which of the following is/are aspect / aspects of Non-linguistic

A. Inconsistency

B. Numbering

C. Both A and B

D. None of the above

Q10) Which of the following is/are functions of Translators

A. Checking the numbering values or formatting

B. Measurement unit conversion

C. Digit to text conversion

D. All of the above

Q11) Inconsistency can occur in which of the following

A. Source Language

B. Target language

C. Either a or b

D. None of the above

Q12) Syntactic errors are acceptable in Linguistic aspects

A. True

B. False

Q13) Non-linguistic is actual or total derivation from the sentence

A. True

B. False

Q14) Punctuation marks do play a vital role in linguistic/non-=linguistic aspects

A. True

B. False

Q15) Which of the following can be replaced or interchanged with other options

A. Inconsistency

B. Segment –level check

C. Numbering

D. None of the above

## Answer for Self-Assessment

| 1. | A | 2. | D | 3. | B | 4. | D | 5. | A |
|----|---|----|---|----|---|----|---|----|---|
| 6. | C | 7. | A | 8. | B | 9. | C | 10. | D |
| 11. | C | 12. | B | 13. | A | 14. | A | 15. | D |

## Review Questions

1. Define Non-linguistic aspects in detail

2. Difference between Linguistic and Non-linguistic aspect

3. List the Tips for Non-linguistic learning

4. Enlist the applications for Non-linguist aspects

5. Explain source of generation with examples

6. Describe the Importance of Reading Comprehension in Non-Linguistic Subject MatterLearning

7. Describe the following terms

   a. Omission

   b. Misspellings

   c. Syntactic errors

8. Explain Segment –level Check with examples

9. Explain Inconsistency method in detail

10. Difference between Wrong Terms and Syntactic errors d

11. Difference between Misspellings and Punctuations

12. What are the inferences drawn from this chapter. Explain

13. Define the term Non-Linguistic

14. Define the term Linguistic

15. Define Non-linguistic visual context

## 📖 Further Reading

- Course in General Linguisticsby Ferdinand de Saussure

- The Language Instinct: How the Mind Creates LanguagebySteven Pinker

- An Introduction to LanguagebyVictoria A. Fromkin

- The Study of LanguagebyGeorge Yule

- Metaphors We Live BybyGeorge Lakoff

- The Stuff of Thought: Language as a Window into HumanNatureby Steven Pinker

- The Power of Babel: A Natural History of Languageby John McWhorter

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# Unit 04: Reading and Understanding Incomplete Texts

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| 4.1      Suitable Approaches for Sentence Completion |
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## Introduction

- Test the skill to use the information observed in complex and incomplete sentences in order to correctly complete them.
- It tests a candidate's vocabulary power and skill to follow the logic of sentences.
- These sentences are often quite complex.

## 4.1     Suitable Approaches for Sentence Completion

Suitable Approaches for Sentence Completion:

- A good vocabulary can be a great help for such sentence completion.
- Although we can use many approaches for such type of questions, even without knowing all the choices.
- Some of them are as follows.

The hints given may indicate what should go into the blank for the meaningful sentence. Here's a test to locate the right hint. If we change the hint, then the choice in the blank must change. We can check the hint by putting that word or phrase into the blank itself.

The _____ old woman was surprisingly _____ in conversation.

1. cruel . . . malicious
2. neurotic . . . fretful
3. desiccated . . . vivacious
4. decrepit . . . necrotic
5. affable . . . Convivial

**EXPLANATION:**

**HINT**: Word surprisingly indicates that opposite word are used.

"Desiccated" means *dried out* and can be used to indicateextreme age or frailty, while "vivacious" indicatesliveliness and energy. Since the second blank is precededby "surprisingly," the two words in the correct choicemust have dissimilar meanings.

3. Pluses and Minuses:

Once we find the word clues, indicate the kind of word we are now looking for with positive meaning or negative meaning. Also, to indicate synonyms or antonyms, we can use these symbols.

The new restaurant received conflicted reviews: the food was _____ but the ambiance was _____.

1. inedible . . . morose
2. acclaimed . . . sublime

3. plausible . . . obsequious

4. exquisite . . . abominable

5. lauded . . . Discomfiting

**Explanation:**

It is important to remember who is doing these actionsthe critics would be completing the action so the verb mustrelate to the process of critiquing a restaurant—thus only"acclaimed . . . sublime" or "lauded . . . discomfiting" arerelevant. The sentence suggests that the conflict in the reviewswere between the food and the ambiance, and thus "acclaimed …. sublime" would not fit, leaving only "lauded . . . Discomfiting.

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The Example are worked out in two steps:

Step 1: define the blanks.

Use context clues in the sentence to figure out what the words in the blanks will mean.

Step 2: match your answer.

Pick the answer that provides the word you need for both blanks.

- You get **two chances to eliminate** each answer. Remember that both words have to match;

- If even one is wrong, you can confidently eliminate the whole answer without even knowing the other.

This makes two-blank sentence completions a lot more forgiving if your vocabulary isn't quite good where you'd like it to be.

Learning is more efficient when it is _____. It is less efficient when it is _____.

A. fast … slow

B. rapid..turtle-slow

C. tedious…like a joy ride

D. fun…drudgery

**EXPLANATION:**

In the given case, we need a positive word in the firstblank. And on top of that, we need a word that gets wellthe sentiment of effective learning. Speedy or rapidlearning may not necessarily be efficient. Drudgerymeans hard monotonous routine work and is theopposite of fun learning.

Social studies, science matters of health and safety, the very atmosphere of the classroom; these areas are few of the _____ for the _____ of proper emotional reactions.

1. things…growth
2. fertile areas…basis
3. fertile fields..inculcation
4. important areas…formation

**Explanation:**

What would we call social studies or matters of health andsafety? Things or areas? Obviously, these are areas which areimportant. And secondly, they are important for the formation ofemotional reactions. That is their purpose. The words fertile orthings are grossly incorrect in the given context.

Their relations were perhaps not extremely warm, but they were nevertheless _____. One does not need to be _____ in order to be friendly.

1. honest . . . candid
2. considerate . . . joyous
3. acceptable . . . optimistic
4. staid . . . plebeian
5. amicable . . . effusive

**Explanation**: The key word in the second sentence is "friendly", and this helps us to focus on the distinct possibility of using "amicable" for the first blank. This word means *having a friendly spirit*, or even more simply, *friendly*. It is derived from the Latin words for "friend" and "friendship" and is likewise reflected in the contracted form "amiable."

"Effusive" means *to express positive affection in an abundant manner*. It comes from the Latin prefix "ex-" (meaning *out of*, such as in "exit") added to the word *fundere*, which has forms that replace the "d" with an "s." *Fundere* means *to pour*, and with the "ex" (which becomes "ef" because it is easier to pronounce), we get *to pour out*. *Fundere* has many derived English words such as "effusion," "profuse," "foundry," and "fuse." These latter words are derived from the second sense of the word *fundere*, meaning *to melt* or *make by means of melting*.

As the temperature **(A)** _____ during the summer season, many households turn to air conditioners to keep them cool. Air conditioners, which were once regarded as a residential luxury, have now become a **(B)** ___**.** Enjoying a cooler atmosphere during hot weather is not the only benefit of using the air conditioner. A household, a vehicle, or a building becomes cleaner and safer for breathing as air conditioning also **(C)** _____ the growth and spread of harmful micro-organisms. However, along with the benefits, some disadvantages are also **(D)** _____ with it. One of the most controversial topics attached to the subject of air conditioning deals with some of the materials that are used to produce the cooling effect ─fluorocarbons. These refrigerants **(E)** _____ to global warming and are **(F)** _____ as one of the main ways in which air-conditioning **(G)** _____ the environment. Fluorocarbon refrigerants also add to the problems concerning ozone layer depletion.

**A.** (1) Decreases (2) Rises (3) Deviates (4) Fluctuates     (5) Varies

**B** (1) Irreplaceable (2) Obligatory (3) Certainty   (4) Necessity (5) Redundancy

**C** (1) Prevents (2) Escapes   (3) Kills (4) Removes   (5) Purifies

**D** (1) Resulted (2) Caused   (3) Associated (4) Influenced  (5) Created

**E** (1) Result  (2) Determine   (3) Affect  (4) Outcome  (5) Contribute

**F** (1) Attended (2) Presumed (3) Regarded   (4) Valued (5) Responsible

**G** (1) Helps (2) Impacts (3) Decline (4) Disintegrates (5) Improves

TYPES OF QUESTIONS

1. Single Blank

2. Double Blank

3. Cloze test

1) Single Blank Questions

The one-blank Sentence Completions are solved in two steps:

Step 1: define the blank.

- Use context clues in the sentence to figure out what kind of word will go in the blank.

Step 2: match the answer.

- Look down the list of answer choices and pick the one that best matches your word for the blank.
- Then be sure to read the answer choice back into the sentence to be sure it makes sense.

Example

Loved and hated by thousands, Dr. Lucy Bertram may well be the most _____ physician ever to become surgeon general.

- controversial
- popular
- successful
- well-trained
- professional

Explanation:

The adjective here should pick up the implications of "loved" and "hated," not just one or the other. The word "controversial" A accounts for both. The other choices are not specifically related in any way to the rest of the sentence.

Example

The _____ use of washing machines and automobiles in the Middle Ages is part of the comedy of this high-spirited film.

- untimely
- anachronistic
- unconvincing
- archaic
- supposed

The adjective "anachronistic" means representing something as existing at other than its proper time, such as a washing machine in the Middle Ages or a knight in armor at a football game. Choice A is a possibility, although B is more exact.

**Techniques used in Sentence Completion**

1. Tone

It depicts the mindset of the author  or the theme of the passage or the views and ideas expressed by the author . There are totally 16 types of tones but broadly categorized into 4

a. Optimistic(Positive tone)
b. Pessimistic(Negative tone)
c. Neutral(Neither negative nor positive) – used for universal laws
d. Critical ( It is categorized into two – positive and negative ) . Positive indicates important and negative indicates sensitive or serious

# Keywords

Keywords are the words that depict the main idea or it focus on the main idea in the sentence. For every sentence there will be 1 keyword

During scanning as well, you can mark keywords in the question as your tendency to match them with similar words in the passage. Since the passages are long and complex, finding out keywords will help you read more efficiently.

1. Find keywords in reading passage

An important part of skimming the passage is underlining keywords. While you are reading the passage, you can identify important keywords in the paragraphs that will also help you to better understand the given information.

- At this time, you should underline keywords to understand the paragraph by abstracting important information from it.
- You can definitely underline some keywords such as names, locations, facts, figures etc.

For example:

- Names (Names of scientists, people etc. involved in the story)
- Locations (Town, city, country etc.)
- Years or dates (1978, 12th Oct 1982 etc.)
- Figures (1.2 million, 20000 etc.)
- You may mark any word or phrase which is capitalized e.g. titles of books, event names etc.

The reason behind highlighting these keywords is finding easy reference from the passage. If you have a question referring to the year 1978, it would be easy for you to locate it in the passage if you had already underlined it while reading the passage. Otherwise, you would need to read the whole passage to find where 1978 is mentioned and hence, it would consume your time.

2. Find keywords in reading questions

In the process of scanning i.e. locating answer of the question, you will first need to read the question carefully to find important keywords you can mark and at the same time, to understand meaning of the question.

- Keywords you underline are usually nouns, group of nouns, verbs etc. except articles (a, an, the), prepositions (for, in, at etc.) and others.
- An extremely important strategy of underlining keyword is to identify the focus of the question, especially in MCQs (Multiple Choice Questions). Focus or stem of the question is a word in the question that will help you to choose the right option. For example, focus or stem is highlighted in the following question:

Which of the following is **most at fault** for the Titanic disaster?

A. The ship

B. Captain and crew

C. Titanic's owners and builders

D. Standard operating procedure

Sometimes, your keywords are synonyms or similar words, not the exact keyword as given in the passage and hence, you can try to understand its meaning to relate it well with the right paragraph. However, the nearby words and paraphrasing skill will help you understand the meaning of the question.

THOUGHT IDENTIFIERS

Thought identifiers are the words that help in identifying the Tone of the sentences . It is also called CONJUNCTIONS . It is categorized into two types

a. Thought extenders

b. Thought reversals

a. Thought extenders are the words that extend the tone of the previous sentence i.e If the tone of the first part of the sentence is positive then the tone of the sentence after Thought extender will also be positive . Similarly if the tone of first part of the sentence is negative then the tone of the sentence after thought extender will also be negative

For example . Words like - so , as , thus , and , further , in addition to , therefore , adding to the previous , hence , in the same way , leading to etc

b. Thought Reversals are the words that reverses the tone of the previous sentence i.e.If the tone of sentence before thought reversal is positive then tone after thought reversal will be negative and viceversa

For example - Words like - but , yet , though , although , Ironically , apparently , even though , inspite of , despite , not even , but also , rather than

## Self Assessment

1. Which one of the following is NOT a type of EVALUATION?
A. Summative
B. Self-attestation
C. Formative
D. Diagnostic

2. Which one of the following is NOT a function of CLOZE TEST while reading and understanding incomplete text?
A. assesses candidate's oratorical skills
B. assesses candidate's skills in vocabulary
C. assesses candidate's skills in grammar
D. assesses candidate's skills in logical reasoning

3. Which one of the following is NOT a synonymous name for CLOZE TEST while reading and understanding incomplete text?
A. Parajumbles
B. Rapid fillers
C. Fill in the blanks
D. Sentence completion

4. Which one of the following is NOT a strategy to solve CLOZE TEST while reading and understanding incomplete text?
A. try reading entire passage to draw a general idea
B. ignore reading the entire passage
C. make prediction of the word category to fill in
D. try filling up blanks wherever one finds it easy

5. Which one of the following is NOT a strategy to solve CLOZE TEST while reading and understanding incomplete text?
A. skip options where one comes across some confusion and handle that later
B. randomly make a choice for a right answer whenever in doubt
C. practice is the key element as more you solve, the easier it becomes
D. analyse options for appropriacy

6. Which one of the following is NOT a principle of EVALUATION?
A. determining what is to be evaluated
B. using a single technique is the best way forward for comprehensive evaluation
C. selecting evaluation techniques mapping with purpose
D. assessing strengths & limitations of a technique

7. Which one of the following is NOT a procedural STEP while reading and understanding incomplete text?
A. leaving it to guesswork
B. determining what is to be evaluated
C. selecting evaluation techniques mapping with purpose
D. targeting variety of techniques for comprehensive evaluation

8. Which one of the following is NOT a proper idea in SELECTION of evaluation techniques while reading and understanding incomplete text?
A. should not focus on technique, guess work should be encouraged
B. should look for technique appropriacy
C. should determine whether it is subjective or object text
D. should determine whether it is short or detailed text

9. Which one of the following is NOT a proper idea in TARGETTING evaluation techniques while reading and understanding incomplete text?
A. covering all aspects of pupil evaluation
B. ignorematching with contextual reference of content
C. aligning with variety of instructional objectives
D. deploying different types enhancing arch of evaluation

10. Which one of the following is NOT a proper idea in ASSESSING strength & limitations of evaluation techniques while reading and understanding incomplete text?
A. raise awareness about various strengths of a technique
B. outcome driven remedial actions are not important
C. understand inherent weakness of a technique
D. understand shortcoming of a technique as and when it comes to notice

## Answers for Self Assessment

| 1. | B | 2. | A | 3. | A | 4. | B | 5. | B |
|----|---|----|---|----|---|----|---|----|---|
| 6. | B | 7. | A | 8. | A | 9. | B | 10. | B |

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# Unit 05: Analysing a Topic for an Essay or Report

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## Objectives

After studying this unit, the students will be able to

- Understand the way of writing

- Analyzing the content for an Essay or Report

- Critical analyzing the skills of reading and Writing

- Things to be known before understanding a topic

## Introduction

In order to analyses a topic for an essay or report, the first and the basic step is to identify the topic. Once it is identified, then check, what are the basic points on which it has to be developed .Ensure while writing it, its structure is maintained and it's adequately followed. The content and language used should be in such a manner that it is readable, understandable and can be easily interpreted. Maintaining and using proper paragraphs are very helpful. Each paragraph has and carries a specific meaning

## 5.1 How To Write Critical Analysis

Have you ever read an article and thought to yourself: "I disagree with this writer; I think they are biased"? Perhaps you've even gone as far as offering your own opinion in the comments section. If you've done this, good job! You have performed a critical analysis; you've analyzed the author's work and offered your own opinion in response.

Writing a critical analysis requires lots of essential reading, as authors always use rhetorical techniques to gain your trust. In this article from our essay writing service, we will define critical analysis, list some topics and provide a critical analysis essay example to give you a better idea of your expected result. We will also present a robust step-by-step process of how to write a critical analysis.

## 5.2 What Is a Critical Analysis Essay?

A critical analysis essay requires its writers to write a critical evaluation of an argument. Topics can range from analyzing a modern or historical event, film, book, types of music, and complicated social and political issues. It is a form of evaluation and observation with subjective elements. Critical analysis helps one to better understand a subject and it allows one to examine different controversial points of view.

The main purpose of a critical analysis essay is to tell a reader about a subject, and to explain its purpose and meaning. You will also need to present your personal point of view and critically analyze the subject.

Since critical analysis is very subjective, it is important to avoid some common mistakes. First and foremost, keep your tone formal and academic. Stay away from familiarities and slang. Second, critical analysis is mainly your own opinion on a matter that can be supported by the work of others. Do not base your entire essay on works of other scholars. If you do use supporting evidence from other sources, make sure that you reference it to avoid plagiarism. Next, make sure you focus on the analysis of the subject, rather than on the description of it. In critical analysis essays the point of interest is your opinion about the matter, not the matter itself. Lastly, make sure you follow a good structure and make sure that you have enough sufficient evidence. Double-check the logical sequence of your arguments to ensure that you present them to your reader correctly.

## 5.3 Two Simple Steps to Perform Critical Analysis

**1) Critical Reading**

**2) Critical Writing**

It is very easy to confuse a descriptive essay with a critical analysis essay. A descriptive essay simply states what the subject is, or when and how an event happened. On the other hand, a critical analysis essay explains the significance of that subject and your personal viewpoint on the matter. It digs deep into a subject and shows the complexity of it. Instead of simply describing, a critical analysis essay evaluates the issue in different contexts and points of view. Reasoning and argument are the best approaches to differentiate a critical analysis essay from a descriptive one.

Living in an era of social and political unrest certainly has its benefits. Students often pick controversial statements, articles, or events, because they lend themselves easily to critical analysis. Finding a topic for critical essay in this day and age shouldn't be hard.

**Here are a few things to consider when deciding on a topic:**

- Make sure the topic lends itself easily to critical analysis. Famous literature and controversial articles would be excellent choices.
- Find a topic which is widely discussed. Different opinions can help you think outside the box and create a strong argument.
- Try to keep it narrow. Some topics can be complicated, and it may take books to explore them fully.
- Talk to your professors for ideas. They will happily point you in the right direction.

If you read books, consider taking the work of your favorite author. Famous books like Alice in Wonderland have been analyzed and interpreted in many different ways; there should be plenty of source material you could use for reference.

## 5.4    Culture Critical Thinking Topics

- Pick a sport that famously had a drug abuse history. Summarize and assess the situation and how it affected the competition.
- College football plays a vital role in American Universities. How does it change the community, the spirit, and the economics of the college?
- Gain a deeper understanding of homelessness in your city. Why is it a problem and which resources can the city use to help?
- Anti-drug campaigns often cause more problems than solutions. Take a look at a similar campaign and analyze its effectiveness.
- Take a look at how women are portrayed in a particular medium today. For example the medium of Cinema. Has sexism that polluted 50's Hollywood been wholly removed from movies?

## 5.5    Mass Media Topics

- Take a film. What is the message, and how does the director convey it?
- Analyze a graphic novel. What is the message/passage, and how does it push the possibilities of the visual novel medium?
- Observe the remake of a classic motion picture. What has changed?
- Examine the influence of a popular TV series on youth.
- Take Facebook. What was the initial idea? Has it grown consistently with the internet and how people use it?

## 5.6    Critical Evaluation Topics on History

- Compare Ancient Greece to today. Are the practices, teachings, and rituals of the Ancient Greeks still relevant?
- Colonization of America was a brutal time in history. Looking back at it, could we have done it without killing the indigenous people of America?
- Ancient Egypt. Tackle the controversies surrounding the pyramids of Giza. Was it slaves or aliens who built them?
- World War II. Some say that it was a necessary tragedy that shaped the modern world. Present and analyze this controversial opinion.
- Ancient Rome borrowed heavily from Ancient Greek and Egyptian culture and art. However, when Mussolini came around, he wanted to preserve the classic Italian aesthetic of Ancient Rome. Analyze the irony of the ultra-right Fascist movement in light of these facts.

**Culture Critical Thinking Topics in Literature**

- Analyze Mark Twain's Huckleberry Finn and its impact on racism in America.
- Take a dystopian novel like 1984 or Brave New World and compare it to society today.
- J.R.R. Martin's A Song of Ice and Fire is a profoundly subversive series in its genre. How does Martin achieve this, in comparison to Lord of the Rings?
- Analyze Orwell's Animal Farm and compare it to the real history of the Soviet Union.

- Shakespeare's Julius Caesar is purposely wrongly named as the actual protagonist is Brutus. Analyze how this relates to the plot and theme of the play.

**Culture Critical Thinking Topics in Sports**

- Money ruined sports. Analyze the argument to establish whether it's true or false.
- Analyze the effect of betting on the sporting community.
- Cristiano Ronaldo is known to be a bit of an actor on the field. Analyze the validity of this claim.
- Should cybersports be considered sports?
- Some say that FIFA releases the same game every year, exploiting the sports gaming community. Challenge the validity of this claim.

## 5.7   How to Write a Critical Analysis

First of all, read all the sources you will use to support your opinions carefully. Most likely, you already have a solid opinion on the matter of your critical analysis essay, however, look at the problem from multiple perspectives to be more objective and open-minded. When reading other people's works on the subject, identify their thesis and carefully include it as supporting evidence for your main argument.

Presenting other people's opinions shows you as a considerate writer. Carefully think about your response and reaction to the subject matter of your essay. Make sure your opinions are not offensive to anyone who might read your essay and make sure that you take the different backgrounds and experiences people might have into consideration.

Next, draft your essay. Start by including an overview of your subject and its key points, and draw your reader toward your thesis statement. Each of your body paragraphs has to have a new point for your analysis. The point of each paragraph has to be fair; avoid extreme bias and any irregular needs to prove your arguments effectively.

Lastly, your conclusion has to reiterate each point you have made and restate your overall opinion. Without further ado, let's learn how to write a critical analysis essay step by step.

**Step 1: Critical Reading**

The initial step to critical analysis to read carefully and thoroughly, identifying the author's thesis. Most of your information will come from reading different sources and understanding different takes and opinions on the same issue. You must pay attention to details, recognize the author's' rhetorical devices, biases, and assumptions.

**Whenever reading a source, always look out for:**

- **The author's intended audience**. Good writers write in a specific way to appeal to a particular audience; ex. Playful language appeals to kids, statistics appeal to business people.
- **The author's means of persuasion** (language and rhetoric.) Good writers won't directly say that Burger King is unhealthy, they will present BK's sick list of ingredients and let the reader make this assumption.
- **The general structure of the writing and how it supports the author's statements**. A blog post about the importance of punctuation, like commas, may illustrate, how, many people, annoyingly, overuse, commas, just, like, this.

As a critical reader, it is your job to pinpoint the author's motives and dissect the text for meaning. Understanding how the author tries to achieve their purposes and gain your trust is the whole point of critical reading.

**Step 2: Critical Analysis Writing**

The first thing to remember is that your job is not to de-legitimize this author's work. Your post is to serve the reader by exploring the work with them, opening up aspects that were ignored or neglected. It is your duty to help the world understand the subject to the fullest extent.

## Summary

The first thing to do is provide a summary of your source (event, article, work of art, etc.). This is done to demonstrate that you have fully understood what you're talking about. Summaries should not contain your argument or show any bias towards the source you're about to discuss.

**If the source is a text (as it will most likely be), address the following aspects:**

- How has the author organized the text?
- Identify the intended audience and why the author has targeted them.
- Identify the author's assumptions about the intended audience.
- List and explain the rhetorical devices, language, and imagery that the author uses in the text.

### Creating a Critical Analysis Essay Outline

An outline helps to put your arguments in order. Creating a good overview will help you write a critical analysis essay fast and be consistent with your message. Most instructors will provide a sample of a critical analysis essay outline to help you write a well-organized analysis paper. Before writing a critical analysis essay, make sure you have an outline which organizes your thoughts into a coherent critical essay structure.

**Here is a sample critical essay outline you may use for reference:**

- **Background Information:** Give the reader some context; help them understand the nature of the work.
- **Information**
    - Title
    - Author
    - Publication information
    - Statement of topic and purpose
- **Thesis statement:** After giving the reader some context, provide your reaction to the work in a thesis statement.
- **Summary:** Demonstrate your understanding of the source, as described in the Summary section above.
- **Critical Analysis** (Interpretation and Evaluation): Here is where you finally present your analysis of the work based on your reading and critical evaluation.
    - Talk about how the **source is organized**;
    - Discuss **the style and rhetoric** of the source;
    - How **Effective** was the source and the message;
    - **How was the topic treated** was the writer biased or did he do it justice?
    - Discuss how the source **appealed to its target audience.**

Conclude the essay with a traditional essay conclusion by restating the thesis and offering some final thoughts. Summarize your reactions and outtakes from your analysis.

### Techniques Used in Literary Critiques

- **An Objective Analysis —** Evaluation based only on facts; without using feeling or emotion in the study.
- **Traditional Critique —** Critique based on a collective agreement of sources that literate and educated people should know.
- **New Critique —** Critique that is concentrated on just the text itself. Areas of irony, metaphor, ambiguity, and paradox are under close evaluation.
- **Marxist Criticism —** Analogy through class conflicts and identification, coming to conclusions of a political or social nature. Marxist criticism has had a profound effect on the understanding of literature.
- **Metaphorical Critique —** Close attention to metaphors to form a deeper understanding of the work and its author.
- **New Historicism —** The study of literature based on its historical value.
- **Psychological Critique —** Freudian critique, where the author's unconscious wishes, just like dreams, can be evaluated as a pathway to their mind.
- **Sociological Criticism —** Mainly focuses on how the literature represents social functions but also where the work fits into society in general.
- **Moral or Ethical Criticism —** Judging the work or literary piece by the morals learned from the text.

### How to write an analysis report?

Usually, an analysis report must first be in an outline form so you will have a general knowledge on the topic as a whole. Without an outline, you may not know where you are heading to, and the flow of your write-up may not direct you to the generalization that you want to come up with. Hence, you must follow your outline for you to stay on track.

### What are some analytical essay topics?

Analytical essay topics can range from something like a book or a poem to a real-life event or story. The idea is to research the chosen topic, analyze it, and then give your own opinions and conclusions.

### What makes a report a report?

Real-time suggestions, wherever you write. A report is a nonfiction account that presents and/or summarizes the facts about a particular event, topic, or issue. The idea is that people who are unfamiliar with the subject can find everything they need to know from a good report.

### How to write a good report?

Usually, reports are written in the past tense. The action steps can included references to future actions. You must only report what you actually did and what you found. In your final section, you must not anymore introduce a new topic since this would be your closing and concluding remarks.

## <u>Keywords</u>

Report writing, tools , choosing correct topic , structure ,Analyzing

## Summary

It is really essential to analyze a topic for an essay or report . For that initially it is required to know the hints for the topic .After that appropriate structure must be maintained. There should be sequentially and chronological order of the events that be followed . Also while following these steps , contents , vocabulary must be followed

## Self Assessment

Q1) Which thing is very important while writing a report

A. Tense

B. Choice of words

C. Chronological order of Events

D. All of the above

Q2) Report is a

A. Fiction account of events

B. Non – fiction account of events

C. Both

D. None

Q3) Pick the Odd one out

A. New Critique

B. Traditional Critique

C. Objective Analysis

D. Non – verbal Communication

Q4) Concluding always of the essay is done by

A. Summarizing

B. Writing an appropriate conclusion

C. Follow-up points

D. None of the above

Q5) Is there any difference between Traditional Critique

A. True

B. False

Q6) Background information contains

A. Title

B. Author

C. SOP

D. All of the above

Q7) while deciding a topic, which thing is most pivotal

A. Choosing the right heading

B. Appropriate use of words

C. Sequentially arranging the topics

D. All of the above

Q8) There is no difference between Traditional Critique and New Critique

A. True

B. False

Q9) Critical Analysis is important for judging a report or writing a topic

A. True

B. False

Q10) Doing a critical analysis, demands writing a critical argument

A. True

B. False

Q11) Writing a good report is just meant for experienced persons

A. True

B. False

Q12) There is no difference between psychological critique and New critique

A. True

B. False

Q13) If a source is text , there is no special attention to be given

A. True

B. False

Q14) A report once written can't be amended

A. True

B. False

Q15) Critical analysis for any writing is not important

A. True

B. False

## Answer for Self Assessment

| | | | | |
|---|---|---|---|---|
| 1. D | 2. A | 3. D | 4. B | 5. A |
| 6. D | 7. D | 8. B | 9. A | 10. A |
| 11. B | 12. B | 13. B | 14. B | 15. B |

## Review Questions

Q1) Explain in detail Critical Analysis of a Report

Q2) What are the techniques used in Critical Critique

Q3) List the important things to be considered while choosing a writing topic

Q4) List the difference between Objective analysis and Critical critique

Q5) Explain Psychological Crique

## Further Readings

- Haynes Anthony, Textbooks as Learning Resources, Eighth International Conference on Learning and Educational Media, PDF

- Issitt, John (2005) Reflections on the study of textbooks, History Of Education, November, 2004, Vol. 33, No. 6, DOI

- Johnson, EgilBørre (2001), Textbooks in the Kaleidoscope, A Critical Survey of Literature and Research on Educational Texts, Translated by Linda Sivesind, Digital Edition Tønsberg: Vestfold College, 2001 HTML

*Surya Vivek Narula, Lovely Professional University*

# Unit 06: Editing the Draft and Preparing the Final Draft

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| 6.5    Revise to Improve Organization |
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## Objectives

- Writing an essay takes time. That's why writing is often referred to as a process. In other words, a writer goes through several steps before he or she has a complete essay ready to turn in for a grade. This lesson talk about those
- The steps of the writing process:
- Pre- writing
- Organizing
- Drafting
- Revising and Editing
- Handling in a final copy

## Introduction

### Steps For Writing a Draft



- After prewriting, deciding on a thesis, and developing & organizing evidence, you're ready to write a first draft ------a rough, provisional version of your essay in which you provide: paragraphs that support your thesis all relevant examples, facts, and opinions sequence your material as effective as you can

- You may find that... But that's OK---
  Remember, writing is a PROCESS
  your thesis has to be reconsidered or
  reshaped a point no longer fits you have to
  return to prewriting to generate additional
  material But that's OK---Remember, writing is
  a PROCESS

- How do I move from the outline to the first
  draft?
  There is no RIGHT WAY to do it Some people
  rely heavily on prewriting, scratch notes, and
  outlines. Others only glance at them
  occasionally. Some people type their first
  draft. Others prefer to start with a
  handwritten draft.

- What if I get a new idea? It is OK (actually, great) if you get fresh ideas while drafting. Go ahead and throw promising new thoughts in and go back and evaluate them during revision.**What if I get stuck? It's OK (actually, it's quite normal)**
  REMEMBER, it's a ROUGH draft; it doesn't have to be perfect! Relax. Don't be critical. Work quickly. Don't worry about perfect spelling or grammar Feel free to skip down to another part of the paper Consider rereading what you've already written –OUT LOUD

- **Write the supporting paragraphs 1st**
  Since the introduction depends heavily on everything that follows and is the bait to catch the reader's attention, consider writing the body paragraphs 1stGo ahead and write out your thesis, though, to keep you focused Keep your supporting paragraphs focused with a topic sentence (a main point from your thesis or roman numeral from your outline)Think of this as a mini-thesis for each paragraph.

- **Make your supporting paragraphs specific**
  Provide examples that answer who, what, which and similar questions Replace general nouns and adjectives with precise/specific ones Old car – beat-up car – rusty, dented, old Chevy pick-up Replace general verbs with vivid ones They seemed excited – They whistled and cheered Replace abstract words with concrete ones Use imagery (words that appeal to the 5 senses) Provide adequate support for your points

- **Grab the reader's attention--- Write the Introduction**
  Hook the reader with one of the following: A brief anecdote Aquotation On omatopoeia A dramatic fact or statistic Briefly providing some background information

- **Wrap it up--- Write the Conclusion**
  Don't just stop writing after your final point. Your reader deserves a satisfying ending Consider saving a compelling fact, statistic, quote, or detail for the end Consider returning to

and referencing an image, idea or anecdote used in the introduction Consider driving home your point by rephrasing your thesis You may sum up your argument, make a prediction based on the information you provided, or call your reader to some sort of action

**Comparison**

REVISE VS. EDIT

A.R.M.S

**Add** - sentences and words

**Remove** - words or sentences you don't need

**Move** - change a word or placement of a sentence

**Substitute** - trade words or sentences for new ones

C.U.P.S.

**Capitalize** - names, places, titles, months, etc.

**Usage** - nouns and verbs are correctly used

**Punctuation** - periods, quotes, commas, semicolons, apostrophes, etc.

**Spelling** - check all words, look for homophones, use a dictionary

Are revising and editing the same?

- Editing entails proofreading

  - Correct typographical or grammatical     errors

- Simplify wording or clarify meaning

- Revising

  - Make substantive changes

- Reorder paragraphs, delete sections, rewrite sections

## 6.1   Understand the Terms

- Revising
- Editing
- Proofreading

Editing

What is editing?

*Advanced English Communication Skills*



- Altering large sections of text
- Significant changes to your drafts like

Ex: removing or moving paragraphs

Proof Reading

- Fix grammatical, spelling, and punctuation errors.
- After writing every draft and before submitting it for comments.
- Check for flow and tone via organization, intro, and conclusion.
- Make sure there are no typos!
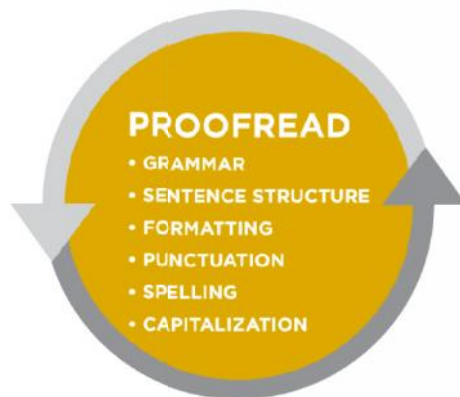


## 6.2    HOOK – In Writing

In writing, what is a "hook"?

- Punctuation marks such as commas, parentheses, and question marks
- A false statement that persuades you to agree with the writer
- A quote, situation, or story that catches the reader's attention and encourages him/her to read more
- Facts that support your point

## 6.3    Preparing Finaldraft

**Developing Your Final Draft**

**Lovely Professional University**

**Learning Objectives**

- Revise your essay to improve organization and cohesion.
- Determine an appropriate style and tone for your essay.
- Revise to ensure that your tone is consistent.
- Edit your essay to ensure that language, citations, and formatting are correct.
- Given all the time and effort you have put into your research project, you will want to make sure that your final draft represents your best work. This requires taking the time to revise and edit your essay carefully.
- You may feel like you need a break from your essay before you revise and edit it. That is understandable—but leave yourself with enough time to complete this important stage of the writing process. In this section, you will learn the following specific strategies that are useful for revising and editing a research essay:
- How to evaluate and improve the overall organization and cohesion
- How to maintain an appropriate style and tone
- How to use checklists to identify and correct any errors in language, citations, and formatting

## 6.4 Revising Your Essay: Organization and Cohesion

- When writing a research essay, it is easy to become overly focused on editorial details, such as the proper format for bibliographical entries. These details do matter. However, before you begin to address them, it is important to spend time reviewing and revising the content of the essay.
- A good research paper is both organized and cohesive. Organization means that your argument flows logically from one point to the next. Cohesion means that the elements of your paper work together smoothly and naturally. In a cohesive research essay, information from research is seamlessly integrated with the writer's ideas.

## 6.5 Revise to Improve Organization

When you revise to improve organization, you look at the flow of ideas throughout the essay as a whole and within individual paragraphs. You check to see that your essay moves logically from the introduction to the body paragraphs to the conclusion, and that each section reinforces your thesis

- Revision: Organization
- **At the essay level**
- Does my introduction proceed clearly from the opening to the thesis?
- Does each body paragraph have a clear main idea that relates to the thesis?
- Do the main ideas in the body paragraphs flow in a logical order? Is each paragraph connected to the one before it?
- Do I need to add or revise topic sentences or transitions to make the overall flow of ideas clearer?
- Does my conclusion summarize my main ideas and revisit my thesis?
- Revision: Organization
- **At the essay level**
- Does my introduction proceed clearly from the opening to the thesis?
- Does each body paragraph have a clear main idea that relates to the thesis?

- **At the paragraph level**

- Does the topic sentence clearly state the main idea?
- Do the details in the paragraph relate to the main idea?
- Do I need to recast any sentences or add transitions to improve the flow of sentences?
- Jorge reread his draft paragraph by paragraph. As he read, he highlighted the main idea of each paragraph so he could see whether his ideas proceeded in a logical order. For the most part, the flow of ideas was clear. However, he did notice that one paragraph did not have a clear main idea. It interrupted the flow of the writing. During revision, Jorge added a topic sentence that clearly connected the paragraph to the one that had preceded it. He also added transitions to improve the flow of ideas from sentence to sentence.
- Do the main ideas in the body paragraphs flow in a logical order? Is each paragraph connected to the one before it?
- Do I need to add or revise topic sentences or transitions to make the overall flow of ideas clearer?
- Does my conclusion summarize my main ideas and revisit my thesis?

- **Revise to Improve Cohesion**

- When you revise to improve cohesion, you analyze how the parts of your essay work together. You look for anything that seems awkward or out of place. Revision may involve deleting unnecessary material or rewriting parts of the essay so that the out-of-place material fits in smoothly.

In a research essay, problems with cohesion usually occur when a writer has trouble integrating source material. If facts or quotations have been awkwardly dropped into a paragraph, they distract or confuse the reader instead of working to support the writer's point. Overusing paraphrased and quoted material has the same effect

- **Revision: Cohesion**

- Does the opening of the essay clearly connect to the broader topic and thesis? Make sure entertaining quotes or anecdotes serve a purpose.
- Have I included support from research for each main point in the body of my essay?
- Have I included introductory material before any quotations? Quotations should never stand alone in a paragraph.
- Does paraphrased and quoted material clearly serve to develop my own points?
- Do I need to add to or revise parts of the paper to help the reader understand how certain information from a source is relevant?
- Are there any places where I have overused material from sources?
- Does my conclusion make sense based on the rest of the essay? Make sure any new questions or suggestions in the conclusion are clearly linked to earlier material.

- **Collaboration**

- **Writing at Work**

- Understanding cohesion can also benefit you in the workplace, especially when you have to write and deliver a presentation. Speakers sometimes rely on cute graphics or funny quotations to hold their audience's attention. If you choose to use these elements, make sure they work well with the substantive content of your presentation. For example, if you are asked to give a financial presentation, and the financial report shows that the company lost money, funny illustrations would not be relevant or appropriate for the presentation.

- **Using a Consistent Style and Tone**

- Once you are certain that the content of your essay fulfills your purpose, you can begin revising to improve style and tone. Together, your style and tone create the voice of your essay, or how you come across to readers. Style refers to the way you use language as a writer—the sentence structures you use and the word choices you make. Tone is the attitude toward your subject and audience that you convey through your word choice.

- **Determining an Appropriate Style and Tone**

- Although accepted writing styles will vary within different disciplines, the underlying goal is the same—to come across to your readers as a knowledgeable, authoritative guide. Writing about research is like being a tour guide who walks readers through a topic. A stuffy, overly formal tour guide can make readers feel put off or intimidated. Too much informality or humor can make readers wonder whether the tour guide really knows what he or she is talking about. Extreme or emotionally charged language comes across as unbalanced.

- To help prevent being overly formal or informal, determine an appropriate style and tone at the beginning of the research process. Consider your topic and audience because these can help dictate style and tone. For example, an essay on new breakthroughs in cancer research should be more formal than an essay on ways to get a good night's sleep.

- **Word Choice**

- Note that word choice is an especially important aspect of style. In addition to checking the points noted on Checklist 12.3, review your paper to make sure your language is precise, conveys no unintended connotations, and is free of biases. Here are some of the points to check for:
- Vague or imprecise terms
- Slang
- Repetition of the same phrases ("Smith states…, Jones states…") to introduce quoted and paraphrased material

A strong research essay comes across as straightforward, appropriately academic, and serious. It is generally best to avoid writing in the first person, as this can make your paper seem overly subjective and opinion based

- **Style**

- My essay avoids excessive wordiness.
- My sentences are varied in length and structure.
- I have avoided using first-person pronouns such as I and we.
- I have used the active voice whenever possible.
- I have defined specialized terms that might be unfamiliar to readers.
- I have used clear, straightforward language whenever possible and avoided unnecessary jargon.
- My essay states my point of view using a balanced tone—neither too indecisive nor too forceful.

- **Keeping Your Style Consistent**

- As you revise your essay, make sure your style is consistent throughout. Look for instances where a word, phrase, or sentence just does not seem to fit with the rest of the writing. It is

best to reread for style after you have completed the other revisions so that you are not distracted by any larger content issues. Revising strategies you can use include the following:

- **Read your essay aloud.** Sometimes your ears catch inconsistencies that your eyes miss.
- **Share your essay with another reader whom you trust to give you honest feedback.** It is often difficult to evaluate one's own style objectively—especially in the final phase of a challenging writing project. Another reader may be more likely to notice instances of wordiness, confusing language, or other issues that affect style and tone.

**Line-edit your essay slowly, sentence by sentence.** You may even wish to use a ruler or sheet of paper to cover everything on the page except the paragraph you are editing—that forces you to read slowly and carefully. Mark any areas where you notice problems in style or tone, and then take time to rework those sections

- **Editing Your Essay**

- After revising your essay to address problems in content or style, you will complete one final editorial review. Perhaps you already have caught and corrected minor mistakes during previous revisions. Nevertheless, give your draft a final edit to make sure it is error-free. Your final edit should focus on two broad areas:
- Errors in grammar, mechanics, usage, and spelling
- Errors in citing and formatting sources

- **Correcting Errors**

Given how much work you have put into your research paper, you will want to check for any errors that could distract or confuse your readers. Using the spell-checking feature in your word-processing program can be helpful—but this should not replace a full, careful review of your document. Be sure to check for any errors that may have come up frequently for you in the past.

- **Checking Citations and Formatting**

When editing a research essay, it is also important to check that you have cited sources properly and formatted your document according to the specified guidelines. There are two reasons for this. First and foremost, citing sources correctly ensures that you have given proper credit to other people for ideas and information that helped you in your work. Second, using correct formatting establishes your paper as one student's contribution to the work developed by and for a larger academic community. Increasingly, American Psychological Association (APA) style guidelines are the standard for many academic fields. Modern Language Association (MLA) is also a standard style in many fields.

- **Citations and Formatting**

- Within the body of my essay, each fact or idea taken from a source is credited to the correct source.
- Each in-text citation includes the source author's name (or, where applicable, the organization name or source title) and year of publication. I have used the correct format of in-text and parenthetical citations.
- Each source cited in the body of my essay has a corresponding entry in the references section of my paper.
- My references section includes a heading and double-spaced, alphabetized entries.
- Each entry in my references section is indented on the second line and all subsequent lines.
- Each entry in my references section includes all the necessary information for that source type, in the correct sequence and format.
- My essay includes a title page.
- My essay includes a running head.

- The margins of my essay are set at one inch. Text is double spaced and set in a standard 12-point font.

- **Writing at Work**

- Following APA or MLA citation and formatting guidelines may require time and effort. However, it is good practice for learning how to follow accepted conventions in any professional field. Many large corporations create a style manual with guidelines for editing and formatting documents produced by that corporation. Employees follow the style manual when creating internal documents and documents for publication.

- During the process of revising and editing, Jorge made changes in the content and style of his essay. He also gave the paper a final review to check for overall correctness and, particularly, correct APA or MLA citations and formatting. Read the final draft of his essay.

- **Key Takeaways**

- Organization in a research essay means that the argument proceeds logically from the introduction to the body to the conclusion. It flows logically from one point to the next. When revising a research essay, evaluate the organization of the essay as a whole and the organization of individual paragraphs.

- In a cohesive research essay, the elements of the essay work together smoothly and naturally. When revising a research essay, evaluate its cohesion. In particular, check that information from research is smoothly integrated with your ideas.

- An effective research essay uses a style and tone that are appropriately academic and serious. When revising a research essay, check that the style and tone are consistent throughout.

- Editing a research essay involves checking for errors in grammar, mechanics, punctuation, usage, spelling, citations, and formatting.

## Self Assessment

1. Which one of the following is NOT a strategy in IMPROVING writing while editing a draft?
A. make use of concrete subjects and verbs
B. use as many adverbs and adjectives as possible
C. avoid using jargon
D. use significant number of transition markers

2. Which one of the following is NOT a characteristic component while EDITING first draft?
A. word limit can be always ignored
B. fix formatting errors first
C. lay focus on beginning & ending
D. rearrange sections where ever necessary

3. Which one of the following is NOT part of definition of FIRST DRAFT?
A. first draft is always better than the published one
B. a natural step in organic progression of a manuscript
C. refers to a need to sculpt, refine, & alter manuscript
D. underlines the importance of self-editing skills

4. Which one of the following is NOT a focus element while fixing FORMATTING of manuscript's first draft?
A. indentation, header and footer
B. transition markers & connectors
C. font type, font size & line spacing
D. numbering of pages, topics & subtopics

5. Which one of the following is NOT an element of PROOFREADING a manuscript while editing first draft?
A. checking spelling errors
B. laying hook in the middle
C. correcting grammar mistakes
D. fulfilling reader's expectation

6. Which one of the following is NOT a strategy in IMPROVING writing while editing a draft?
A. varying structure of sentences
B. placing the most dramatic material at any place one likes
C. maintaining parallelism in syntax
D. ensuring unambiguous antecedent of pronouns

7. Which one of the following is NOT a characteristic component while preparing FINAL DRAFT?
A. to skip proofread as it consumes significant time
B. to focus on submission guidelines
C. to lay focus on beginning, middle & ending
D. to rearrange sections wherever necessary

8. Which one of the following is NOT part of definition of FINAL DRAFT?
A. final draft is always less in quality than first draft
B. error-free draft
C. well-formatted manuscript
D. ready for publication

9. Which one of the following is NOT part of TO DO list while formatting manuscript's FINAL DRAFT?
A. to clearly state thesis statement
B. to provide insufficient evidence in a paragraph for supporting topic sentence
C. to ensure introduction must draw reader's attention
D. to complete representation of an idea in a given paragraph

10. Which one of the following is NOT part of TO DON'T list while formatting manuscript's FINAL DRAFT?
A. To avoid immediately attempting final draft
B. To avoid over relying on automatic spell & grammar checkers
C. To avoid considering proofreading for the last minute
D. To keep all kinds of sentences: complete & incomplete

## Answers for Self Assessment

| l. | B | 2. | A | 3. | A | 4. | B | 5. | B |
|----|---|----|---|----|---|----|---|----|---|
| 6. | B | 7. | A | 8. | A | 9. | B | 10. | D |

Surya Vivek Narula, Lovely Professional University

# Unit 07:  Re-draft a Piece of Text with a Different Perspective

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| 7.1    HOOK – In Writing |
| 7.2    Preparing Finaldraft |
| 7.3    Revising Your Essay: Organization and Cohesion |
| 7.4    Revise to Improve Organization |
| Self Assessment |
| Answers for Self Assessment |

## Objectives

- Writing an essay takes time.  That's why writing is often referred to as a process.  In other words, a writer goes through several steps before he or she has a complete essay ready to turn in for a grade.  This lesson talk about those
- The steps of the writing process:
- Pre- writing
- Organizing
- Drafting
- Revising and Editing
- Handling in a final copy


STEPS FOR WRITING A DRAFT



- After prewriting, deciding on a thesis, and developing & organizing evidence, you're ready to write a first draft -- a rough, provisional version of your essay in which you provide: paragraphs that support your thesis all relevant examples, facts, and opinions sequence your material as effective as you can
- You may find that… But that's OK--- Remember, writing is a PROCESS
  Your thesis has to be reconsidered or reshaped a point no longer fits you have to return to prewriting to generate additional material But that's OK--- Remember, writing is a PROCESS
- How do I move from the outline to the first draft?

There is no RIGHT WAY to do it Some people rely heavily on prewriting, scratch notes, and outlines. Others only glance at them occasionally. Some people type their first draft. Others prefer to start with a handwritten draft.

- What if I get a new idea? It is OK (actually, great) if you get fresh ideas while drafting. Go ahead and throw promising new thoughts in and go back and evaluate them during revision.**What if I get stuck? It's OK (actually, it's quite normal)**

  REMEMBER, it's a ROUGH draft; it doesn't have to be perfect! Relax. Don't be critical. Work quickly. Don't worry about perfect spelling or grammar Feel free to skip down to another part of the paper Consider rereading what you've already written – OUT LOUD

- **Write the supporting paragraphs 1st**

  Since the introduction depends heavily on everything that follows and is the bait to catch the reader's attention, consider writing the body paragraphs 1stGo ahead and write out your thesis, though, to keep you focused Keep your supporting paragraphs focused with a topic sentence (a main point from your thesis or roman numeral from your outline)Think of this as a mini-thesis for each paragraph.

- **Make your supporting paragraphs specific**

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- **Grab the reader's attention--- Write the Introduction**

  Hook the reader with one of the following: A brief anecdotes quotation Onomatopoeia dramatic fact or statistic Briefly providing some background information

- **Wrap it up--- Write the Conclusion**

  Don't just stop writing after your final point. Your reader deserves a satisfying ending Consider saving a compelling fact, statistic, quote, or detail for the end Consider returning to and referencing an image, idea or anecdote used in the introduction Consider driving home your point by rephrasing your thesis You may sum up your argument, make a prediction based on the information you provided, or call your reader to some sort of action

COMPARISON

Are revising and editing the same?

- Editing entails proofreading

  - Correct typographical or grammatical errors

- Simplify wording or clarify meaning

- Revising

  - Make substantive changes

- Reorder paragraphs, delete sections, rewrite sections

**Understand the Terms**

- Revising
- Editing
- Proofreading

Editing

What is editing?



- Altering large sections of text

- Significant changes to your drafts like

ex: removing or moving paragraphs

Proof Reading

- Fix grammatical, spelling, and punctuation errors.
- After writing every draft and before submitting it for comments.
- Check for flow and tone via organization, intro, and conclusion.
- Make sure there are no typos!
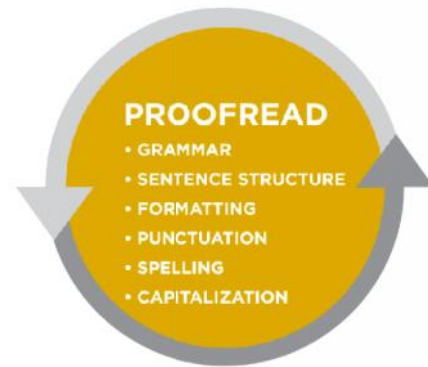


## 7.1 <u>HOOK – In Writing</u>

- <u>In writing, what is a "hook"?</u>
- Punctuation marks such as commas, parentheses, and question marks
- A false statement that persuades you to agree with the writer
- A quote, situation, or story that catches the reader's attention and encourages him/her to read more
- Facts that support your point

## 7.2 **Preparing Finaldraft**

*Developing Your Final Draft Learning Objectives*

- Revise your essay to improve organization and cohesion.
- Determine an appropriate style and tone for your essay.
- Revise to ensure that your tone is consistent.
- Edit your essay to ensure that language, citations, and formatting are correct**.**
- Given all the time and effort you have put into your research project, you will want to make sure that your final draft represents your best work. This requires taking the time to revise and edit your essay carefully.
- You may feel like you need a break from your essay before you revise and edit it. That is understandable—but leave yourself with enough time to complete this important stage of the writing process. In this section, you will learn the following specific strategies that are useful for revising and editing a research essay:
- How to evaluate and improve the overall organization and cohesion
- How to maintain an appropriate style and tone
- How to use checklists to identify and correct any errors in language, citations, and formatting

## 7.3    Revising Your Essay: Organization and Cohesion

- When writing a research essay, it is easy to become overly focused on editorial details, such as the proper format for bibliographical entries. These details do matter. However, before you begin to address them, it is important to spend time reviewing and revising the content of the essay.
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## 7.4    Revise to Improve Organization

When you revise to improve organization, you look at the flow of ideas throughout the essay as a whole and within individual paragraphs. You check to see that your essay moves logically from the introduction to the body paragraphs to the conclusion, and that each section reinforces your thesis

- Revision: Organization
- **At the essay level**
- Does my introduction proceed clearly from the opening to the thesis?
- Does each body paragraph have a clear main idea that relates to the thesis?
- Do the main ideas in the body paragraphs flow in a logical order? Is each paragraph connected to the one before it?
- Do I need to add or revise topic sentences or transitions to make the overall flow of ideas clearer?
- Does my conclusion summarize my main ideas and revisit my thesis?
- Revision: Organization
- **At the essay level**
- Does my introduction proceed clearly from the opening to the thesis?
- Does each body paragraph have a clear main idea that relates to the thesis?
- **At the paragraph level**
- Does the topic sentence clearly state the main idea?
- Do the details in the paragraph relate to the main idea?
- Do I need to recast any sentences or add transitions to improve the flow of sentences?
- Jorge reread his draft paragraph by paragraph. As he read, he highlighted the main idea of each paragraph so he could see whether his ideas proceeded in a logical order. For the most part, the flow of ideas was clear. However, he did notice that one paragraph did not have a clear main idea. It interrupted the flow of the writing. During revision, Jorge added a topic sentence that clearly connected the paragraph to the one that had preceded it. He also added transitions to improve the flow of ideas from sentence to sentence.
- Do the main ideas in the body paragraphs flow in a logical order? Is each paragraph connected to the one before it?
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- **Revise to Improve Cohesion**
- When you revise to improve cohesion, you analyze how the parts of your essay work together. You look for anything that seems awkward or out of place. Revision may involve

deleting unnecessary material or rewriting parts of the essay so that the out-of-place material fits in smoothly.

In a research essay, problems with cohesion usually occur when a writer has trouble integrating source material. If facts or quotations have been awkwardly dropped into a paragraph, they distract or confuse the reader instead of working to support the writer's point. Overusing paraphrased and quoted material has the same effect

- **Revision: Cohesion**
- Does the opening of the essay clearly connect to the broader topic and thesis? Make sure entertaining quotes or anecdotes serve a purpose.
- Have I included support from research for each main point in the body of my essay?
- Have I included introductory material before any quotations? Quotations should never stand alone in a paragraph.
- Does paraphrased and quoted material clearly serve to develop my own points?
- Do I need to add to or revise parts of the paper to help the reader understand how certain information from a source is relevant?
- Are there any places where I have overused material from sources?
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- **Collaboration**
- **Writing at Work**
- Understanding cohesion can also benefit you in the workplace, especially when you have to write and deliver a presentation. Speakers sometimes rely on cute graphics or funny quotations to hold their audience's attention. If you choose to use these elements, make sure they work well with the substantive content of your presentation. For example, if you are asked to give a financial presentation, and the financial report shows that the company lost money, funny illustrations would not be relevant or appropriate for the presentation.
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- Once you are certain that the content of your essay fulfills your purpose, you can begin revising to improve style and tone. Together, your style and tone create the voice of your essay, or how you come across to readers. Style refers to the way you use language as a writer—the sentence structures you use and the word choices you make. Tone is the attitude toward your subject and audience that you convey through your word choice.
- **Determining an Appropriate Style and Tone**
- Although accepted writing styles will vary within different disciplines, the underlying goal is the same—to come across to your readers as a knowledgeable, authoritative guide. Writing about research is like being a tour guide who walks readers through a topic. A stuffy, overly formal tour guide can make readers feel put off or intimidated. Too much informality or humor can make readers wonder whether the tour guide really knows what he or she is talking about. Extreme or emotionally charged language comes across as unbalanced.
- To help prevent being overly formal or informal, determine an appropriate style and tone at the beginning of the research process. Consider your topic and audience because these can help dictate style and tone. For example, an essay on new breakthroughs in cancer research should be more formal than an essay on ways to get a good night's sleep.
- **Word Choice**
- Note that word choice is an especially important aspect of style. In addition to checking the points noted on Checklist 12.3, review your paper to make sure your language is precise,

conveys no unintended connotations, and is free of biases. Here are some of the points to check for:

- Vague or imprecise terms
- Slang
- Repetition of the same phrases ("Smith states…, Jones states…") to introduce quoted and paraphrased material

  A strong research essay comes across as straightforward, appropriately academic, and serious. It is generally best to avoid writing in the first person, as this can make your paper seem overly subjective and opinion based

- **Style**
- My essay avoids excessive wordiness.
- My sentences are varied in length and structure.
- I have avoided using first-person pronouns such as I and we.
- I have used the active voice whenever possible.
- I have defined specialized terms that might be unfamiliar to readers.
- I have used clear, straightforward language whenever possible and avoided unnecessary jargon.
- My essay states my point of view using a balanced tone—neither too indecisive nor too forceful.
- **Keeping Your Style Consistent**
- As you revise your essay, make sure your style is consistent throughout. Look for instances where a word, phrase, or sentence just does not seem to fit with the rest of the writing. It is best to reread for style after you have completed the other revisions so that you are not distracted by any larger content issues. Revising strategies you can use include the following:
- **Read your essay aloud.** Sometimes your ears catch inconsistencies that your eyes miss.
- **Share your essay with another reader whom you trust to give you honest feedback.** It is often difficult to evaluate one's own style objectively—especially in the final phase of a challenging writing project. Another reader may be more likely to notice instances of wordiness, confusing language, or other issues that affect style and tone.
- **Line-edit your essay slowly, sentence by sentence.** You may even wish to use a ruler or sheet of paper to cover everything on the page except the paragraph you are editing—that forces you to read slowly and carefully. Mark any areas where you notice problems in style or tone, and then take time to rework those sections
- **Editing Your Essay**
- After revising your essay to address problems in content or style, you will complete one final editorial review. Perhaps you already have caught and corrected minor mistakes during previous revisions. Nevertheless, give your draft a final edit to make sure it is error-free. Your final edit should focus on two broad areas:
- Errors in grammar, mechanics, usage, and spelling
- Errors in citing and formatting sources
- **Correcting Errors**

Given how much work you have put into your research paper, you will want to check for any errors that could distract or confuse your readers. Using the spell-checking feature in your word-processing program can be helpful—but this should not replace a full, careful review of your document. Be sure to check for any errors that may have come up frequently for you in the past.

- **Checking Citations and Formatting**

When editing a research essay, it is also important to check that you have cited sources properly and formatted your document according to the specified guidelines. There are two reasons for this. First and foremost, citing sources correctly ensures that you have given proper credit to other people for ideas and information that helped you in your work. Second, using correct formatting establishes your paper as one student's contribution to the work developed by and for a larger academic community. Increasingly, American Psychological Association (APA) style guidelines are the standard for many academic fields. Modern Language Association (MLA) is also a standard style in many fields.

- **Citations and Formatting**
- Within the body of my essay, each fact or idea taken from a source is credited to the correct source.
- Each in-text citation includes the source author's name (or, where applicable, the organization name or source title) and year of publication. I have used the correct format of in-text and parenthetical citations.
- Each source cited in the body of my essay has a corresponding entry in the references section of my paper.
- My references section includes a heading and double-spaced, alphabetized entries.
- Each entry in my references section is indented on the second line and all subsequent lines.
- Each entry in my references section includes all the necessary information for that source type, in the correct sequence and format.
- My essay includes a title page.
- My essay includes a running head.
- The margins of my essay are set at one inch. Text is double spaced and set in a standard 12-point font.
- **Writing at Work**
- Following APA or MLA citation and formatting guidelines may require time and effort. However, it is good practice for learning how to follow accepted conventions in any professional field. Many large corporations create a style manual with guidelines for editing and formatting documents produced by that corporation. Employees follow the style manual when creating internal documents and documents for publication.
- During the process of revising and editing, Jorge made changes in the content and style of his essay. He also gave the paper a final review to check for overall correctness and, particularly, correct APA or MLA citations and formatting. Read the final draft of his essay.
- **Key Takeaways**
- Organization in a research essay means that the argument proceeds logically from the introduction to the body to the conclusion. It flows logically from one point to the next. When revising a research essay, evaluate the organization of the essay as a whole and the organization of individual paragraphs.
- In a cohesive research essay, the elements of the essay work together smoothly and naturally. When revising a research essay, evaluate its cohesion. In particular, check that information from research is smoothly integrated with your ideas.
- An effective research essay uses a style and tone that are appropriately academic and serious. When revising a research essay, check that the style and tone are consistent throughout.
- Editing a research essay involves checking for errors in grammar, mechanics, punctuation, usage, spelling, citations, and formatting.

## Self Assessment

1. Which one of the following is NOT a type of ACADEMIC WRITING?

A. Descriptive
B. Historical Fiction
C. Analytical
D. Critical

2.    Which one of the following is NOT a characteristic component of RE-DRAFT prepared with a different perspective?
A. skips proofreading as it remains a time-consuming activity
B. represents a stage in a continual writing process
C. improves overall quality quotient
D. relooks into individual arguments as part of composite whole

3.    Which one of the following is NOT a part of definition of RE-DRAFT prepared with a different perspective?
A. ignores emergence of fresh perspective(s)
B. amounts to shifting or rearrangement of sentences/paragraphs
C. deletes redundant elements
D. results in revision and should not be confused with proofreading

4.  Which one of the following is NOT part of CHECKLIST while re-drafting a manuscript with a different perspective?
A. Test of comprehensiveness
B. New findings can easily be excluded
C. Ensure admittance of updated knowledge
D. Compliance to planned objectives & outcomes

5.  Which one of the following is NOT part of FUNCTIONAL TIPS while writing re-draft of a manuscript?
A. To use forceful verbs by replacing long verb phrases with a specific one
B. To look for replacement words in repeated use cases
C. To offer sentence variety as much as possible
D. To keep repeating a particular word as Thesaurus use is time-consuming

## Answers for Self Assessment

l.    B          2.    A          3.    A          4.    B          5.    D

# Unit 08:  Summarize a Piece of Prose or Poetry

## Objectives

After studying this unit, you will be able to

- Ascertain important ideas in a poetry or prose
- Understand the strategy for choosing relevant information
- Learn to summarize poetry or prose

## Introduction

As stated in Collins dictionary, "A summary of something is a short account of it, which gives the main points but not the details." A summary is a short recap of a bigger work that provides the reader with a thorough knowledge. A writer who is writing a summary will compile the key points of a piece of writing they have read, seen, or studied into a succinct overview. Summaries offer a condensed overview of another work in the form of a paragraph. They highlight the summary writer's unique grasp of the subject matter while providing just enough detail for the reader to understand the subject.

📧  **Example**

Let's look at the example of summary for second stanza of **"Hanging Fire"** poem, by **Audre Lorde**:

**Stanza Two**

*"I have to learn how to dance*

*in time for the next party*

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*my room is too small for me*

*suppose I die before graduation*

*they will sing sad melodies*

*but finally*

*tell the truth about me*

*There is nothing I want to do*

*and too much*

*that has to be done*

*and momma's in the bedroom*

*with the door closed."*

**Summary**

These words introduce the concept of peer pressure and how it impacts all young brains. The narrator interprets it as pressure to pick up dancing before the start of the subsequent celebration. It seems as though this will determine whether the writer is accepted by his or her group of friends.

She does not really want to accomplish anything, although mentioning that she needs to learn how to dance, which suggests that she is trying to elevate her social standing. Her demeanour suggests that she has reached a point of surrender and is unsure of how to move forward in life.

She longs for her mother's presence but lacks the essential parental supervision. She worries about how people will react if she dies. She is confident that once they initially mourn her passing, they will reveal the truth. However, the definition of "truth" is still vague. It probably implies that the narrator did not accomplish anything in her life that would be remembered after her passing.

## 8.1    Purpose of a summary

The purpose of a summary is to present readers with a concise overview of vital details or fascinating information without introducing a personal opinion. A summary is a quick overview of the key points of a text or piece of media, such as an abstract for a scientific article, a plot description for a movie, or a synopsis for a poetry or novel.

## 8.2 A Framework for Writing a Summary

**Before drafting a summary, ask yourself the following questions:**

- What are the primary points presented in the passage?
- What is the passage about?
- What is the tone?
- What kind of writing is it?
- What key details and points back up the ideas?
- Are the sections pertinent to the passage?
- What is the passage's irrelevant information?
- How would you begin writing a headline or heading for the passage in your own words?

A summary never uses idioms, metaphors, sayings, or a complex English writing style; it is always very straightforward and simple to understand. Almost always, the summary is written in the author's own words. However, specific words from the passage can be used as keywords.

## 8.3 Types of Summary

The two major types of summaries are descriptive and evaluative. Not all summaries will perfectly fit into one of these categories, as is the case with many different types of writing, but you can use these descriptions as a guide when writing a summary.

**Descriptive:** The foundation of a descriptive summary is the expression of facts. The essential idea of the subject under consideration is highlighted, together with any crucial supporting information. Rarely will you find the author's viewpoint in a descriptive synopsis. It is a succinct explanation of the work, which implies the writer utilizes the fewest number of words necessary to communicate the key ideas of the thing being described.

**Evaluative:** As the name "evaluative" implies, the writer of this kind of summary must assess the subject matter. This type of summary contains a lot of personal opinions. While a few fundamental details about the work, including the author, title, and major idea, are necessary, the remaining text is made up of the summary writer's opinions about the work. The author will discuss how well the targeted audience and purpose—as well as how well these are addressed in the work—have been addressed in the piece. The individual giving the item an evaluation will also consider how the item will benefit him or her personally and will assess any shortcomings. The evaluative summary may be longer than the typical descriptive summary since it may require comprehensive description of the types and frequency of examination.

**When are they used?**

**Descriptive:** When attempting to grasp and convey what the author of the original material said, a writer will employ a descriptive summary.

**Evaluative:** When evaluating the original material for usefulness, validity, argument strength, or other crucial components, a writer will opt for this summary type.

**Example of Descriptive Summary:** Let's understand descriptive summary, by looking at the summary of the essay "A Modest Proposal", by Jonathan Swift.

The essay is one of the most brutal and sardonic pamphlets ever written and is rightly labeled "A Modest Proposal." An unidentified personage who speaks in the article and is referred to as the "Proposer" suggests "innocently" and "modestly" using Irish impoverished people's children as food for affluent individuals to fight poverty in the eighteenth century. The essay is structured as a traditional rhetorical piece advocating an idea or concept, mimicking the manner of a scientific social study.

**Example of Evaluative Summary:** Here's an example of an evaluative summary of "The Road Less Travelled", written by M. Scott Peck.

In The Road Less Traveled, Scott Peck shows us how to deal with life's difficulties, develop through adversity, and finally achieve greater self-knowledge. Three underlying presumptions support The Road Less Traveled:

- The spirit and mind are intertwined (mental growth is spiritual growth and vice versa).
- Growing spiritually is a difficult, lifelong process.
- Ultimate goal of life is to achieve complete spiritual competence and spiritual power.

Our primary motivation in life, in Peck's opinion, is to advance spiritually. The fact that spiritual progress can only take place by conquering problems is our biggest barrier to it. Since acceptance requires facing our difficulties, which is frequently uncomfortable or painful, we would rather whine, suffer, and resist. But putting off spiritual development inevitably results in bad mental health. The incapacity to face challenges and the suffering or discomfort they cause is, in reality, the root of mental disease. Avoiding issues results in slower growth and more misery.

On the other hand, facing and resolving our own issues gives us courage and opens the door to wisdom. To achieve this, we must cultivate discipline and grace (along with love and personal religion, or worldview). Through the prism of his experiences as a psychotherapist, Scott Peck offers an in-depth examination of these techniques in "The Road Less Traveled."

The author of The Road Less Traveled, Scott Peck, identifies two major barriers to spiritual development.

**a. Laziness**

Being lazy prevents us from solving the issues that promote our development. Furthermore, if we don't overcome laziness, we won't be able to overcome the other challenges; however, if we do, we will be certain that we can also overcome the others.

**b. Fear of Power**

As we grow spiritually, we become more conscious of the effects of our activities. As knowing how our actions will affect others also implies knowing the misery and pain we might bring about, this makes choosing decisions more challenging. The more spiritual awareness we get, the more uncertain we could feel.

Now that we have talked about the two primary types of summaries—descriptive and evaluative—and some potential uses for each, let's move on to some useful advice for writing summaries. These tips will cover how to organize your summary, which information you should include from the original text, and a few tricky grammar points.

## 8.4   Organizing Summary

A summary will almost always be structured according to the original text's overall structure. Keep in mind that the purpose of a descriptive summary is to communicate the same ideas as the original text in a shorter amount of time. This may not always be the case, particularly when writing critical summaries. Even though it is still crucial to convey the text's core ideas, you could wish to use your organization to draw attention to some of the text's advantages or shortcomings.

## 8.5   Including Details

Choosing which facts and information to include in a summary is one of the most typical challenges a writer encounters. It can be challenging to strike a balance between offering vital facts and giving the reader the whole picture in a summary, whether it be descriptive or evaluative. Here are some pointers for choosing which specifics to include:

### A.   Provide examples

For each main point that is discussed in the body of your summary, provide no more than one or two examples. Always keep in mind that the goal of a descriptive summary, especially, is to provide a general understanding of the text's subject matter. When analyzing a specific notion from the text in an evaluative summary, it may be helpful to include further information or examples.

### B.   Add necessary details

When writing, and especially when editing, think about whether the examples or details you use are necessary to clarify or bolster the text's major points. Will your reader be able to comprehend your text's thesis and key arguments without the information or example?

### C.   Write in your own words

Unless you are giving specific information (numbers, significant quotes, etc.), express details and examples in your own words. Avoid the trap of just copying and pasting data from the original text. Even when a direct quote is correctly referenced, using too many of them results in a summary that is more like a patchwork of the original text than a concise summary in your own words that captures the essence and major idea of the text.

### D. Use of grammatical features

There are a few grammatical features common to summaries that may appear trivial or unimportant, but can have a substantial impact on the content of your text.

Let's start with the following extremely basic summary. Pay close attention to the verbs, how and when they are employed, and their tense. Make a list of what you notice.

*Kurt Weisenfeld, a professor of Physics at Georgia Tech University, argues in his essay "Making the Grade" that there has been a visible drop in his students' work ethic over the last generation. Based on his personal encounters with his pupils, he discovered that many of them failed to see the link between their final grades and their own personal hard work (or lack thereof). Rather, they appeared to believe they were just entitled to the grades they desired. Weisenfeld theorizes that their apathy toward learning stems from a society saturated with superficial values and the "erosion of quality control" in the public education system (e.g. giving out grades that were not really earned). Since the majority of his students specialize in science and engineering, he worries that their lack of a work ethic and "hyper rational thinking" may create expensive or harmful engineering mishaps.*

**This summary has two key components that are crucial for any summary:**

The author use verbs that suggest summarization. Kurt Weisenfeld, for instance, **"argues," "theorizes that,"** and "**he worries that**" The reader of your summary, will typically be aware that you are summarizing from another source. Even so, it's still critical to note that you are summarizing in order to make sure you are not substituting your own views for those of the author. Keeping the author's ideas and your appraisal of those ideas apart is crucial when producing an evaluative summary.

In addition to using the past tense ("**discovered**"), the author also frequently utilizes the present tense (**"argues," "theorizes," and "fears"**). Which tenses do you think the author used, and why? What would change if it's written "Weisenfeld theorized that..."? Almost all academic writers, regardless of how long they have been writing, struggle with the use of tense when discussing someone else's work or writing, and unfortunately, there are no strict guidelines as to which tense should be used when. However, there are some broad guidelines that can assist you in selecting the appropriate tense:

In general, the present tense is employed to describe an author's thought or argument in the text. Consider a text as if the author is speaking directly to you. Although the author completed writing this notion at some point in the past, they are continuing making this remark or argument through the text at present time. An exception would be if you know for a certainty that the author has since abandoned or no longer believes the idea.

The past tense is typically employed to describe an event or activity that takes place in a text. This is frequently used, for instance, to discuss the methods or circumstances the author utilized to arrive at the conclusion or support the arguments.

It is necessary to keep in mind that the usage of tense can also reveal the writer's perspective on the reported topic. If the writer utilizes the present tense, he or she is not challenging the notion, rather accepting it as currently valid. If the writer uses the past tense, he or she will frequently go on to demonstrate that the idea is no longer valid or that the writer disagrees with it.

## 8.6   Avoid Plagiaris

A summary is a restatement of someone else's work, making it relatively simple to mistakenly plagiarize. We'll go through some situations where it can be very simple to plagiarize

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unintentionally, some advice for preventing plagiarism while summarizing, and when we need to cite in a summary in the section that follows.

When can plagiarism occur?

It can be easy to plagiarize words while summarizing someone else's writing, as we learned in the previous section, particularly when detailing the particulars and nuances of an author's argument or justification for that point. Many authors may mistakenly feel that it is not required to quote or cite terms that are directly taken because the reader usually understands that a summary is derived from another source. However, you must always give acknowledgment for directly copied text, just like with any other usage of outside content. It will also be easier for you to maintain your retelling of the author's ideas apart from your own interpretation or evaluation of those ideas, especially if you are writing an evaluative summary, if you use verbs that denote that you are summarizing from another text.

When is it required to cite a summary?

Citations are classified into two types: full reference citations and in-text citations, both of which are necessary when producing any form of summary. It will help to remember the reasons we cite. First, to acknowledge someone else's contribution, and second, to assist our reader in locating the mentioned content.

## 8.7 Steps to summarize a passage

- After you've read the passage once, read it again slowly.
- As you read the passage, make a list of key topics and keywords to add in your summary.
- When you have completed your summary, read it to ensure that it is identical to the original section.
- Summarize each section, paragraph, or segment in one to two sentences.

## 8.8 Tips for writing an effective summary

- **Find the main idea:** Identify the core theme of the text. A useful summary condenses the source information to its most important point in order to inform the reader. Choose the main message you want to express to the reader and use your restricted sentences effectively. Make a few notes to help you outline your thoughts in an organized fashion.
- **Keep it concise:** A summary is not a rewriting; rather, it is a brief description of the original text. A summary paragraph is typically composed of five to eight sentences. Keep it concise and to-the-point. To keep your paragraph simple and brief, remove any redundancies or repeating text.
- **Write without preconception:** When you sum up an original document or piece of media, you are gathering and distilling its most important information, not creating a review. Write your summary in your own words, without stating your opinion.
- **Maintain the coherence:** Make certain that your summary is coherent and in momentum. Transitions are quite useful for establishing momentum in your writing. Connect your phrases with transition words to ensure they flow together and properly explain your summary.

## 8.9 Sample Summaries

I, too, dislike it: there are things that are important beyond

all this fiddle.

Reading it, however, with a perfect contempt for it, one

discovers that there is in

it after all, a place for the genuine.

Hands that can grasp, eyes

that can dilate, hair that can rise

if it must, these things are important not because a

**Summary**

The poet believes there are more significant things in life than poetry. On the other hand, if you read it with a little bit of contempt, you could discover something valuable. It's better to write poetry about simple, practical objects like hands and eyes than it is about complex ideas that most people cannot understand.

high-sounding interpretation can be put upon them but because

they are

useful; when they become so derivative as to become

unintelligible, the

same thing may be said for all of us—that we

do not admire what

we cannot understand. The bat,

holding on upside down or in quest of something to

eat, elephants pushing, a wild horse taking a roll, a tireless

wolf under

a tree, the immovable critic twinkling his skin like a horse

that feels a flea, the base-

ball fan, the statistician—case after case

could be cited did

one wish it; nor is it valid

**Summary**

Horses, bats, a critic's facial tic, and a baseball fan are also effective; textbooks and business paperwork should not be overlooked. However, "half poets" can't handle even those subjects well; without a stress on genuine sensibility, their attentiveness to objects fails to reveal their raw power.

## Self Assessment

1. When writing a summary, you need to ask yourself- "Do you need this information to understand the text?"

A. Yes
B. No

2. Which one of the following is not a part of a summary?

A. Using your own words
B. Summary being shorter than the text
C. Exact words from the text

D. Including main ideas only

3. To write an effective summary of a report and article, summary tend to follow the:

A. chronological order
B. priority based organization
C. spatial organization
D. All of above

4. A summary is always written in _____ tense.

A. Past
B. Present
C. Future
D. None of the above

5.The things you need to include in a summary are

A. title and author name
B. b.name and date
C. teacher and class
D. All of the above

6. If you quote the text you need to cite it.

A. True
B. False

7. Personal opinions and ideas are something you should include in your summary.

A. True
B. False

8. You need to revise your summary when you're done.

a. True
b. False

9. For writing an effective summary of an article, summary must be included:

A. Extra information
B. simple words
C. c.impressive words
D. d.story line

10.Summary of an effective technical document, excluded:

A. definitions
B. main idea

C. C.introduction sentence

D. d.title

11. Writing step for achieving reader friendly summary, involved in:

a. locating the article

b. referencing

c. writing the rough Draft

d. revisions

12. We should avoid giving _____ in the summary.

A. theories

B. examples

C. Both of the above

D. None Of these

13. A summary should contain _____ which concerns the main ideas in the passage.

A. knowledge

B. information

C. Facts

D. Points

14. Personal _____ should be avoiding while making a precis.

A. Interest

B. opinion

C. none of the above

15. A good summary is generally _____ of the length of the original passage.

A. half

B. a quarter

C. one – third

D. two – third

## Answers for Self Assessment

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| l. | A | 2. | C | 3. | D | 4. | B | 5. | A |
| 6. | A | 7. | B | 8. | A | 9. | B | 10. | A |
| 11. | B | 12. | B | 13. | C | 14. | B | 15. | C |

## Review Questions

Hanging Door

## Stanza1

I am fourteen

and my skin has betrayed me

the boy I cannot live without

(…)

and momma's in the bedroom

with the door closed.

**Stanza Two**

I have to learn how to dance

in time for the next party

my room is too small for me

suppose I die before graduation

(…)


**Stanza Three**

(…)

I have nothing to wear tomorrow

will I live long enough

to grow up

and momma's in the bedroom

with the door closed.


1.Write the summary of the following poem" Hanging Fire"

2. what tone does the poem best express?

3. what does the close door symbolize in the poem?

4. What is the  main theme of the poem


### 📖 Further Readings

How to write summary (https://www.wikihow.com/Write-a-Summary)

How to write a summary of poem (https://indieadjuster.org/resume-tips/how-to-write-a-summary-of-a-poem-solved.html)

How to Write a summary essay (https://essaybasics.com/blog/how-to-write-a-summary-essay/)

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# Unit09: Using phrases, Idioms, and Punctuation Appropriately

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## Objectives

Students will be able to

- Identify the meaning of several idiomatic phrases after completing this unit.
- Learn to use some of the idioms that are frequently used.
- Be familiar with the punctuation marks.

## Introduction

Because the English language is so flexible, new idiomatic expressions, borrowings, and neologisms occasionally refill its supply while also adding to the vocabulary of language users. English's linguistic diversity is astounding. Idioms and proverbs in English are groupings of words with specific meanings that reflect the essence of the language. These metaphorical word groups or sentences convey meanings that are not obvious from word definitions. These idioms, which native English speakers frequently employ, show the unique tenor of the English language.

English idioms and proverbs are often used in written and spoken form in both formal and informal settings. These prefabricated components are great teaching aids for learning the language because of how frequently they are used. Idiomatic expressions are most commonly seen in oral or written dialogue. It can enhance our communication skills.

Speaking out loud is not considered communication. It is only one aspect of it. Only a few people are actually able to appreciate the beauty of communication, which is an art. It includes whatever cues our body language could suggest. It is seen by many as a more effective form of communication. The places we pause, the phrases we pay attention to, and our facial emotions all influence our body language.

However, while writing, body language is not allowed. Yet many individuals are able to wonderfully express their emotions using this technique. In written form, correct punctuation reflects body language and supports the expression of our emotions. What makes this up are the word choices, the pauses, the exclamations, and the introspection.

## 9.1 Phrases

A phrase is a collection of words that function as one grammatical unit.

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## Types of Phrases

### *Noun phrase*

A noun phrase is a sentence that has a noun as its head. The head can be followed by modifiers—elements that characterize or categorize whatever the head refers to—and can be preceded by determiners like the, a, or her. Following are some examples of noun phrases:

- At the zoo, I saw <u>a striped zebra.</u>
- <u>The spotted puppy</u> is up for adoption.

### *Verb phrase*

A verb phrase consists of a main verb and any auxiliary verbs. Following are the examples of verb phrase:

- I painted the fence (The verb phrase is a single main verb)
- I was painting the fence. (The verb phrase is auxiliary verb 'was' and main verb is a present participle)

### *Adjective phrase*

Adjective phrases consist of a head (the adjective) and optional modifiers (which may come before or after the adjective).Following are the examples of adjective phrase:

- A person smarter than me needs to figure this out.
- Everyone was extremely delighted when the winner was announced.

### *Adverb phrase*

Adverb phrases have a similar structure to adjective phrases, but the head is an adverb.Following are the examples of adverb phrase:

- During the show, the baby slept. (gives relationship between show and slept-tells when)
- The children ran on the playground. (gives relationship between children and playground-tells where)

### *Prepositional phrase*

Prepositional phrases mostly consist of a preposition (in bold below) followed by a noun phrase, known as the prepositional complement. Following are the examples of prepositional phrase:

- The book with the dog-eared pages was well-loved.
- The largest present under the tree is yours.

## 9.2 Idioms

A phrase or statement that deviates from the literal meaning of its words is known as an idiom. Idioms, in other words, have a different meaning than individual words.

Below are few idiomatic expressions along with the meaning:-

1. To play tricks on- to make someone the victim of a trick or a joke

They tried to play tricks on the professor.

2. To look after- to take care of

Grandma will look after the baby.

3. Once and for all- in a final manner

She said that he should stop telephoning her late at night, once and for all.

4. To come true- to prove to be correct

What the newspaper said about the weather for today has certainly come true.

5.  As a matter of fact- really

As a matter of fact, I prefer Maldives to Florida.

6.  To take advantage of- to use an opportunity

I took advantage of the special sale and bought a half dozen new shirts.

7.  To run out of- to exhaust the supply of

We ran out of gas right in the middle of the main street and blocked traffic.

8.  a tough break-When something unfortunate happens, it can be called a "tough break."
    Liz's departure was a tough break for us. She was a standout performer for us.

9.  ahead of the pack-To be "ahead of the pack" means to be better or more successful than the competition.
    We'll have to work hard and continue to innovate if we want to stay ahead of the pack.

10. at stake-"At stake" means at risk.
    I'm a little nervous about giving my final Viva. There's a lot at stake.

11. back to square one-To go "back to square one" means to start something over again.
    She is back to square one due to mistake she made in her project.

12. back to the drawing board-To go "back to the drawing board" means to start something over and go back to the planning stage.
    The project wasn't successful. We have to go back to the drawing board.

13. backroom deal-A "backroom deal" is an agreement or decision that is made without the public knowing about it.
    I think they got such a good contract because of a backroom deal.

14. ballpark number/figure-A "ballpark number" is a very inexact estimate.
    I'm not sure what a commercial costs, but to give you a ballpark figure I'd say about three million Euros.

15. by the book-To do things "by the book" means to do things according to company policy or the law.
    If you want to work in this organization you have to go by the book.

16. call it a day-To "call it a day" means to decide to stop working for the day.
    Well, Kristy we are done with work hence we can call it a day.

17. catch someone off guard-To "catch someone off guard" means to surprise someone by doing something that he or she was not expecting.
    Manager was caught off guard when they asked him to handle the stage.

18. change of pace-"A change of pace" is something different from a normal routine or schedule.
    It's nice to go on business trips occasionally because it's a change of pace.

19. come up short-To "come up short" means to try to achieve something but fail. We often say that someone has "come up short" when someone fails to achieve a goal, but not completely.
    The charity was supposed to raise 5million dollars, but they came up short due to lack of cooperation from public.

20. corner a market-To "corner a market" means to dominate a particular market.
    Samsung has cornered the market on music systems. They control a sizable portion of the market.

21. cut corners-To "cut corners" means to take shortcuts and find an easier or cheaper way to do something.

    We don't cut corners on quality when it comes to our high-end items.

22. A "diamond in the rough" is something or someone that has a lot of potential but first requires a lot of work.
    He was "diamond in the rough." He was bright and full of ideas, but his management and English abilities were lacking.

23. To give someone a ring- to call someone

    I will give you a ring as soon as I get there.

24. To drop someone a line- to write briefly to someone

    As soon as I get to Florida, I'll drop you a line.

25. To get the better of- to gain the advantage over a customer etc.

    He easily got the better of her in the argument.

26. To pull one's punches- to criticize another leniently

    When I complained my neighbors about their vicious dog, I didn't pull any punches.

27. To kick something around- to discuss

    At first our committee didn't want to accept my plan for a proposed branch office, so they decided to kick it around for a while.

## 9.3  Punctuation Marks

Punctuation: What Is It? Well, punctuation may be used to pause, ask a question, make a comment, express excitement, and so on.

### List of punctuation marks

- Quotation Marks
- Apostrophe
- Hyphen
- Ellipsis
- Comma
- Colon
- Semicolon
- Exclamation Mark/Exclamation Point
- Question Mark
- Full Stop/Period

### *Use of Quotation marks*

Speech marks, sometimes known as quotation marks, are a type of punctuation used in English to signify names, titles, and other things in addition to quoting a speaker's actual words. Quote marks are described as "a pair of marks (' ') or ( " " ) put around a word, sentence, etc. to denote that it is what someone said or wrote, that it is a title, or that you are using it in a unique way" by the Oxford Learner's Dictionary. According to the Cambridge Dictionary, quotation marks are defined as "the symbols " " or ' ' that are put around a word or phrase to show that someone else has written or said it"

Types of quotation marks with examples:

There are two types of quotation marks:

- Single quotation marks

Single quotation marks, often known as "inverted commas," are typically used to cite names, book and movie titles, character names, and other words that are given greater significance than usual. Following are some examples:

We finally found 'the coat'.

(In the above example, 'the coat' is placed within single quotation marks as it specifically refers to a particular coat that they should have been looking for a long time)

Our English teacher asked us to read 'The Importance of Being Earnest' before Friday.

- Double quotation marks

When quoting someone directly, as in direct speech, double quotation marks are typically used. Additionally, you may use them to refer anything that was written or uttered by another author or person. Following are some examples:

"I had a dream", said Martin Luther King. Likewise, I do too.

(In the above sentence, you will see that "I had a dream" is a particular citation and so placed within double quotation marks)

Nick said, "I enjoy watching musicals."

This sentence quotes the exact words of Nick; therefore, they are placed within double quotation marks.

## Use of Apostrophe

This is used to show possession and for contraction of the word. Academic writing should avoid contractions, yet all forms of writing utilise possessive apostrophes. Make sure to utilise them properly, especially when working with abbreviations and plurals. Following are some examples:

**With singular nouns:**

- The Prince's role was not that essential.
- Dorsi's new hair cut was amazing.
- I highly recommend Shoaib's salon.

**With plural nouns:**

- My parents' support was necessary.
- The two species' habitats are very different.
- The boys' hostel is very untidy.

**With abbreviations and acronyms:**

- In the third quarter, BP's profit plunged.
- AMD's history is complex and debatable.

**Contractions:** To make a word or phrase shorter, one or more letters may occasionally be deleted. When a letter is missing, an apostrophe is used to denote it.

For example,

It is – it's

He is –he's

I am – I 'm

However, contractions are informal, so should rarely be used in academic writing.

### *Hyphen*

You must first learn what hyphens are in order to utilise them correctly. A hyphen (-) is a joiner that is used in punctuation. It is employed to connect two distinct words. Although hyphens may follow some prefixes, their primary function is to join compound words.

The hyphen can be used to:

- link compound nouns (e.g., mother-in-law, runner-up, great-grandmother)
- link compound adjectives (e.g., "air-tight" seal, "narrow-minded" man, "old-fashioned" lady)
- link prefix to a word (e.g., re-write, re-examine, ex-wife)

**A hyphen indicates that the combined word is one whole. It strives to remove obscurity.**

**Compound nouns**

A single noun made up of two words is called a compound noun.

Nouns are joined with phrasal verbs or adjectives to form compound nouns. Although they are often formed by connecting phrasal verbs, they do not necessarily require a hyphen. Instead, you may either use one or make them into a single word.

For instance

- He received a go-ahead from the professor.
- He sneaked-in last night.

**Compound Adjectives**

A compound adjective is made up of two words that operate together to modify a noun, just as compound nouns. When a compound adjective is used before a noun, a hyphen is required.

For instance;

- She adopted a four-year-old boy.
- It was red-eyed monster.

**Prefix**

In order to modify a word's meaning, prefixes like "im-possible" and "un-able" are put before the word. There is no set of guidelines that tells us whether or not to use a hyphen to connect a prefix to a term.

For example- Pre -19th century, Inter-bank

### *Ellipsis*

An ellipsis (plural: ellipses) is a punctuation mark consisting of three dots.

When leaving off a word, phrase, line, paragraph, or more from a piece that is being quoted, use an ellipsis. Ellipses eliminate or conserve space by omitting less important information. They help you get to the point quickly and without diversion:

Although there are several methods to employ ellipses, the three-dot technique is the simplest. Numerous strategies are employed by both fiction and nonfiction books, journals, and newspapers that they consider appropriate.

Some authors and editors believe that there is no need for spaces.

**Example:** I don't know…I'm not sure.

A commonly used method we favor is to enclose the ellipsis with a space on each side.

**Example:** I don't know … I'm not sure.

A four-dot method may be used to indicate the period at the end of a sentence, then the ellipsis to indicate omitted material.

**Example:** I don't know.… I'm not sure.

**Rule 1:** Whether the omission takes place at the start of a sentence, in the middle of a sentence, or in between sentences, many writers will employ an ellipsis.

The introductory quote mark of a phrase is frequently deleted by adding an ellipsis and a capital letter between brackets:

**Example:** "… [A]fter hours of careful thought, we vetoed the bill."

Others choose to delete the ellipsis in these situations because they believe the capital letter enclosed in brackets makes the point.

**Rule 2:** Ellipses might convey hesitancy, mood swings, suspense, or wandering ideas. Ellipses are also used by writers to denote a halt or waver in an otherwise straightforward sentence.

Examples:

- I don't know … I am not sure.
- Pride is one thing, but what happens if she … ?

## *Comma*

While a sentence finishes with a period, a comma denotes a more subtle break. A comma is a punctuation mark that separates words, phrases, or ideas inside a sentence. According to some writers, it acts as a quiet pause.

**List**

A comma is used to indicate the end of each member of a group when composing a list or series. A conjunction, like and or or, is often used before the final element.

For example,

I would like to have pizza, burger, fries, and a mojito.

**Joining independent clauses**

You can link two or more independent clauses together using a comma. The next independent sentence is introduced after the comma in this format is followed by a coordinating conjunction (for, as, nor, but, or, yet, so).

For example,

He wanted to become a teacher, but his mother did not allow him to do so.

**Following introductory phrase or a word**

If we use a word, phrase, or dependent clause to introduce a sentence, we follow the introduction with a comma:

For example,

- Luckily, I reached on time.
- Unfortunately, I missed the bus.

**Quotes**

A comma is used to introduce a quote:

She asked**,** "What are you doing?"

If a quote is not at the end of a sentence and <u>doesn't end in a question mark or exclamation point,</u>we typically follow the last word with a comma:

"I was not present here yesterday**,**" the client said.

**Direct address**

We use commas to separate entities when referring to them specifically.

For example,

Steven**,** I found your red pencil.

**Interrupting phrases**

For example

That girl over there is**,** trust me on this**,** someone you should not bother.

*Colon*

A colon is a type of punctuation that separates sentences. The colon looks like two vertically arranged dots (:). There are several uses for the colon, some of which include beginning a list, beginning an explanation, beginning a quote, and beginning a connection between two connected lines.

The following sentences show just some of the ways we can use a colon in a sentence.

- Sasha owns three dogs**:** a beagle, a Dalmatian, and a husky.
- Benjamin Franklin said my favorite quote**:** "There was never a good war or a bad peace."
- I stopped to consider an important question**:** Did I turn the faucet off?

Where to use colon<u>?</u>

1. **Introducing additional information**

A colon is frequently used to introduce information that is relevant to the phrase that came before it. The colon is frequently used to distinguish a word or phrase, give it importance, or draw attention to it. This specific information could consist of:

- **A list:** I need various things from the store: milk, bread and fruits.
- **A noun or noun phrase:** The weapon to defeat the lion was something nobody expected**:** love.
- **A quote:** My dad told me something I will never forget**:** "Capsicum on pizza is an abomination."

2. **Connecting two related information**

You can join two separate sentences using a colon. When the second statement clarifies or explains the preceding sentence, a colon is typically used. For instance,

- Me and my sisters are really overwhelmed**:** We're going to Wonderland!

We can observe from the aforementioned sample how closely connected the first and second sentences are. Instead of a comma, we may have used a period to make the sentences seem longer and lose the connection.

### Semi colon

The colon's quirky sibling is the semicolon. The semicolon is a dot that sits above a comma, whereas the colon is just two dots piled on top of each other;

Other punctuation marks provide functions that the semicolon also does, although it does so in its own unique way. It can divide items in a series like a comma. It frequently signifies the conclusion of a whole phrase like a period or colon (that is, a sentence part that has its own subject and verb). Additionally, it functions as a colon, indicating that what comes after it is directly tied to what came before.

1. **Joining conjunctions:** Two clauses can be joined together in a single sentence using a semicolon. A semicolon can be used to separate two independent ideas. Just make sure the two clauses can function independently as two full sentences with proper grammar.

Here, a semicolon might take the place of a period. The two sentences are maintained as a single unit, though, by using a semicolon in place of a period. Here is an example of this type of semicolon use:

- My job interview is today; I hope I do well

2. **Separate a series:** Semicolons can also be used to add distinction and clear up any ambiguity within a succession of elements. In most circumstances, separating items in a series would just require the use of a comma. You can use semicolons for clarification if the items include sentences separated by commas. For instance,

- This fruit salad includes juicy, ripe peaches; crisp, red apples; and pitted red and Rainier cherries.

### Exclamation mark

An exclamation point often denotes a strong emotion, such surprise, rage, or delight. Exclamation points are similar to yelling or raising your voice when speaking when used in writing. The most frequent usage of exclamation points in written speech quotations. Exclamation points should only be used in professional writing when absolutely required.

**1. Use an exclamation mark to indicate strong feelings or a raised voice in speech:**

She shouted at him, "Go away! I hate you!"

He exclaimed: "What a fantastic house you have!"

**2. Many interjections require this mark:**

"Hi! What's new?"

"Oh! When are you going?"

**3. A non-question sentence beginning with "what" or "how" is often an exclamation and requires an exclamation mark:**

What idiots we are! (We are such idiots.)

### Question mark

Although it may be employed in a variety of ways, the question mark is an intriguing grammatical construction that is most frequently found at the conclusion of direct queries. You might be unsure

about how to properly utilise question marks while writing letters or submitting academic papers. Here is a quick start guide to assist you.

When posing direct queries, such as those in the examples below, use question marks. For example,

- How are you?
- Where can I find a bargain on a good laptop?

### *Full stop/period*

The full stop (.), commonly known as a "period," is used to signify the conclusion of an imperative or declarative phrase. It essentially denotes a longer pause than that made by a comma and is also used to imply that there is no further to be said about a subject, as in "I like playing football." Through repetition, it is simple to remember when to use a full stop.

1. **At the end of the sentence:**

   For example: My name is Ajay and I am a doctor.

2. **After initials:**

   For example: U.S.A, U.K

3. **After abbreviations:**

   For example: B.B.C

4. **At the end of indirect questions:**

   For example: 'He asked me why I missed the concert.'

## Keywords

- Metaphorical: figurative
- Astounding: surprising
- Neologisms: new expression, new term
- Introspection: the examination or observation of one's own mental and emotional processes:

## Self Assessment

1. You cannot leave the kitten because it was rude to you. Two wrongs don't make a right. What does the bold phrase mean??
A. Just because the kitten did something bad doesn't mean you should also.
B. It's okay to do something bad if it's done to you first.
C. If the kitten had been nicer then you could be nice to it.
D. It's always good to take care of kittens.

2. The jury who attended the seminar were like birds of a feather flocking together. They have not even spoken to anyone outside their group. What does this mean?
A. The jury share similar beliefs and experiences from the seminar so they are sticking together.
B. Jury enjoy bird watching; the birds' feathers are beautiful to them.
C. Jury love meeting new people.
D. Jury can't wait to go to another seminar.

3. The admissions in this university get filled in very early. If you really want to enroll your daughter here then you should remember that the **early bird gets the worm**. What does the bold phrase mean?
A. Birds get all of their worms to eat early in the morning.

B.   There are a lot of worms out in the early hours because of the dew on the ground.

C.   Their daughter doesn't have a good chance of getting into that college.

D.   If they enroll their daughter early, he has a better chance of getting in.

4.   I was already getting late for college as I got stuck in the traffic, and to **add insult to injury**, I was stopped by the police for speeding. What does the bold phrase mean?

A.   When people insult us, it hurts.

B.   Your situation of being stuck in traffic was worsened when you got pulled over by the cops.

C.   Because you were stuck in traffic, you got pulled over.

D.   When we get stuck in traffic, injuries occur.

5.   Liz was always ready to go shopping at the **drop of a hat**. What does the bold phrase mean?

A.   Liz is always ready to go shopping without hesitation.

B.   Liz always drops his hat in the water when he goes shopping.

C.   Liz is afraid of dropping his hat.

D.   Liz always drops his hat when people mention shopping.

6.   Don't throw that basket away! It may still .................... in handy when we go picking mushrooms.

A.   find

B.   run

C.    come

D.    Give

7.   The final decision has already been taken, so there's no use in your ................. the toss.

A.   arguing

B.   disapproving

C.   dismissing

D.   quarrelling

8.   What is an idiom

A.   The same as an adage.

B.   A common figurative phrase.

C.   The same as a proverb.

D.   None of these

9.   The expression "on the fence" is an idiom meaning:

A.   Broken-hearted

B.   I am overwhelmed.

C.   Undecided

D.   I have more shoes than I can count.

10.   When I took this project, I bit off more than I can chew. What is the meaning of this idiom?

A.   I have more cake in my mouth than I can swallow comfortably.

B.   I am overwhelmed and need help getting all of my work done.

C.   I think that I am going to be sick.

D.  I eat too much steak.

11.  Who do you think will win the contest _____

A.  .
B.  !
C.  ?
D.  ,

12. Choose the correct option

A.  Ted and Janice, who had been friends for years, went on vacation together every summer.
B.  Ted and Janice, who had been friends for years, went on vacation together, every summer.
C.  Ted, and Janice who had been friends for years, went on vacation together every summer.
D.  None of the above

13. Watch out for the broken glass___

A. .
B.?
C.,
D. !

14. This is absolutely incredible_____

A. .
B. ?
C. ,
D. !

15. They asked what time the department store would open _____

A. .
B. ?
C. ,
D. !

## Answers for self Assessment

| 1. | A | 2. | A | 3. | D | 4. | B | 5. | A |
|---|---|---|---|---|---|---|---|---|---|
| 6. | C | 7. | A | 8. | B | 9. | C | 10. | B |
| 11. | C | 12. | A | 13. | D | 14. | D | 15. | A |

## Review Question

**1. Complete the sentences with the correct idiom**.

| Run out of | Pick someone up | Down the drain | Odds and ends |
|---|---|---|---|
| Fed up with | Footing the bill | To chip in | skip |

1. She doesn't like cooking every night. She's…………it.
2. Everybody occasionally……………. bread and milk.
3. He goes to college and lives at home. He doesn't have a job yet. His father is ………….
4. I bought a pair of shoes that don't fit me. I wore them once but my feet hurt. I can't wear them any more. That was money………………
5. Susan wanted to go to the movies but John was too tired. She told him to………..it.
6. I'm almost packed for vacation. I only need suntan lotion, toothpaste and other…………….
7. I don't have enough money to buy that color TV. How much do you have? If all of us……………… , we can buy it.
8. I don't have any bread. I have to……………….

**2.Use appropriate punctuation marks in the following sentences.**

1. We had a great time in France the kids really enjoyed it

2. Some people work best in the mornings others do better in the evenings

3. What are you doing next weekend

4. Mother had to go into hospital she had heart problems

5. Did you understand why I was upset

## 📖 Further Readings

1. Idioms and Phrases: Meaning, Idiom, Examples, Videos, Solved Questions (toppr.com)
2. Idioms and Phrases – Check Commonly Used Idioms & Phrases Here: (embibe.com)
3. 30 Best-Known Proverbs in English for Students & Learners (preply.com)

Surya Vivek Narula, Lovely Professional University

# Unit 10: Introduction to Communication – Principles and Process

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## Objectives

After studying this unit, you will be able to:

- Comprehend what communication is.
- Be able to define communication.
- Have a basic understanding of the communication process.
- Be able to explain how various elements impact communication.

## Introduction

*Communication can be defined as a process in which the ideas, thoughts, information, and multiple commands or requests are shared with others. The process highly focuses on the transmission as well as the understanding of the message with confirmation in form of feedback.*

"Communication is a way that one organization member shares meaning and understanding with another." -Koontz and O'Donnell

(2) "Communication is the process of passing information and understanding from one person to another." -Keith Davis

(3) "Communication is the sum of the things one person does when he wants to create understanding in the mind of another. It is a bridge of meaning. It involves a systematic and continuous process of telling, listening and understanding." Louis A. Allen

## 10.1 Features of Communication

A. Communication is integral part of human life. From directing to requesting, no existence is possible without it.

B. It is a continuous process. Since birth till death, in one or the other form, communication takes place every minute.

C. Communication is commonly a two way process even when it is in form of intra- personal interaction. One acts and the other reacts. One shares and the other reverts.

D. Communication is a rational process which serves a purpose every time it is used. Sometimes, the motive could be sharing the information or other times, it could be for passing the time as well.

E. The process of communication generally requires two participants where one is the sender of the message and the other is the receiver. If one is missing then no inter- personal communication can take place.

## 10.2 Types of Communication

There are different types of Communication and each type is underlined by principles:

A) Verbal communication is the type in which a language and its symbols are utilized so that one could transmit his ideas or thoughts to others. This kind of communication requires a common language between both the sender and the receiver. By following the process of communication, one sends the message to the other and the other reverts to the first creating a chain of communication. This can further be divided into two sub- categories:

i) Written communication is where the interaction takes place in black and white on paper or in ink. Here the sender of the message uses the language in written form to communicate with the receiver. A fine example is sending a message to a friend on social media. Earlier people used to write letters to each other. In present scenario, communication in form of emails, articles etc.

ii) Oral or spoken communication is where the language is utilized in vocal manner. The sender of the message prefers his voice as a medium of interaction. This type happens when people interact face to face, or telephonically. As an example, we can focus on the scene where one is in conversation with a friend or someone sitting next to him or when you receive a call from anyone known and you share your heart and mind with the person.

B) Non-Verbal communication is the type in which the speaker or the sender of the message delivers a part of the message through gestures, movements or bodily expressions. Things like how one stands, sits, moves, shakes hand, his hand movements, his clothing, his sense of personal space and all such things come under the category of non- verbal communication. Without saying much, one can deliver a lot to the others through his body and expressions.

Example is how a mother understands whether the child is in good or bad mood; if he is irritated or happy; whether he has done something wrong or not; if he is lying or not, all these things are clearly comprehended through multiple gestures and body movements indicating a certain specific behavior corresponding various messages in form of indicators to the mother.

Following are the types counted under non- verbal communication

i) Proxemics which is basically one's concept of personal space. It depends on the person how wide his personal space criterion is and whom he feels comfortable with if someone enters that space.

ii) Facial expressions depicting the feelings and emotions one is in.

iii) Paralinguistics which underlines the message through changes in the tone, pitch, inflection and volume.

iv) Gestures are the signals to correspond and are generated through the body parts like a "thumbs up" to show appreciation.

v) Haptics is the language of touch. With one touch, many messages could be conveyed.

vi) Artifacts are the accessories which mark the personality of the user and conveys a lot about the person.

Next two types are more on the basis of the fact that in which kind of surroundings and what type of people the language is used in and with:

C) Formal Communication is the one which is opted for when one is in organizational structure i.e. the person is in his professional life and is communicating with people related to his job profile. In such communication, it becomes mandatory for the person to take care of multiple factors like:

i) If the receiver is a senior, a junior or a colleague

ii) If the receiver is a client

iii) If the receiver is a male or female

iv) If the receiver is taking or giving advice

v) If the receiver is reporting or being reported to

vi) If the communication is taking place in the cabin or board room ( the surroundings and the number of people present)

vii) Timings of the communication

viii) Channel for the communication.

This type is further sub- divided:

- Downward communication in which the flow of correspondence begins from the higher authorities moving towards the subordinates like the principal issues a circular and that is subjected to the vice- principal to share with the faculty members to ensure it reaches the target that is the students:

<p align="center">Principal</p>

<p align="center">Vice- Principal</p>

<p align="center">Teacher</p>

<p align="center">Student</p>

- Upward communication is where the communication initiates from the most sub-ordinate strata leading to the highest. When subordinates submit report to their seniors, provide feedback or give suggestions. In the following flow chart, one can observe how it works. A student writes an application for leave and hands it over to his teacher who takes that to the vice- principal who further sends it to the principal for the approval:

<p align="center">Principal</p>

<p align="center">Vice- Principal</p>

<p align="center">Teacher</p>

<p align="center">Student</p>

- Horizontal  communication which occurs at the level of equivalence like colleagues, HODs of different departments. When the manager from purchase departments gets involved in communication with the manager from the sales department for information:

<p align="center">Manger (Purchase) → Manager ( Sales)</p>

D) Informal communication is the type which one uses regularly with everyone who is either from his personal life or is of his level like colleagues. The restrictions and considerations are far less in comparison to the formal style. One is free and has a flexible approach as not much of rules are required to be followed. In common life on day- to- day basis, one gets involved in this type of communication. It is impossible for human nature to survive without generating personal connections so interacting with the people you work with or you live around is a must. The major sub- type of Informal communication is "Grapevine" which exists even in the most organized enterprises.

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Grapevine is a gossip monger model in which one relies on ideas shared without authentic proof. In simple language, it could be called 'gossip' at work place'. It begins in form of a rumor and if not checked at right time, it could be highly persuading turning a truth into a lie. Such type of un-monitored communication can lead to disasters but is healthy too if practiced in a controlled manner as it keeps the curiosity and zeal alive in monotonous work place.
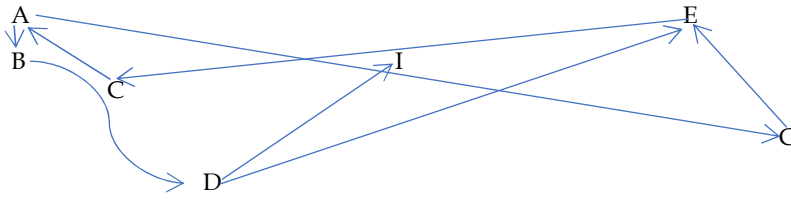


The above model represents how gossip spreads in an organization, One can assume that 'A' received a tip that a new boss is about to join. He shares the information with his trustworthy colleagues 'B' and 'G'. Once they receive the information, they show their trust in other people like 'A' showed in them. As a result, everyone who receives the rumor shares it further becoming the part of that gossip thread or grapevine. After some time, it will be quite difficult to find the root of that rumor.

## 10.3 Model of Communication Process

Communication process could occur in two ways. One is "One-way" and the other is "Two-way".

A. In "One-way or Linear model", the communication sequence is:

Sender of the message------> encodes------>channel to share the idea----->Receiver------>decodes.

Such sequence is used in communication like for mass where we have one sender and a huge number of receivers. When a TV News anchor relays breaking news, it is Linear model of communication as he is sending the message to 'n' number of receivers without the knowledge of exact amount of the recipients. In such communication, chances of feedback from the receivers is almost negligible as it is difficult to mark every receiver individually.

B. In "Two-way or Interactional model", the communication sequence is:

Sender has an idea------> encodes------>channel to share the idea----->Receiver------>decodes

Receiver encodes----> channel to send the feedback-----> Sender receives the feedback---->decodes.

Such sequence is used in communication is commonly used in most of the types of inter-and intra - communication.

When a sender thinks of sharing his idea

1. First he needs to be clear in his thoughts,

2. Then he encodes the idea in a particular language

3. Chooses the channel to transmit

4. Message is sent

5. The receiver receives the message

6. Decodes it as per his knowledge of the language and understanding of the text.

7. The receiver becomes the sender and using the same sequence of encoding, channelizing sends the feedback.

8. The earlier sender becomes the receiver now and follows the steps of decoding and reverting.

**Message** is an idea or a piece of information that a person wants to share with rest of the world or another person. He thinks and ensures to himself that he wants to transmit the same to others and for that he needs to convert the thought into language.

**Encoding** is a proper process in which the user transforms his thoughts or ideas into words with conscious selection of correct type of vocabulary and sentence construction as per the level of the receiver of that message.

**Channel** is the medium through which the sender and the receiver communicate. It is the selection whether to indulge in communication in writing or speaking.

Whereas **Decoding**highlights the efforts at the end of the receiver who reads, and comprehends the meaning of the words utilized by the sender to ensure that he has understood the same idea as sent by the sender.

**Feedback** is a kind of confirmation that the message has been received by the person and has also been understood correctly. Through the answer sent by the receiver of the message provides a clarity to the sender that the message has been decoded in right and desired manner.

The role play of the sender and the receiver gets shifted with every message.

## 10.4  1.3 Context Affecting the Process of Communication

While interacting or communicating, a major part is played by the context as it changes the meaning of the message significantly both in positive or negative manner. Before relaying a message, the sender must consider the different contexts which could hinder or aid to the message and its meaning. A few context are as follow:

**A. Social Context**which is the most significant as it covers up the stated and unstated rules, norms or notions followed by a society. We all know that being social animals, human beings prefer to survive in groups, or communities. As a result, multiple unwritten rules are taught and followed by these groups depending upon the geography, climate and requirements for smooth functioning of the said group. Every society prefers certain ways and activities which a communicator must be aware of to ensure right kind of impact from his interaction.

Example: In a gathering where elders are an active part of, youngsters must not get indulged in acts which could be embarrassing for senior age group. They must not act wild like shouting or behaving loud.

**B. Relational Context**which depends upon the relationship history of the communicator with others. If a person shares a friendly and cooperative past with the other then their communication will begin on a friendly tone and chances of polite and harmonious conversation are there as there is no seed of any misunderstanding. On the other hand, if two share unhappy past then from the beginning, a kind of negative tone will be there giving way to every possibility of misunderstanding. An effective communicator is the one who keeps his emotions under control and communicates with an open mind and liberal attitude ignoring the personal notions.

Example: If you had multiple fights with your neighbor in the past over multiple reasons then chances are high that next time, both of you might not listen to each other without malice. And this will definitely support any misunderstanding quickly.

**C. Cultural context**includes various aspects of identities such as race, gender, nationality, ethnicity, sexual orientation, class, and ability. People from marginalized or dominating cultures have different ways of transmitting their thoughts and are quite sensitive on how others react to their words. Historically suppressed culture mostly has a persuading undertone in all of their communication as they are quite concerned over the acceptance from others because they had faced biased attitude earlier. As a result, they tend to fall for misunderstanding quite easily especially when the other side follows an air of supremacy.

In current International community, inter- cultural communication cannot be avoided as it would lead to divided world so taking cues from cultures while interacting with different ethnicities is a must. Being sensitive to diversity and historical background of the cultures provides an edge and privilege to the communicator even in the most crowded gathering.

To keep this thread of communication, it is required to emphasis upon certain principles:

## 10.5  Principles of Communication

By the principles we mean to say the rules which underline the communication so that it reaches its desired goal or destination. These principles, if followed properly, ensure that the message is delivered in appropriate manner to the desired and prospective receiver. As two or more than two persons are involved in communication, so it is highly required to organize the ideas, emotions, thoughts or information in a way that the impact is to the best degree possible. Multiple variations in their backgrounds could generate a range of barriers or hindrances if guidelines are not followed thoroughly.

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Here are few principles for effective and meaningful communication in regular as well as professional life:

A. Principle of Attention:

In this principle, both the sender and the receiver or the speaker and the audience must feel their worth. It means that while delivering his idea, a speaker must not forget being considerate towards his audience. He must ensure that he is not saying anything which could hurt the sentiments of the audience or make them feel unwanted or worthless. Likewise, the audience must pay full attention to the speaker by providing right kind of feedback or cues to the speaker at the correct intervals.

Example: If a teacher is explaining a concept to the students then he must try to avoid any example which could make any student feel insulted and listen to the queries raised by the students time to time. In similar manner, a student must shake or nod his head as per his reaction to the understanding of the concept being explained. This way, the communication will be effective leaving a intellectual bond between the both.

B. Principle of Clarity

This principle underlines the idea that only a speaker clear in mind and thought could deliver a clear speech. In other words, if one wants clarity in the delivery of the message to the audience then first he must ensure that he is clear with the idea or the thought in his mind. Then only, he will be able to draft a clear, complete and impressive message for the audience. If the speaker himself is not sure what his aim is and what purpose he wants to serve through that communication then it is quite difficult for him to persuade his audience. He will face multiple fumbles during the delivery as he is not organized in thoughts which further causes disruption in the outcome.

Example: If a presenter is not clear why is he present there at the dais and what particular aim he wishes to achieve through his communication with the audience the, first, he will beat around the bush turning the communication clumsy; second, his presentation won't leave a lasting impact on the audience and in a few cases will be totally a waste of time.

C. Principle of timeliness

An effective communication depends on the timings at which it has been made. In addition to this, for how long it has been relayed either aids or diminishes the impact. If a simple point is stretched to a long way, it fades away. It should be short, but not at the cost of completeness, so that the audience could seep the impact in and understands it to the fullest. Correct timing and right length is a major key to successful communication.

Example: If a relative calls you up for asking about your health but keeps on discussing different cases from other's life for one hour then you, as a listener, will lose interest as well as forget that he has called you to ask for your well- being and at a certain point you will curse him for wasting your time. Next time if you find that relative anywhere, your first reaction will be skipping him.

D. Principle of Completeness

According to this principle, the speaker or the sender must ensure that whatever message he wants to transmit to the other person or persons in complete in all the aspects.

It must carry every single bit of information necessary to be delivered.

Similarly, it must be written by using all the words required and not be left with the assumption that the receiver will understand himself.

Draft must have everything mentioned keeping in my other principles in mind like brevity, clarity and timeliness etc. To make the communication a memorable and delightful experience for both the parties involved.

Example: While discussing terms for the contract you tell your client about the conditions of sharing profits only, in future assuming that he will obviously share the loss in the same ratio too is how incomplete communication can ruin good prospects.

A. Principle of Appropriateness

While communicating with anyone, the sender or the speaker must ensure that his message does have a rational relevance and helps in achieving the objectives one is working at.

Example: You are meeting a client for your company in a restaurant and during the conversation, your attention is caught by a couple fighting over some point. All of a sudden, you begin discussing how relationships should be managed or continued. This is a fine example of how you are ignoring the principle and this could give your client an impression of your unprofessionalism.

### B. Principle of feedback

The principle focuses on the responsibility of the listener or the receiver. One who is receiving the message is the one who decides whether to continue or discard the thread of communication as when the sender is not sure about the delivery of the message won't be fully confident in continuing with the conversation. He will remain doubtful if the receiver has received or comprehended the message as he wanted that to be. Only the receiver can resolve this dilemma by giving proper revert or feedback on right time. The feedback could be in verbal or non- verbal form but it should be there.

Example: When you send a 'Hi or Hello' to any friend through a social media platform, your first instinct is to wait for a 'Hello' fro  his end before sending another message. Likewise, during conversation, after sending some piece of information you again wait for the feedback first as it gives you surety that every message is making right sense to the receiver the way you wanted to convey.

### C. Principle of Correctness

The principle relies on the accuracy of the content being shared. In every type of communication, be it formal or informal, personal or professional, upward or downward, and official or unofficial, one must ensure that the information being transferred is actually the information and not just a rumor. Factual and verified pieces of information are fit to transmit to others but grapevine policy is a way to not only ruin your reputation as a source of information but also to cause immeasurable harm to the entire structure of trust within and outside the organization.

Example: You heard a rumor that CEO of the company is going to resign soon because he has grabbed a better pay package with some other Multi- National Company. Now, out of curiosity or as a habit, you discuss the same with your colleague but remember you don't have firm or factual base. The entire organization is discussing the same now and it turns out to be a false information spread by the rival company to cause disruption in the company.  If inquired, the root cause of the grapevine could also be reached making you lose your credit.

### D. Principle of reasonability

With this principle, both the speaker and the listener learn the ethic of reasoning and accepting each other's will and opinion. In professional world, acceptance of difference is highly appreciated. One must not try to force his ideas on others as such parochial attitude will definitely harm the work because such a trait will make others avoid the person. One must be reasonable enough in accepting or rejecting each other's point of view. Everybody has full authority and right to share the opinion he believes in but with equal responsibility one must value other's rejection keeping a reasonable base in the mind. You have full permission to share what you feel like, to persuade others with logic or reason but not to pressurize others to follow you or your thoughts. A good communicator can easily utilize the power of reason when his audience disagrees with his opinion.

## Keywords

Artifacts: attire or accessories used by a person which become the part of his personality.

Communication: a process through which one transfers or shares his thoughts or ideas with the world.

Context: a background or underlying facts on which the meaning of the message changes quite easily.

Channel: a medium through which the message is shared with others.

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Clarity: Obtaining the idea in clear terms in our mind to share it with others upto their best understanding.

Complete: covering all the important and required aspects.

Decode: analyzing the text and breaking it into one' own simple language for a better comprehension.

Encode: drafting the ideas in to a message with the help of a particular language which is common for both the sender and the receiver.

Feedback: an answer from the receiver of the message ensuring that the meaning is same as the sender wanted to convey.

Haptics: a study of touch and its meaning

Non-Verbal: A way of communication in which signals or indicators are shared in form of body movement or expressions.

Proxemics: From the word 'proximity' it carries the meaning of closeness. An individual maintains personal space around his body and the study of that it is.

Principle: Fundamentals, ethics, guidelines mandatory for smooth and powerful functioning of something.

Verbal:

## Self Assessment

1. Which of the following is the feature of communication?
   A. It is a irrational process
   B. It is a one- way process
   C. It is an occasional part of human life
   D. It is a continuous process

2. Which of the following is missing in 'Linear model of communication'?
   A. Encode
   B. Channel
   C. Idea to share
   D. Feedback

3. A sender thinks of an idea to share and then encodes the message in an appropriate language……. which is the next step in the process?
   A. Decode
   B. Feedback
   C. Channel
   D. Analyzing

4. Head of department 'A' meets the Head of department 'B' and discusses a plan for upcoming event which their departments are going to organize together. What type of communication is it?
   A. Upward communication
   B. Downward communication
   C. Horizontal communication
   D. None of these

5.  In an Upward Communication, the flow is from………..
A.  Senior to subordinate
B.  Subordinate to senior
C.  At the same rank
D.  All of these

6.  A thread of rumour or gossip spread in the work place by one of the co- workers is termed as……………………
A.  Grapevine
B.  Red wine
C.  Sophomore
D.  Haptics

7.  Which of the following is related to the concept of personal space in communication?
A.  Proxemics
B.  Artifacts
C.  Haptics
D.  Kinesics

8.  Which of the following is related to the concept of touch in communication?
A.  Proxemics
B.  Artifacts
C.  Haptics
D.  Kinesics

9.  Which of the following is related to the concept of accessories being a tag of the personality in communication?
A.  Proxemics
B.  Artifacts
C.  Haptics
D.  Kinesics

10. Which of the following is a context that affects the meaning and level of understanding or misunderstanding in communication?
A.  Historical context
B.  Geographical context
C.  Civil context
D.  Legal context

11. While communicating, the sender drafts the following message regarding an event:

"Event name is "Let's Dance!" which is going to be held on October 28th, 2022 from 5:00 p.m. onwards in SDC Auditorium, Near TV Tower, Surya Enclave, Kapurthala. For any additional details, kindly contact the co-ordinator at 1234567890."

Which principle the sender has utilized here?

A. Principle of Appropriateness

B. Principle of Timeliness

C. Principle of Reasonability

D. Principle of Completeness

12. For an organizational correspondence, which of the following types of communication will be practised?

A. Verbal Communication

B. Informal Communication

C. Formal Communication

D. None of these

13. Is it a good idea to consider one's cultural background as a cue to relay a message or not?

A. Yes

B. No

C. Sometimes

D. Never

14. If you have received a message properly, you are being required to_____.

A. Respond

B. Leave

C. Ignore

D. Pretend

15. …………………….is the principle that underlines the importance of rational relevance.

A. Principle of Appropriateness

B. Principle of Timeliness

C. Principle of Reasonability

D. Principle of Completeness

## Answers for Self Assessment

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. | D | 2. | D | 3. | C | 4. | C | 5. | B |
| 6. | A | 7. | A | 8. | C | 9. | B | 10. | A |
| 11. | D | 12. | C | 13. | A | 14. | A | 15. | A |

## Review Questions

1. Define communication.

2. What is the basic feature of communication?

3. How many types of models do we have for communication?

4. Diagrammatically present 'Linear model' and explain with an example.

5.  What is 'Interactional model' and what elements are there without which the communication won't take place?
6.  What do you mean by feedback?
7.  What is Non- verbal Communication?
8.  What are different sub-categories of Formal communication?
9.  What is 'Grapevine'?
10. What is principle of Appropriateness?
11. What is the principle of Timeliness?
12. How social context affects communication?
13. What are the principles of communication and how these affect the effectiveness of communication?
14. Highlight the importance of the principle of reasonability in communication.
15. What are the steps involved in the process of communication?

## Further Readings

- Communication: Concept, Features and Process ( Yourarticlelibrary.com)
- Communication Principles and Process (https://openoregon.pressbooks.pub/)
- Principles of Communication – Definition, Types and Process ( digiade.com)

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# Unit 11:Verbal and Non- Verbal Communication

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## Objectives

After studying this unit, the students will be able to

- To understand Verbal and Nonverbal Communication

- To  realize the need of Verbal and Non Verbal communication

- To apprehend the use of communication in daily life

## Introduction

There are many ways to facilitate effective communication. How you use your words, body language, tone of voice, and visual cues determine how you are understood. Verbal and nonverbal communication skills work in tandem to deliver an understandable message. Verbal communication is interpersonal communication that includes oral communication, written communication, and sign language. Verbal communication relies on words to convey meaning between two or more people.Nonverbal communication encompasses a whole host of physicalized nonverbal cues that convey emotional states and complement verbal messages.

Nonverbal human communication involves many different parts of the body and can be either conscious or subconscious on the part of the communicator.

## 11.1    Communication

While nonverbal communication involves body language, verbal communication relies on words. There's more to it than that, however. Proper communication often requires a mix of verbal and nonverbal signals to convey meaning.

**Forms Of Communication**:

- **Delivery**: Verbal communication can transpire over the phone, through email, written letters, or a face-to-face conversation. Most nonverbal communication happens only when the two or more parties can see each other.

- **Intentionality**: A difference between the two types of communication, verbal and nonverbal, is that the words a person chooses—verbal—tend to be intentional, whereas many elements of nonverbal communication can be unintentional or out of a person's control and impact

reception. Nonverbal communication can be unconscious; for example, a person who sweats while talking may convey nervousness.

- **Grammar**: Verbal speech has patterns and grammar rules to adhere to, whereas nonverbal communication is more fluid.

- **Authenticity**: Nonverbal behavior like body movements, mannerisms, or physiological responses (blinking or fidgeting) can influence communication, altering the authenticity of your spoken words or causing them to take on a different meaning. Nonverbal messages can be more powerful than verbal communication, as human bodies can subconsciously deliver messages that they are verbally not conveying—"actions speak louder than words."

- **Emotions**: Nonverbal cues are especially powerful when communicating with children. A parent's facial expressions and tone will often express feelings more clearly than using words kids may be too young to understand fully. Nonverbal communication is also beneficial when communicating emotions between a language barrier.

- **Engagement**: Nonverbal signals are a great way to communicate attentiveness and engagement to those around you. It's not enough to verbally tell someone you are interested in what they're saying, controlling your posture and eye contact will demonstrate to others that you are interested, whereas looking around or at your phone can express disinterest, even if that's not technically the case.

### What Is Verbal Communication?

Verbal communication is interpersonal communication that includes oral communication, written communication, and sign language. Verbal communication relies on words to convey meaning between two or more people.

**Communication** is the process of sending and receiving messages through verbal and nonverbal means including speech or oral communication, writing or written communication, signs, signals, and behavior.

### Importance of Communication

**Communication** is **the process by which an individual conveys information to another person through behaviors, words, or sounds**. One person, the sender, sends a message containing information, while another person, the receiver, receives the message. One sender can channel the message to multiple receivers by using mass media or social media. The channel is the method the sender uses to transmit the message to the receivers. This can be done through visual or audio channels. Two people who receive the same message may interpret the information differently due to each person's background, experience, and culture, as well as elements in the communication process such as noise or interference which may or may not affect the transmission of the message.

Communication is important because it serves as the basis for a society. This transfer and exchange of information allow people to function smoothly within a society and understand one another. Transmitting meaningful concepts from person to person sets humans apart from the rest of the animal kingdom where effective communication is essential to humanity. While communication is essential and natural in practice, effective communication can be a complex skill to develop.

### Types of Communication

- Verbal Communication

- Nonverbal Communication

This lesson will focus on verbal and nonverbal communication and its features and applications.

### Verbal Communication Definition

What is verbal communication? What is the purpose of verbal communication? The definition of **verbal communication** is **the transmission of information from one person to another orally through words and sounds**. This is seen when an individual speaks in a conversation with another individual. Words are sounds that have an intentional meaning within a conversation. This can be

in person or through electronic devices, such as telecommunication. The purpose of verbal communication is to communicate a message through the use of words and sounds, providing contextual clarity to a message geared toward a receiver. The sender, or communicator, should be focused on their message, including the overall clarity, when to start a conversation, staying focused while in a conversation to maximize the communicative exchange, as well as determining the correct timing in speaking appropriately. Refraining from interrupting or interjecting in a conversation that does not fluidly lead into the topic can enhance a communicative exchange of verbal communication.

## Examples of verbal communication are:

- **Tone**: An indication of the purpose of communication such as serious or humorous.

- **Pitch**: The sound of one's voice which could be high or low pitch.

- **Speed**: Speaking fast or speaking slowly within conversations.

- **Volume**: The level of sound that one speaks at (for example could be loud, or low).

- **Clarity**: The way words are spoken and if they are separated from each other or could be blended or mumbled together.

- **Pace**: The overall rate at which someone speaks which could be an even or uneven tempo.

The best way to understand verbal communication is by the use of examples. The following is an example of verbal communication:

- Janelle calls the doctor to get some clarification on a prescription that was written. She states her name clearly, and purpose for calling. She is sure to use proper medical terminology that suits her audience, the doctor. She speaks slowly and loudly so the doctor can hear her.

- The doctor reads back the order to her slowly, annunciating every word. He states: "I am prescribing Clonazepam 0.5 mg for anxiety to Sarah Mcgraham to be taken at 10:00 AM."

- Janelle repeats back the order by stating: "Clonazepam 0.5 mg for anxiety to Sarah Mcgraham to be taken at 10:00 AM."

- The doctor confirms and they end their call.

This is an effective example of verbal communication because Janelle and the doctor spoke slowly, clearly, and checked for understanding with each other. This method of speaking with the proper speed, pace, tone, volume, pitch, and clarity ensured that their message was being decoded accurately by the other person involved in the transfer of information while minimizing any elements of interference or noise, especially while using a channel of telecommunication. Likewise, both Janelle and the doctor were focused to the point of the purpose of the communication exchange, and also each maintained appropriate timing in not interrupting each other to maintain patience in the exchange. Verbal communication can be unsuccessful if the basic elements are not considered when the sender and receiver are channeling the message to each other.

## Nonverbal Communication Definition

What is nonverbal communication? The definition of **nonverbal communication** is **how a message is communicated or sent without oral communication**. Most communication occurs through nonverbal communication, sometimes providing context to verbal communication while at most other times being an indicator of messages on its own.

The transmitter of a message sends nonverbal cues to the receiver, even when the message behind nonverbal communication is intentional or unintentional. These cues contain signals to how the person truly feels and the intention of the message being communicated. Nonverbal communication can signal to the receiver or unintended receivers different emotions, feelings, and reactions such as when the communicator is lying, being sarcastic, or being genuine.

Examples of nonverbal communication include:

### What are 5 examples of **verbal communication**?

Verbal communication is done orally through words or sounds between people. Examples include:

- Speeches
- Conversations
- TV shows
- Radio shows
- Oral interviews

### What is nonverbal communication examples?

Nonverbal communication is how a person communicates in a conversation without using words or sounds. Examples of nonverbal communication include:

- Eye contact
- Posture
- Touch
- Space
- Gestures
- Body Movement
- **Facial Expressions**

### What is verbal communication and nonverbal communication?

The definition of verbal communication is the transmission of information from one person to another orally through words and sounds. The definition of nonverbal communication is how a person communicates without oral communication. Most communication is through nonverbal communication.

## 11.2  Types Of Communication

Humans do not just utilize one way of communicating. They adopt various methods through which communication occurs. There are three broad types of communication.

- Verbal communication: In this type of communication, words are employed to transmit ideas or information. This can be done in the form of verbal interactions or through

written or text messages such as letters, e-mails, telegrams, SMS and other contemporary modes of transmission.

- Non-verbal communication: This type of communication takes place through a medium other than words.

- Non-verbal communication involves body language and gestures such as eye contact, nodding, hand gestures, posture etc. to transfer any message.

- Visual communication: This is yet another type of communication that adopts visual graphics to convey the desired message. For example, pictures, presentations, info graphics

## Verbal communication and its types

As mentioned above, verbal communication is the method of sending and receiving information using words as the mode of transmission. This can be done by either engaging in verbal conversations or by sending written messages. For example, Gerald wanted to convey to his boss that he would be taking a day off from work as he has his doctor's appointment. He chose to send the message via e-mail as that would be considered more professional rather than making a call regarding the same.

The method of verbal communication can also be classified into **different types and they are**:

- Intrapersonal communication

- Interpersonal communication

- Small group communication

- Public communication

- Mass communication
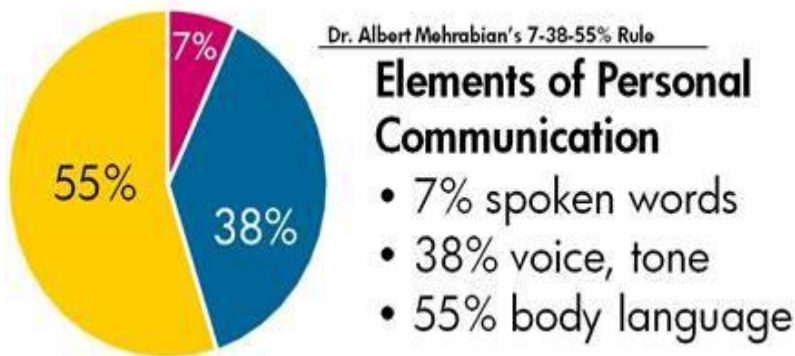


## What are the advantages and dis-advantages of verbal communication?

### Advantages:

- It is the most convenient mode of communicating information.

- It helps in conveying messages with clarity and precision.

- It is the most confidential medium of interaction.

- Verbal communication helps in easier comprehension.

- Instant feedback can be received.

### Disadvantages:

- Verbal communication holds no proof of the conversation held unless it is recorded.

- Emotions during the conversation can twist the intended meaning of the message.

- Verbal communication can get lengthy and hence distort the purpose of the conversation.

- The messages sent across can be misinterpreted.

- In verbal communication, there is no going back. Everything is said and done and the person has to live with the consequences of the words spilt.
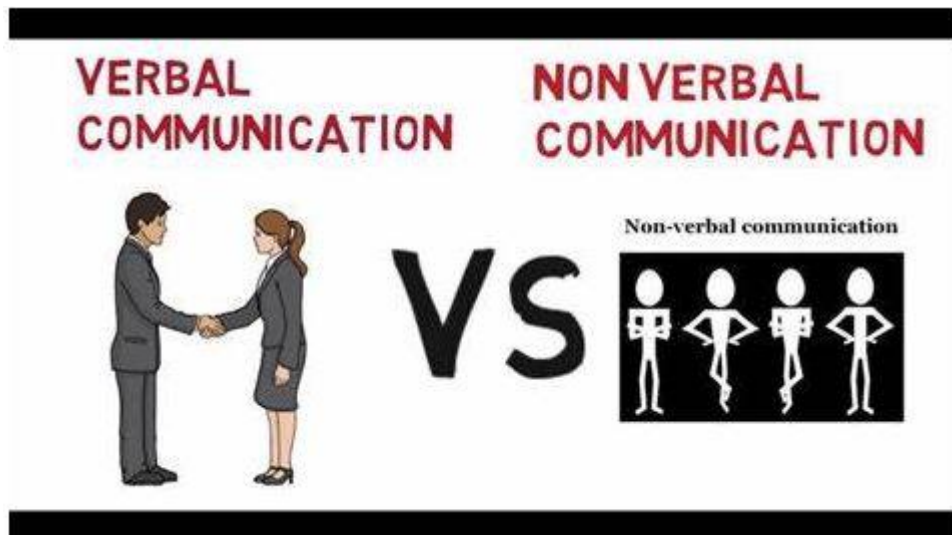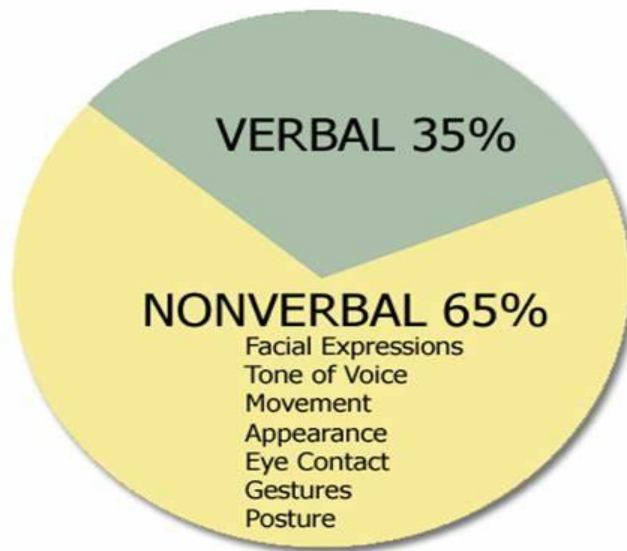




## Keywords

Verbal , Non-verbal, words, signals, pitch, interpersonal , public ,mass

## Summary

This unit covers communication , its types and its importance .Verbal communication and non-verbal communication. It also discusses its types , advantages and disadvantages .Verbal communication is all about interaction and non – verbal relates to signals , body language etc  .

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*Unit 11: Verbal and Non-Verbal Communication*

Verbal and nonverbal communication skills work in tandem to deliver an understandable message. Verbal communication is interpersonal communication that includes oral communication, written communication, and sign language. Verbal communication relies on words to convey meaning between two or more people. Nonverbal communication encompasses a whole host of physicalized nonverbal cues that convey emotional states and complement verbal messages.

Nonverbal human communication involves many different parts of the body and can be either conscious or subconscious on the part of the communicator.

## Self Assessment

Q1) Which of the following is not an element of Non-verbal communication

A. a)Personal appearance

B. b)Posture

C. c)Body language

D. d) Name of the speaker

Q2) How many types of communication are there

A. 2

B. 3

C. 4

D. 5

Q3) Speeches , conversations , TV shows are examples

A. Verbal Communication

B. Non-verbal communication

C. Both

D. D) None of the above

Q4) How many methods of verbal communication are there

A. 4

B. 6

C. 5

D. 7

Q5)Eye contact , postures , touch are examples of

A. Verbal Communication

B. Non-verbal communication

C. Both

D. None of the above

Q6) Non- verbal communication does not involve signals

A. True

B. False

Q7) Both types of communication are essential for Presentation

A.  True

B.  False

Q8) How many broad categories of communication are there

A.  2

B.  3

C.  5

D.  3

Q9)Personal appearance is an element of non-verbal communication.

A. True

B. False

Q10) Gesture, posture , Touch are examples  of non – verbal communication

A.  Ture

B.  False

## Answers for Self Assessment

| 1. | D | 2. | A | 3. | A | 4. | C | 5. | B |
|----|---|----|---|----|---|----|---|----|---|
| 6. | B | 7. | B | 8. | D | 9. | A | 10. | A |
| 11. | | 12. | | 13. | | 14. | | 15. | |

## Review Questions

1.  Explain the difference between Verbal and Non-verbal communication
2.  What are the broad categories of Communication
3.  State examples of Verbal and Non-verbal communication
4.  What are the advantages and disadvantages of Verbal and Non-verbal communication
5.

## 📖 Further Readings

- Anderson P(2004)..the complete idiot guide to body language
- Body language in Merriam-Webster Dictionary online
- Brown D.F(2005).The significant of congruent communication

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# Unit 12: Identifying and Overcoming Problems of Communication

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## Objectives

- Identifying various barriers with scenarios
- How to overcome these barriers

## Introduction



COMMUNICATION IS THE ART OF TRANSMITTING KNOWLEDGE, IDEAS, INFORMATION AND THOUGHTS FROM ONE PERSON TO ANOTHER.

THE TRANSFER SHOULD BE SUCH THAT THE RECIEVER UNDERSTANDS THE MEANING AND THE INTENT OF THE MESSAGE AND GIVE PROPER FEEDBACK

★★★ **IMPORTANCE** ★★★

- **Necessary for planning**
- **Understanding each other**
- **Establishment of effective leadership**
- **Increases Efficiency**
- **Basis of Decision-making**
- **Smooth Working of Enterprise**
- **Motivation**
- **Co-ordination**

## 12.1 Identifying Barriers

Communication is about overcoming barriers

A young woman whose face is veiled (we'll call her Woman #1) tries to talk to another young woman (Woman #2) at the subway ticket machine. Woman #1 is ignored by Woman #2 despite trying to get Woman #2's attention.

Which type of barrier is it?

- BARRIER APPEARS TO BE ATTITUDINAL.
- Advice: Don't jump to conclusions

2. When the Woman #2 purchases a ticket but does not respond to Woman #1, Woman #1 says angrily, "Hey I'm a human being! If you don't want to help, at least say so!"

- *THE ASSUMPTION THAT THE BARRIER IS AN ATTITUDE PROBLEM COMES FROM PREVIOUS EXPERIENCES THAT PROVED THIS TO BE TRUE. WOMAN #1 BECAME ANGRY QUICKLY LIKELY BECAUSE SHE HAS BEEN IGNORED IN THE PAST WHEN SHE APPROACHED OTHERS WHILE WEARING A VEIL.*

Advice: When people misjudge you, it can come from a history of negative incidents from their personal experience. Instead of taking these reactions personally, get curious and see if you can find out some more information to help increase your understanding.

3.  Woman #2 takes out a device that says, "Hello I am deaf, thank you for your consideration."

- IT IS NOW CLEAR THAT THE BARRIER IS PHYSIOLOGICAL BECAUSE WOMAN #2 IS DEAF. THE ORIGINAL ASSUMPTION WAS WRONG.
- Advice: Consider each experience as its own, separate incident. This way people and their behavior do not get all lumped into the same category.

Woman #2 types into the device, "Usually I read lips to understand people." Woman #1 realizes that her veil is stopping Woman #2 from reading her lips.

- PHYSICAL BARRIER OF THE VEIL STOPS THE HEARING IMPAIRED WOMAN FROM USING HER USUAL COMMUNICATION TOOLS.
- Advice: Something you may be doing out of principle or belief could be a barrier to others without you realizing it. Consider how to work around it.
  1. Woman #2 invites Woman #1 to type into the device so they can communicate. Just then the train passes by and the device only records a blurred sound.
- TOOL DOESN'T WORK IN NOISY ENVIRONMENTS – BARRIER IS ENVIRONMENTAL.
- Advice: Consider the environment for communication and make adjustments where possible to improve communication options (ie. Move to a quieter place?)
  2. They try again – but the device is out of power
- SYSTEM PROBLEM.
- Advice: Before starting your day, check your systems and devices so they can sustain you throughout the journey.
- Woman #1 tries to show Woman #2 where she wants to go on the subway map, but Woman #1 is simply too short to reach it.
- ENVIRONMENTAL/PHYSICAL BARRIER.
- Advice: When you notice something is not working with a system, consider how it could be modified to be more accessible.
- The two women use hand gestures to communicate, and Woman #1 is able to explain using gestures that she wants to go to Happy Valley.
- *USE NON-VERBAL TECHNIQUES LIKE GESTURES AND SIGNALS.*

Be flexible in your communication with others. If one method doesn't work, try something different. Consider the role of non-verbal communication.

  9. It turns out that both women are going to Happy Valley. When Woman #2 shows her ticket, both women shake hands because they have just solved the problem.
- WHEN COMMUNICATION HAS BEEN DIFFICULT TO ACHIEVE, NOTICE THE ACCOMPLISHMENT.
- Advice: Taking a small moment to acknowledge that your communication efforts have achieved a desirable outcome can help you form a more positive overall view of communication AND of the people you have been communicating with.

Just then the train both women need to take leaves without them.

- SYSTEM BARRIER.

Advice: Irony exists. Just because a solution seems to have been found, that solution may not be an effective one. Avoid disappointment by realizing that if one solution does not work out, another will come that will work out, it just hasn't come yet.

  11. Woman #2 becomes frustrated and angry. Woman #1 feels bad about it.
- ATTITUDINAL BARRIER.
- Advice: Helping others may not always be beneficial to you. That isn't their problem and blaming others for your lack of benefit doesn't help either of you. Get over it and move on!

As if to add more stress to the situation, an announcement on the subway speaker says, "Line four is delayed for one hour."

- SYSTEM DESIGN/ENVIRONMENTAL BARRIER.
- Advice: Chalk it up to your tuition fee for a life lesson on patience. Move on.

*Advanced English Communication Skills*

# BARRIERS

There are three levels at which communication takes place

1. Noticing is done with the senses, and is at the physical level
2. Understanding is at the level of intelligence
3. Acceptance is at the emotional level

Anything that hinders the process of communication at any of these levels is a barrier to communication

Barriers to communication can be defined as the aspects or conditions that interfere with effective exchange of ideas or thoughts.

# CLASSIFICATION OF BARRIERS

## PHYSICAL BARRIERS

## SEMANTIC AND LANGUAGE BARRIERS

## SOCIO-PSYCHOLOGICAL BARRIERS

## ORGANIZATIONAL BARRIERS

## CROSS-CULTURAL BARRIERS
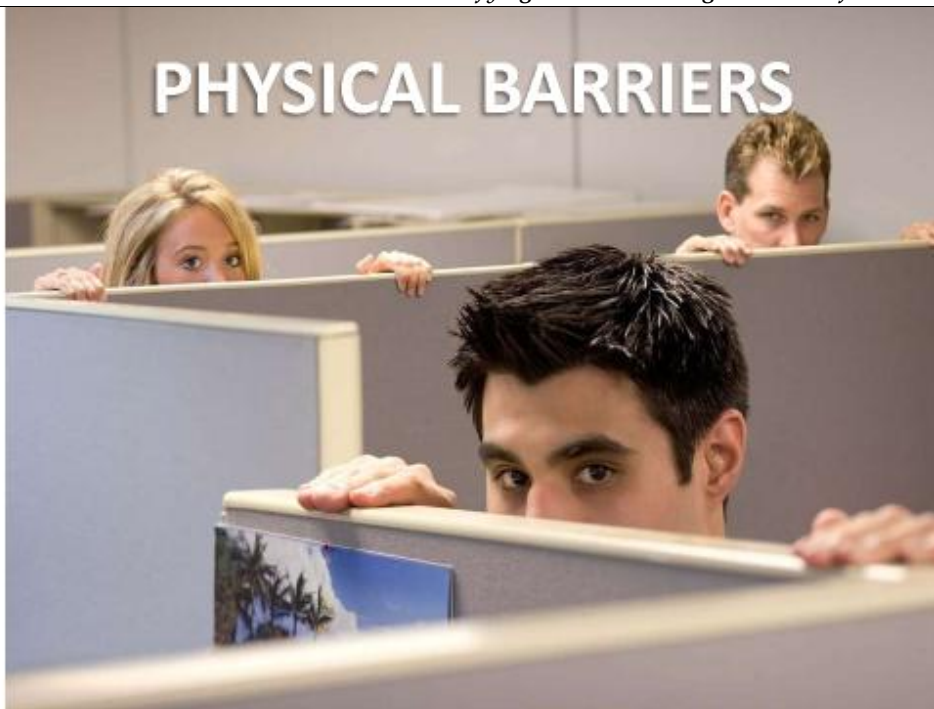
## Faulty Organizational Structure

- Large working area
- Closed office doors
- Separate areas for people of different status
- It forbids team member from effective interaction with each other.

# Noise

- Physical noise (outside disturbance)
- Psychological noise (inattentiveness)
- Written noise (bad handwriting/typing)
- Visual noise (late arrival of employees)





**SEMANTIC & LANGUAGE BARRIERS**

Those who speak do not know
Those who know do not speak
- Random Japanese Guy
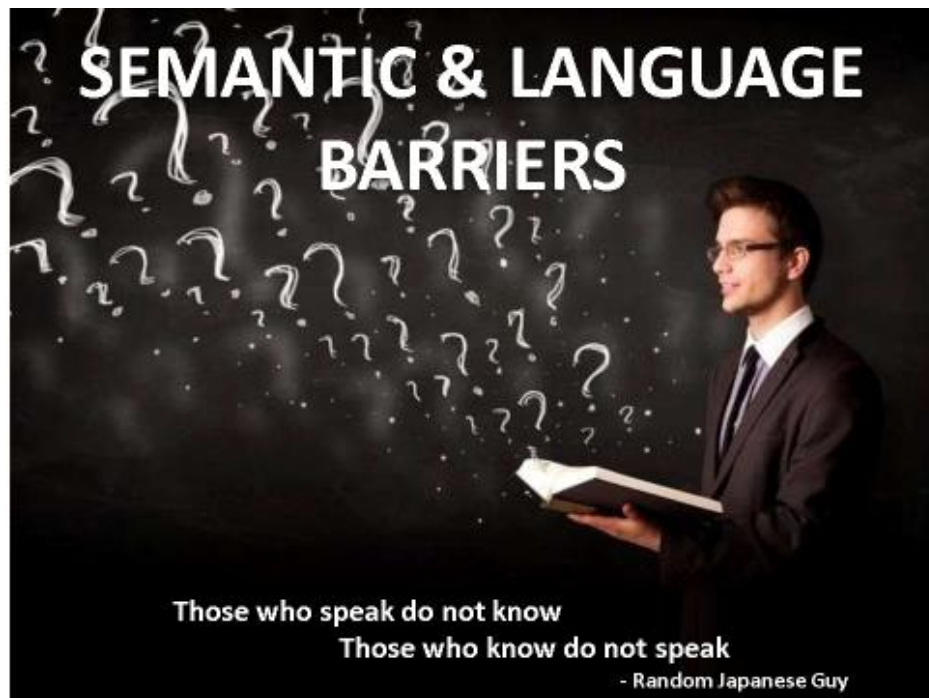
What is Pyschologicalbarrier?

Psychological barriers can be described as the cause of distorted communication because of human psychology problems.

# Psychological       barriers

- **Attitude and opinions:**
- **Emotions**
- **Filtering and distortion of message**
- **Status difference**
- **In attention**
- **Closed mind**
- **Fields of experience**

BARRIES-SOCIO PSYCHOLOGICAL

PERSONAL FEELING-all persons are not skilled in communication they have problems which is to be resoved ,people have
DESIRES
EARS
HOPES
LIKES
DISLIKE
ATTITUDE
VIEWS
OPENION———————SOME OF THESE ARE FORMES BY FAMILYBG,SOCIAL ENV,INDIVIDUALS OWN INTELLIGENCE,EDUCATION,PERSONAL EXPERIENCE

# Others include:

- **Group identification**
- **Self-image**
- **Premature evaluation**
- **Distrust**
- **Poor retention**

## Self Assessment

1. Which one of the following is NOT a MEDIUM of communication?
A. Video messaging
B. Meditation
C. Direct messaging
D. Email

2. Which one of the following is NOT a PROBLEM of communication?
A. Cultural differences
B. Blend of verbal & non-verbal elements
C. Individual attitudes/motivation
D. Overuse of jargon

3. Which one of the following is NOT a PROBLEM of communication?
A. Acknowledgment of cultural differences
B. Physical Barriers
C. Casual listening
D. Unsolicited Interruption

4.  Which one of the following is NOT an element of PHYSICAL BARRIER thus creating a problem in communication?
    A.  lack of preparation on speaker's part
    B.  non-availability of proper AV framework
    C.  noise-free environment
    D.  noisy environment

5.  Which one of the following is NOT an element of CASUAL LISTENING thus creating a problem in communication?
    A.  attention not fully committed
    B.  distraction during communication
    C.  No note-taking of communication
    D.  Do multitask rather than focusing on communication only

6.  Which one of the following is NOT a FUTURISTIC MEDIUM of communication?
    A.  Augmented reality
    B.  Fax machine
    C.  Digital butlers
    D.  Machine to machine communication

7.  Which one of the following is NOT a WAY of overcoming problems of communication?
    A.  Cultural differences to cultural assimilation
    B.  Choose between casual or attentive Listening
    C.  Resolve differences in individual attitudes/motivation
    D.  Eliminate physical barriers

8.  Which one of the following is NOT an element of resolving CULTURAL DIFFERENCES in communication?
    A.  Can ignore challenges of cross-cultural community
    B.  Should sensitize individuals about culturally diversity
    C.  Must build consensus on lingua franca
    D.  Must accept challenges of cross-cultural community

9.  Which one of the following is NOT an element of resolving DIFFERENCES in individual attitudes in communication?
    A.  Provide healthy work-culture
    B.  Be mindful of emotional barriers
    C.  Terminate the services of those individuals
    D.  Invest in redressal mechanism

10. Which one of the following is NOT an element of eliminating PHYSICAL BARRIERS in communication?
    A.  Keep a noise-free environment
    B.  Stay in synch with audience profile
    C.  Make proper use of AV framework
    D.  Noisy environment will make communication more lively

## Answers for Self Assessment

| | | | | |
|---|---|---|---|---|
| l. B | 2. B | 3. A | 4. C | 5. D |
| 6. B | 7. B | 8. A | 9. C | 10. D |

## Further Readings

- https://www.youtube.com/watch?v=8Ox5LhIJSBE&feature=emb_logo

# Unit 13: Communicative Competence

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## Objectives

- Understanding its meaning
- Practical Applications

## Introduction

The term *communicative competence* refers to both the tacit knowledge of a <u>language</u> and the ability to use it effectively. It's also called *communication competence*, and it's the key to social acceptance.

The concept of communicative competence (a term coined by linguist Dell Hymes in 1972) grew out of resistance to the concept of linguistic competence introduced by Noam Chomsky. Most scholars now consider linguistic competence to be a part of communicative competence.

Communicative competence (CC), a term in the Second Language Acquisition language (L2) is an expected part of their daily lives. social tasks with efficacy and fluency through extended interactions. This definition is a synthesis of positions noted below in the research literature since the 1960s

Communicative competence (CC), a term in the Second Language Acquisition (SLA) literature with an evolving definition over the last fifty years, and its successive notion, interactional competence (IC), must guide the curricular choices second-language teachers make as they seek to help their students successfully navigate scenarios where interaction in the second language (L2) is an expected part of their daily lives.

## 13.1  Components

### There are 4 components of COMMUNICATIVE COMPETENCE

#### (i)  Grammatical competence

includes knowledge of phonology, orthography, vocabulary, word formation and sentence formation.

#### (ii) Sociolinguistic competence

includes knowledge of socio-cultural rules of use. It is concerned with the learners' ability to handle for example settings, topics and communicative functions in different sociolinguistic contexts. In addition, it deals with the use of appropriate grammatical forms for different communicative functions in different sociolinguistic contexts.

#### (iii)  Discourse competence

is related to the learners' mastery of understanding and producing texts in the modes of listening, speaking, reading and writing. It deals with cohesion and coherence in different types of texts.

#### (iv)  Strategic competence

refers to compensatory strategies in case of grammatical or sociolinguistic or discourse difficulties, such as the use of reference sources, grammatical and lexical paraphrase, requests for repetition, clarification, slower speech, or problems in addressing strangers when unsure of their social status or in finding the right cohesion devices. It is also concerned with such performance factors as coping with the nuisance of background noise or using gap fillers.

### Communicative Competence   2

An immigrant moves to a new country, a student of any age enters a second or foreign language classroom, and a business person meets a colleague from around the world for the first time. These three scenarios present possible situations where one's first language skills are insufficient to achieve self- or other-imposed expectations of interactions with speakers of another language. Communicative competence (CC), a term in the Second Language Acquisition (SLA) literature with an evolving definition over the last fifty years, and its successive notion, interactional competence (IC), must guide the curricular choices second-language teachers make as they seek to help their students successfully navigate scenarios where interaction in the second language (L2) is an expected part of their daily lives.

## 13.2  Origin  and Definition

Communicative competence can be defined as the ability to use language, or to communicate, in a culturally appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions.  This definition is a synthesis of positions noted below in the research literature since the 1960s.  The following paragraphs point to the origins of CC and will clarify the basis of each part of the definition put forward.

### Initial Origin

In one of the first discussions in the literature about competence, Chomsky (1965) distinguishesbetween "competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations) [emphasis in original]" (p. 4). According to Chomsky (1965), deviations from the ideal in actual performance do not reflect competence:  "A grammar of a language purports to be a description of the ideal speaker-COMMUNICATIVE COMPETENCE

### Subsequent Development

The literature begins to position CC in SLA contexts with the intent of providing a framework for developing second language course syllabi. Canale and Swain (1980) specifically address CC's definition and development in an article focused on second language teaching.Canale and Swain (1980) use CC "to refer to the relationship and interaction between grammatical competence…and sociolinguistic competence" (p. 6).  This mirrors Hymes' (1972) claim that grammar rules are incomplete without rules of use.  Canale and Swain's (1980) purpose in asserting this definition is to

provide guidelines for how to develop communicative COMMUNICATIVE COMPETENCE 5 course syllabi, namely that grammar and sociolinguistics features must both be included in second language coursework and both must be assessed, as well. This is in sharp contrast to the grammar-centered syllabi found in most coursework by Canale and Swain (1980).

Savignon (1991) also mentions a divergence between more grammar-based and notional-functional syllabi. Savignon (1991) recounts the European development as being "derived from neo-Firthian systemic or functional linguistics that views language as meaning potential and maintains the centrality of context of situation" (p. 263). Notional-functional syllabi have been needs for communication rather than on a stratified sequence of grammatical structures that grow increasingly more difficult. At the same time, developments in the United States have centered on Hymes' reaction to Chomsky's theories.

In developing her own definition and application of CC, Savignon (2002) mentions that Hymes uses CC "to represent the ability to use language in a social context, to observe sociolinguistic norms of appropriateness" (p. 2) and maintains that "Hymes' focus was not language learning but language as social behavior [emphasis in original]" (p. 2). Savignon interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or perform on discrete-point tests of grammatical knowledge" (p. 3). Therefore, Savignon's paradigm focuses on what a second language learner can do with the language in authentic settings, not just on the ability to memorize chunks of language for artificial, planned experiences.

Not only does CC include the ability to make meaning in authentic contexts, it also includes an assumption of facility. In his study of interlanguage analysis, Pallotti (2010) COMMUNICATIVE COMPETENCE 6 distinguishes between CC and linguistic competence, but he also indicates that CC is "further divided into efficacy (the ability to reach one's communicative goals) and fluency (the ability to do so smoothly, quickly and effortlessly)" (p. 173). Pallotti's definition, including fluency with its describing adverbs of "smoothly, quickly, and effortlessly" seems to shift the focus from merely being able to negotiate meaning—regardless of the accompanying false starts and halted language—to a concept where the negotiation of language happens with a great deal of automaticity.

One further extension development to the concept of CC is that it occurs in an interactive process. Hall and Pekarek Doehler (2011) extend the notion of CC to IC in this way: "Central to competent engagement in our interactions is our ability to accomplish meaningful social actions, to respond to c-participants' [sic] previous actions and to make recognizable for others what our actions are and how these relate to their own actions" (p. 1). L2 speakers demonstrate IC when they make appropriate use of language in extended, turn-taking. They understand, according to a situational specific socio-cultural context, the intent of the language moves made by the other interlocutors in the setting, and the L2 speakers know how, again according to that same context, to make further language moves such that their communicative output will be taken up in the manner that the L2 speakers intend.

## Synthesized Definition

To restate the initial claimed definition, CC can be defined as the ability to use language, or to communicate, in a culturally appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions. This definition can be analyzed as follows. First, L2 speakers must have the ability to use language itself, including the ability to form grammatically possible and feasible locutions (Hymes, 1972). Second, L2 COMMUNICATIVE COMPETENCE 7 speakers must demonstrate the inclusion of the socio-cultural component of cultural appropriateness (Hymes, 1972; Canale & Swain, 1980). Third, L2 speakers must be able to make meaning, not merely regurgitate memorized phrases or answer correctly on discrete grammar point tests (Savignon, 2002). Fourth, L2 speakers must use language in ways that are effective in accomplishing their desired tasks in a facile, almost unconscious manner (Palloti, 2010). Finally, L2 speakers must be able to achieve these communicative tasks in social, extended interactions wherein they have the skills and understanding to decode and encodemessages with appropriate socio-cultural intent (Hall & Pekarek Doehler, 2011). Through understanding these components, second-language instructors can more clearly understand the intended goal or outcome of their courses.

Necessity to Focus on Communicative Competence in Teaching"The role of the language teacher is to help learners get along in real-life situations" (Savignon, 1997, p. 114). L2 speakers must be able

to process and interact with the language they experience in order to succeed in the sociocultural contexts in which they find themselves.

Whether in the classroom, the grocery store, or the workplace, if L2 speakers do not have access to this language, they have less opportunity and less power to interact as equal members of social interactions. CC as a goal, through various Communicative Language Teaching (CLT) methodologies, allows L2 speakers the cultural and linguistic knowledge needed to handle the interactional challenges presented to them.

When preparing to teach L2 speakers a second or foreign language, teachers must realize that correct L2 grammar and denotative meanings are insufficient to prepare those L2 speakers for real interactions in the target language. L2 speakers must understand the intent of communication, embedded in specific cultural settings, in order to fully demonstrate CC COMMUNICATIVE COMPETENCE 8 (Savignon, 1997). The following research discusses the value of CLT, measurement of CC, the role of pragmatics within CLT, differing opinions within academia of the value and purpose of language courses, critiques of applying CC theory to curriculum, difficulties of implementing CLT, and the future of CLT.

Value of Communicative Language Teaching The tension between a focus on grammar and a focus on communicating meaning has created an either/or mindset in language instruction. However, putting these two foci in conflict is inaccurate: L2 speakers must not only make themselves understood to native language speakers but also use correct grammar in the process (Canale & Swain, 1980). Canale and Swain's (1980) components of CC can be defined as follows: "grammatical…knowledge of lexical items and rules of morphology, syntax, semantics and phonology; sociolinguistic… knowledge of rules of language use; strategic…knowledge of strategies to overcome communicative problems; and, discourse…knowledge needed to participate in literacy activities" (Hall & Pekarek Doehler, 2001, p. 3). Savignon (1997) uses these four components to develop a study comparing a CLT approach with a traditional grammar approach. Students in the CLT group perform better on grammar assessments than students whose instruction focuses solely on grammatical structures. Furthermore, students experiencing a CLT approach are also able to communicate more easily in spontaneous communicative interactions than do students who only experience traditional grammar teaching (Savignon, 1997). When L2 speakers experience pedagogical opportunities for communicative practice (using language authentic contexts rather than isolated, grammar drills), their facility for more natural use develops. Lightbown and Spada (2013) conclude that Savignon's study "offers support for the hypothesis that meaning-based instruction is advantageous, not that form-based instruction is not" (Chapter 6, Section 1, para.

## 13.3 <u>Communicative Competence</u>

While CLT does provide an opportunity for students to be creative in their use of language, it does not have to exclude a focus on form. Teachers can help language learners acquire variations of textbook language by appropriating a "sociocultural framework of pragmatics as mediated action" (Van Compernolle, 2013, p. 358). In Van Compernolle's (2013) study, the tu vs. vous formality dichotomy helps students know when to use the pronouns on or nous and when to leave out or use the negative particle ne. Students learn not just what the words mean, but what kind of attitude the students will convey based on these language and grammatical choices. When teachers begin with "meanings – concepts – that are important for learners to appropriate rather than forms or structures" (Van Compernolle, 2013, p. 358), students begin to make situation-specific appropriate use of formal and informal language markers without mediated support. This framework uses dynamically administered scenarios to simultaneously assess students' current competence with expressing a concept while also guiding the students who are unable to perform independently. While direct instruction, awareness-building, and noticing are useful in language study, they are insufficient to lead to competence (Van Compernolle, 2013). Van Compernolle (2013) and Savignon (1997) both demonstrate that focusing on meaning while also drawing attention to form can lead L2 speakers to CC, including appropriate grammar usage.

Measurement of Communicative Competence One aspect of teaching and learning for which teachers are accountable is reporting progress that students make, often in a quantifiable form. Several monographs address how to quantify CC (i.e., identify or label a CC level) in terms of the Common European Framework of Reference for Languages (CEFR), including some discussions considering the validity of comparing proficiency levels to CC (Bartning, Martin, & Vedder, 2010). Teachers shouldCOMMUNICATIVE COMPETENCE 10 hesitate using a focus on errors for assessing beginners' proficiency levels; instead, teacher must understand the sophisticated

development of a learner's interlanguage: "one should always bear in mind that…'accuracy growth' and 'interlanguage development' do not represent the same construct" (Pallotti, 2010, p. 163). Teachers should also be careful to focus on the meaning and intent of proficiency level descriptions rather than converting proficiency level to a numerical percentage (Pallotti, 2010). Numerical scores may be easy to calculate, but they do not describe the nuances of language development that teachers must consider as they develop lessons. Vocabulary growth can be used as a diagnostic tool to determine proficiency level, such as found in the CEFR (Milton, 2010). L2 speakers' word choices reveal how broadly and deeply they can interact with topics. Beginning speakers will demonstrate word choices concerning very specific, personal experience topics while advancing speakers will be demonstrate word choices about less immediate topics, as well. CC growth can also be observed "both at the level of expanding one's range of communicative activities and at the level of performing them in increasingly more complex and sophisticated ways" (Hulstihn, Alderson, and Schoonen, 2010, p.

12). In order for a student to fully develop his or her communicative competence, both breadth and depth must take place in the classroom activities an L2 speaker experiences.

Role of Pragmatics in Communicative Language TeachingAs mentioned above, mastery of surface level structures, understanding denotative word meanings and being able to construct grammatically correct sentences, is insufficient for achieving CC. L2 speakers must be able to navigate the sociocultural contexts in which they must actually use the language. For example, if a child who forget to bring bread to the table, a parent, as an authority, might remark, "Where's the bread? Who set the table? I don't see the bread" (Savignon, 1997, p. 19). The child is to infer that an indirect command is being given COMMUNICATIVE COMPETENCE 11 without the parent using a grammatically imperative sentence. This understanding of nuance, of knowing the meaning intended by the speaker within the specific context, goes much deeper than explanations provided by dictionary definitions or grammar textbooks. Pragmatics creates a lens in which to understand CC in real life situations where intentions and expectations of linguistic and behavioral interactions are often left implicit.

Research in SLA often does not match practice in the classroom. Ishihara (2007) writes, "Although pragmatic ability (the ability to use language effectively to achieve a specific purpose and understand language in context) has been recognized as an essential component of communicative competence…, pragmatics has not been fully incorporated into today's second/foreign language (L2) teaching and teacher education [emphasis in original]" (p. 21).

Lessons on why and when to use specific speech acts such as thanking or apologizing, beyondsimply how to form the words for the speech act, help students to understand cultural appropriateness better. Journaling allows students to compare their own cultural experiences with the expectations of the new culture and creates a metapragmatic awareness in students that allows them to process "the cultural ideologies underlying the L2 use" (Ishihara, 2007, p. 32) and helps them to make choices of "how to express themselves through the L2" (Ishihara, 2007, p.

32). While students may be overwhelmed by the amount of information developed through a lesson based on pragmatics, an explicit approach in which students are taught to use noticing techniques may "[provide] an insider perspective of the target culture" (Ishihara, 2007, p. 32) often lacking in formal language instruction.

Vásquez and Fioramente (2011) echo the importance of teaching pragmatics to students and are concerned about the lack of pragmatics instruction within ESL master's degree programs in the United States. In their words, "to be a competent language user, an individual must have COMMUNICATIVE COMPETENCE 12 the ability to produce utterances which are grammatical as well as appropriate to the context in which they are made, considering the participants, their relationships, as well as the (often unstated but assumed) social rules for interaction" (Vásquez & Fioramente, 2011, p. 1). Pragmatics within ESL instruction may be narrowed to the areas of speech acts, language functions, and linguistic politeness, with explicit instruction needed in each area (Vásquez & Fioramente, 2011). While ESL teachers may be prepared to help ELLs form language structures (Hymes' possibility and feasibility criteria), these teachers might not be prepared to address Hymes' appropriateness criterion in their curricula. Teachers may not have identified the indirect language needed for appropriate interactions in the L2, taking this understanding for granted. Assignments with real-world applications can help teachers and their students to understand the implications of pragmatics and thus their importance (Vásquez& Fioramente, 2011).

Teachers may be reluctant to participate in voluntary professional development offerings focused on pragmatics, even though the research clearly calls for it as part of CC and shows instruction in pragmatics to be effective (Vellenga, 2011). Teachers may feel pragmatics are not as important as

teaching linguistic features or that there is no time in language courses to integrate pragmatics. In Vellenga's (2011) study, teachers are encouraged to use contrastive analysis with their students to compare L1 and L2 approaches to speech acts such as greetings, requests, and refusals. Some teachers, who use English-only methodologies, report feeling confused about asking students to think about how these speech acts occur in the L1 but value this approach when they receive appropriate training, nonetheless. One participant in Vellenga's (2011) study specifically recognizes the need for awareness building of American pragmatics for COMMUNICATIVE COMPETENCE 13 ESL teachers, as these teachers might take for granted American routines or expectations and not know what items to help their students notice.

Zapata (2005) likens Ishihara's insider perspective to Byram's intercultural communicative competence and Kramsch's third place, "the intersection between the native and target cultures where learners have a deep understanding of both" (Zapata, 2005, p. 261). Zapata's study demonstrates how comparison of native speaker experts' analyses of a piece of literature with university level L2 students' analyses leads students to understand not just the language of the story but also the cultural context in which it is written. The native speakers' analyses consistently articulate a religious theme, even though no religious ideas are mentioned in the story, but the L2 students do not address this theme. This comparison helps the L2 students to see how cultural aspects frame the way in which native speakers interpret the language around them.

### Differing Opinions in Academia About Purpose and Content of Language Courses

The literature presents several articles centered on a division among foreign language and second language teachers between a focus on literature instruction and a focus on language instruction that often takes the form of CLT. Rifkin (2006) points out a tendency within SLA pedagogies to focus only on oral language and reiterates that the ACTFL Proficiency guidelines and the National Standards for Foreign Language Learning do not give higher precedence to speaking over listening, reading, and writing. Rifkin states that a dichotomy does not exist between "teaching toward literacy" and "teaching for proficiency" (p. 263), using proficiency as a synonym for communicative competence. Rifkin advocates, "The curriculum for communicative language instruction should require the interpretation of written and spoken texts, including literary texts, in their cultural context at the introductory and intermediate levels for all COMMUNICATIVE COMPETENCE 14 languages…as preparation for ever greater and more sophisticated learning challenges at each step of the curriculum" (p. 263). Likewise, Tucker (2006) states that CC's "received understanding as a unidirectional, primarily oral mode of functional meaning-making must give way to new appreciations of dialogical communicative performance as a relational and collaborative act of subjective negotiation" (p. 265).

Steinhart (2006) uses the terms CC and content to identify the two ideological camps, with language (i.e. CC) being the focus of beginning and intermediate courses and content the focus of advanced courses. According to Steinhart, language and content should be present in all courses, regardless of the level. Elementary programs should have an interactive oral focus and to an extent secondary programs should, as well. However, all programs should have a full-spectrum articulation goal leading toward use of the language to learn content. Some teachers might be unwilling to teach content using the L2 because the teachers themselves are unskilled in the areas of content to study, due to the mostly oral approaches used in the teachers' own language studies. Interweaving the four language skills together can be difficult, especially at the university level where students of all proficiency levels must quickly move toward advanced content work. Steinhart (2006) offers, "Perhaps we should…consider how communicative competence might be addressed, spiraled, and extended through the collegiate sequence of language study" (p. 260). In other words, the ability to understand, create, and appropriately use language should be a part of all language coursework, not just the beginning classes.

Students' interactions today, with other students who have multi-national, multi-lingual, and multi-cultural backgrounds, are very different from when CLT first developed in the 1970s (Kramsch, 2006). At that time, most students' interactions were with other monolingual students who belonged to single ethnicities and cultures. Teachers must now think of students not as COMMUNICATIVE COMPETENCE 15 future tourists but as future international workers. This correlates with a shifted goal in second-language courses from an awareness and ability to parse the L2 to an ability to use the L2 in authentic contexts. Therefore, teachers must "view language and culture, that is, grammar and style, vocabulary and its cultural connotations, texts and their points of view, as inseparable" in order to "foster the three major components of symbolic

competence: the production ofcomplexity, the tolerance of ambiguity, and an appreciation of form as meaning" (Kramsch, 2006, p. 251).


**Critiques of Applying Communicative Competence Theory to Curriculum**

Not all researchers agree with making a direct connection between the theory of CC and its application to classroom practice. Leung (2005) harshly critiques what he describes as misapplication of Hymes' (1972) and Canale and Swain's (1980) original works to current curricula development. In the context of teaching English as a Second Language and English as a Foreign Language, Leung suggests that too much reliance has been placed on the idealized native-speaker, without giving recognition to the wide variety of Englishes, both as L1s and L2s, that exist throughout the world. Teachers and publishers can overly homogenize cultural stereotypes when they create course syllabi, especially by relying on a teachers' intuitions as native English speakers. This lack of diversity moves away from Hymes' idea of appropriateness which should be localized to social interactions between specific interlocutors (Leung, 2005).

The universal application of CLT to all language learning environments requires some foundational assumptions: 1) Western pedagogical methods transfer to any learning environment; 2) all language acquisition occurs through interactive communication; 3) the standard for CC as achieved through CLT is native speaker proficiency (Jenkins, 2006a). In COMMUNICATIVE COMPETENCE 16 regards to the first and second assumptions, CLT may not transfer, for example, to the Asia-Pacific region. In regards to the third assumption, not all L2 speakers of English have native English speakers as their target audience (Jenkins, 2006a). In parts of the world where many English serves as a common L2 for many people groups to interact together, English as a Lingua Franca (ELF) makes more sense as a target proficiency than Standard British or American English (Jenkins, 2006a). Calling for recognition of ELF in contrast with English as a Foreign appropriateness component out of context, expecting that native speaker proficiency is normative and naming non-native-speakers' variations as errors instead of standard forms of ELF within a specific context.

The impact of what form of an L1, in this case English, is standard can significantly control feedback that language learners receive, especially in educational settings. If Standard British or American English provides the only acceptable language forms that students may produce, students may receive lower scores on English language assessments for using ELF or English as an International Language (EIL) forms (Jenkins, 2006b). Current examinations do not account for the possibility of another non-native English-speaker being the target audience member; if a student modifies his pronunciation or vocabulary in order to meet the needs of another L2 English-speaker by increasing mutual intelligibility, the student will be scored lower for not having used the expected standardized forms (Jenkins, 2006b). Conversely, if a student uses Standard English forms, including idioms, that his or her interlocutor does not understand, the student will be scored higher even though the student knowingly prevented the communication from progressing (Jenkins, 2006b). "From a sociocultural perspective, [non-native speaker] creativity is to be expected" (Jenkins, 2006b, p. 45). EIL and EFL forms need to COMMUNICATIVE COMPETENCE 17 be granted equal power status and afforded the same acceptance level of correctness as Standard British and American English.


## 13.4 Communicative Competence in Multilinguals

L2 speakers who develop CC in the target language also have CC in their L1. This ability to maneuver effectively in both languages can be called multicompetence. The L1 knowledge influences the L2 language being learned. "No matter how advanced L2 users are in the L2, their L2 knowledge is different from that of native speakers of that language" (Hall, Cheng, & Carlson, 2006, p. 221). An interlanguage, specific to the L2 learner, develops as the learner navigates back and forth between the two languages. Interlanguage is not an expression of linguistic deficits but rather a demonstration of the process the L2 learner is going through as he or she develops CC. Not only does the L1 influence the L2, but also the L2 impacts the L1, as well, in a process called bidirectional transfer. While not always the case, L2 learners typically have more varied communicative experiences than do monolinguals (Hall et al., 2006). These findings demonstrate that first language acquisition research can be difficult to apply to SLA, as the experiences and understandings of multilinguals and monolinguals may be quite disparate.

### Difficulty in Implementation of Communicative Language Teaching

Even if CC is considered a desirable goal of language learning and CLT is considered the desirable pedagogical approach for achieving CC, implementing CLT comes with several substantial challenges. In discussing the difficulties of implementing CLT methodology, Gatbonton and Segalowitz (2005) define one aspect of CC as automatic fluency. Teachers may feel that automatic fluency is unattainable, and they may also resist implementing CLT because it is not as tangible as the grammatical approaches they have experienced before. Furthermore, CLT requires much more student interaction than a teacher-centered classroom of years past.

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In one CLT methodology, ACCESS, a teacher explains some minimal language aspects before a specified task (Gatbonton and Segalowitz, 2005). Then, the students participate in said activities must lead to the use of utterances that have clear pragmatic functions (be useful in real world communication) and that have high re-use potential" (Gatbonton & Segalowitz, 2005, p. 333). Teachers may lead students to a focus on form as long as the activity "improve[s] students' knowledge of the targeted utterances" (Gatbonton & Segalowitz, 2005, p. 334) and the students have already experienced the utterances upon which the class would focus. Corrective feedback within this model includes "prompting and sociolinguistically authentic interventions (e.g., recasts, repetitions, confirmation checks, and elicitations)" (Gatbonton & Segalowitz, 2005, p. 337) but only on the targeted utterances. Corrective feedback is not provided for off-topic utterances. This approach "rejects the view that students should only be exposed to correct versions" (Gatbonton & Segalowitz, 2005, p. 340) of the targeted utterances, instead allowing incorrect forms to provide opportunities for learning. ACCESS uses language analysis only as a means to achieve automatic fluency. While the authors suggest that ACCESS could be extended to all four language modalities, the interactive nature seems to focus on oral language, the very concern about CLT mentioned above by university-level language instructors. Future of Communicative Language Teaching Instruction

While many consider CLT to be a natural outgrowth of CC research, further language pedagogy approaches are still being created. Post-CLT methodologies have now developed, such as Task-Based Language Teaching, Focus on Form, Cooperative Language Learning, and Content-Based Instruction (López Rama & Luque Agulló, 2012). Some researchers find that neither extreme of the CLT spectrum—1) a shallow end where grammar was explicitly taught COMMUNICATIVE COMPETENCE 19 and 2) a deep end where grammar was completely avoided so as not to impede communication—has been capable of leading students to communicative competence (López Rama & Luque Agulló, 2012). The shallow end leads students to know a great deal about grammar while being incapable of communicating, and the deep end leads students to communicate, but inaccurately. "Communicative competence has given way to a broader view in which socio-cultural, pragmatic and discourse issues are combined with a notion of language based on computational linguistics, these post-CLT methodologies still are informed by Hallidayan ideas of function and should include an attention to grammar. Teachers seem more willing to integrate grammar and communication of meaning, recognizing that "conscious knowledge can become unconscious or automatized…and, alternately, unconscious knowledge can be analyzed" (López Rama and Luque Agulló, 2012, p. 183). It seems that in order to achieve CC, both a meta-awareness of language development and opportunities for authentic language use must exist, together, in the second-language classroom.

Another extension of CLT concerns multimodal competence. While a shift from more traditional grammar/structure-based pedagogy to communicative/function-based pedagogy is in process, currently CLT focuses only on verbal meaning. The internet and other resources now provide students with extensive access to both verbal and visual meaning representations. The same concerns of building competence in contextually appropriate verbal communication cross over to the need to build competence in contextually appropriate visual communication. Teachers need to address how verbal and visual communication together influence and change the intent and impact of the other, including how this interrelation changes in different cultures.

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An additional goal of the language classroom, then, is to help students "become competent ininterpreting and constructing appropriate meanings multimodally" (Royce, 2007, p. 374). Relationship between Communicative Competence and Interactional Competence While communicative competence and CLT have been well developed in the literature over the last forty years, IC is a more recent notion. Frequently referenced early works by Kramsch and Hall will be cited as seminal pieces upon which newer research builds. This section will define IC, contrast IC with CC, discuss requisite skills and tools for IC learning and assessment, provides examples of IC development, and demonstrate IC in educational settings for different age levels.

Definition of Interactional Competence In an oft-cited article, Kramsch (1986) critiques the ACTFL/ETS Proficiency Guidelines as input-output, static, linear, and accuracy-focused, arguing that the guidelines assessed items easy to test without assessing one's ability to participate in authentic discourse. An example might include assessing if a student can form a question, but not assessing the function the question would have within a discourse (such as using a rhetorical question to stall for more (Kramsch, 1986, p. 369) can cause just as much communication breakdown, if not more, as a forgotten adjectival ending or verb conjugation. Therefore, language study should lead to IC with a goal of "intercultural understanding" (Kramsch, 1986, p. 370). Many researchers have attempted to define and clarify the concept of IC, with varying levels of overlapping ideas. IC requires more than pragmatic competence; it also required shared knowledge (Young, 2011). IC focuses on "co-construction," an incorporation of "a range of interactional processes, including collaboration, cooperation, and coordination" (May, 2009, p. COMMUNICATIVE COMPETENCE     21 398 and considers "how individual competence is connected to, and partially constructed by both those with whom [a language learner] is interacting and the larger sociohistorical forces" (Lee, 2006, p. 353). Furthermore, IC is "necessary for sustaining social interaction and relies upon the speakers' ability to use resources drawn from interactive practices" (Masuda, 2011, p. 520). Other definitions of IC include, "the ability to develop and manage topic issues in practice-relevant ways" (Hall, 1995, p. 39), "a learner's ability to co-construct appropriate linguistics forms, registers, and sequential routines in appropriate contexts in order to accomplish discursive practices" (Hellermann, 2007, p. 85), "the ability to appropriately and effectively participate in conversations" (Todhunter, 2007, p. 605), and "a competence that accounts not only for linguistic changes, but also for the changes in the participation methods of an L2 speaker in a particular community of practice" (König, 2013, p. 227). The recurring theme found in these definitions includes a focus on initiating and responding appropriately and successfully in conversations with others.

Hall and Pekarek Doehler (2011) define IC as "the context-specific constellations of expectations and dispositions about our social words that we draw on to navigate our interactions with others, [implying] the ability to mutually coordinate our actions" (p. 1). Hall and Pekarek Doehler's explanation seems to derive from Hymes' initial notion of CC: "It includes the…resources conventionally used for producing and interpreting turns and actions…so that they are recognizable for others, and to repair problems in maintaining shared understanding" (Hall & Pekarek Doehler, 2011, p. 2). L2 speakers must know when and how to take a stance in an interactive setting as well as when and how to respond to another interlocutor. They must overcome communication barriers that arise during these interactions through various strategies such as circumlocution.

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Within this context-based IC paradigm, grammar takes on a different meaning. Rather than a prescriptive set of rules found in textbooks, grammar becomes a group of patterns that are experienced repeatedly within those contexts. Language learners come to anticipate those patterns and are able to move from "peripheral to fuller participation" (Young & Miller, 2004, p. 519). Once language learner's IC has developed more, their "interactional involvement, in turn, helps [their] grammars stay in shape" (Hall, 2004, p. 610). Differences from Communicative Competence While CC research does inform IC, each views the L2 speaker from a different viewpoint. IC requires engaging with another person in a situation while CC is focused on the individual alone: "IC is distributed across participants and varied in different interactional practices….IC is not what a person knows, it is what a person does together with others [emphasis in original]" (Young, 2011, p. 430). IC develops in context-specific situations where language learners "[participate] with more experienced others in specific interactive practices" (Young, 2011, p. 20). IC "is not an individual achievement;…it is co-constructed by all participants in an interaction" (Young, 2011, p. 32). Masuda (2011) differentiates CC as being context independent and IC as being "a co-construction in

an interactive episode…specific to the practice" (p. 520). Pekarek Doehler (2013) concurs that IC is concerned with the specific context and that generalizations cannot be separated from the context in which the interaction takes place. The research on IC repeatedly points to the experience of co-construction as an essential part of IC.

Hall and Pekarek Doehler (2011) claim that prior CC research has focused on the skill of speaking, the language of an individual, rather than on the skill of interaction, the language of two or more interlocutors negotiating meaning together. In contrast, the CEFR defines the COMMUNICATIVE COMPETENCE 23 receptive skills of listening and reading and the productive skills of speaking and writing, along with the interactive skills of speaking and writing. The CEFR notes that "the acquisition of receptive competences does not automatically guarantee that learners also have interactional competences" (Vetter, 2011, p. 356). Requisite Skills for Interactional Competence IC develops as language learners participate in context-specific conversations, and this development is necessary for "competent participation in a community's significant practices" (Hall, 1995, p. 39). Understanding the socio-culturally expected interactions set up by an initial utterance allows interlocutors to anticipate specific lexical features, prepare their responses that follow turn-by-turn, and know better how to recover from misunderstandings (Hall, 1995). In order to develop IC, language learners must integrate a variety of skills. Young's (2000) six-component framework of IC includes: "rhetorical script…, specific register…, strategies for taking turns…, management of topics…, patterns in interaction…, and signaling for boundaries" (Young, 2000, p. 8-10). Strategies for taking turns, topic management, and signaling for boundaries are identify specific skills necessary for IC (Hall & Pekarek Doehler, 2011).

Practicesconsidered significant by and to the learners, and (2) the systematic study of L2 interactive practice, including their conventional resources and typical meanings, their varied uses by the participants of the practices and the consequences engendered by these uses" (Hall, 1999, p. 137). Learners must notice the language that co-exists with a specific context and recognize that the context limits the language choices that they may make. Specifically, teachers must guide learners to recognize patterns of interaction. Items to analyze include "setting(s),… COMMUNICATIVE COMPETENCE 24 and their sequential development,… participation structures,… and the formulaic openings, transitions, and closings (Hall, 1999, p. 146-148). Beginning language learners should focus on more ritualized contexts, while more advanced learners can consideration variations found in less ritualized contexts.

While linguistic proficiency and contextual awareness are necessary for communication to take place, an internal motivation is also necessary: "successful communication is not just about shared knowledge of linguistic cues but also, and perhaps more importantly, a shared identity from their ability to use language, with this identity affecting motivation for learning more language. While interaction with more proficient language users can increase IC, the L2 speakers desiring growth must feel welcome within the interaction. If the more proficient language users view themselves as collaborators in the process alongside the L2 speakers, instead of the experts who have more power than the L2 speakers, the L2 speakers' motivation and sense of identity will be more likely to push them to develop greater L2 proficiency (Hall et al., 2004). In the classroom, teachers need to be intentional about building this collaborative dynamic wherein all students have valuable ideas to offer to the class.

Teachers are likely to view students who employ greater classroom interaction as "active, creative, and successful" (Hall & Walsh, 2002, p. 191) language users. Typically, teachers use an initiation-response-evaluation (IRE) format of question and answer in the classroom. This process does not lead students to extended interactions, however, and opportunities for language growth are lost. If teachers change the third component evaluation to follow-up, thus an IRF format, the interaction is extended and students have an opportunity to demonstrate their desire COMMUNICATIVE COMPETENCE 25 to use the language (Hall & Walsh, 2002). As mentioned previously, language learners need opportunities for interaction in order for their IC to grow.

Tools for Interactional Competence Learning and Assessment

When focusing specifically on developing IC of L2 speakers, conversation analysis (CA) can help to identify changes in L2 speakers' language and interaction choices. "Foundational to CA is the idea that individuals in talk-in-interaction are competent individuals who, in sharing social group membership, share knowledge on which they draw in the accomplishment of their interactional activities" (Hall, 2009, p. 2). CA, unconcerned with the correctness of language, identifies how interlocutors make use of language and other resources in a given interaction and must be based on non-elicited speech (Pekarek Doehler, 2013). "It has been suggested that the development of L2 IC

can be understood and studied in terms of a change in participants' methods for accomplishing L2 talk-in-interaction" (Hall & Pekarek Doehler, 2011, p. 7). An analysis of the changes an L2 speaker makes in a recurring interactional task over time can reveal the acquisition of both language and socio-culturally appropriate behaviors that has occurred (Hall & Pekarek Doehler, 2011).

L2 IC requires the acquisition of several context-specific conversation development strategies. Interactional moves that L2 learners must acquire to competently participate in L1interactions include "turn-taking, opening or closing conversations, prefacing stories, proffering disagreements," (Pekarek Doehler, 2013, p. 150). Other aspects include "gaze and bodily contact,…systematic procedures,…precision timing and the sequential organization of actions and turns at talk" (Pekarek Doehler, 2013, p. 150). CA allows a focus on L2 speakers' appropriation of resources rather than on comparison to native-speaker language, for "in the coordination of these resources for all practical purposes…lies the L2 speaker's interactional COMMUNICATIVE COMPETENCE 26competence" (Pekarek Doehler, 2013, p. 155). Furthermore, L2 speakers demonstrate IC through discursive practices, "recurring episodes of social interaction in context…of social and cultural significance to a community of speakers" such as "greeting, leave-taking, and picking up a child from school" (Young, 2011, p. 427). By analyzing actual transcripts of what people say in order to accomplish certain goals, teachers and L2 learners can identify what is necessary to achieve those goals in terms of interaction and communication. Teachers can also identify areas where their L2 speakers need to continue to develop.

CA can lead adult language learners to be "better able to anticipate, interpret, and engagein culturally recognizable practices through talk-in-interaction when using the target language" (Fujii, 2012, p. 102). Other benefits include "[helping] learners both to overcome certain psychological barriers to language learning and also to notice a number of aspects of L2 interactions which otherwise may have escaped them" (Fujii, 2012, p. 112). Language learners are sometimes unwilling to mimic the culturally appropriate behavior that they notice. Although language learners need to be aware of L2 pragmatics, they should not be compelled to assimilate into the L2 culture mindlessly. While teachers should expose language learners to L2 norms, L2 speakers must have the choice of whether or not to use native speaker-like language forms (Fujii, 2012). Choosing to appropriate a culture's linguistic moves and behaviors is part of one's identity, and the student, himself or herself, should make his or her own identity decisions, not the teacher. When language learners recognize how L2 norms impact how language is created and received, learners "develop a critical awareness of language use and…are empowered to make choices about whether to participate and, when doing so, how to use the resources in ways that will enhance the realization of their own individual goals" (Hall, 1999, p. 150).

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Hellermann (2007) stated that IC development is evident when looking at how a learner modifies his or her interactions to these discursive practices in similar situations over time.

Assessing IC, therefore, should focus more on paired and group student interaction, rather than interaction solely between teacher and student (May, 2009). With this in mind, IC assessment must look at the interaction as a whole, rather than the IC of any one participant. In contrast to typical teacher-student language proficiency interviews, "paired speaking tests have the potential to elicit features of interactional competence, including a range of conversation management skills" (May, 2009, p. 415). Raters used to the traditional teacher-student interviews may find that the relational dynamic between dyad members impacts how the participants respond in the interaction, and this dynamic can cause raters great difficulty in determining how to assess fair individual scores.

## Examples of Interactional Competence Development

If language learners have the opportunity to speak repeatedly with more experienced speakers in similar contexts, these language learners will increase their IC (Masuda, 2011). Masuda's study reviews the acquisition of the interactional particle (IP) ne by Japanese as a Foreign Language Learners in a study abroad program. This IP allows turn-taking in a conversation to move forward, as ne is used in manners such as "displaying and seeking agreement or confirmation, initiating interaction, introducing a new topic, and mitigating face threatening acts" (Masuda, 2011, p. 521). Repeated interactions with a focus on ne lead some learners to move from infrequent, and sometimes incorrect, use further along a continuum towards non-formulaic, intentional use in conversations with native-speakers. However, language learners' beliefs about identity roles associated with a form (e.g. a male learner finding ne to be too effeminate) can prevent the learner

from developing IC with that form. Moreover, COMMUNICATIVE COMPETENCE 28 language learners at lower proficiency levels are slower to build their IC due to less ability to initiate and participate in conversations with native speakers (Masuda, 2011).

When considering L2 request approaches, some universal or cross-cultural trends tend tohappen with request interactions (Taleghani-Nikazm and Huth, 2010). According to CA, speakers receive acceptance responses more often to offers than to requests. Therefore, a request might contain pre-request hedging, such as a question to raise the topic, a demonstration of the need for an acceptance response, or an expression of preference. This attention to requests is part of the general CA sequence organization concept, and L2 speakers with lower proficiency levels struggle more with negotiating the sequences needed to make a request (Taleghemi-Nikazm & Huth, 2010). Sequence organization, in relation with lexis and syntax, can be used to triangulate results to "show how notions regarding the sociality, appropriateness, directness, or politeness of L2 learners' talk emerges from the data as collaborative achievements" (Taleghemi-Nikazm & Huth, 2010, p. 189). Thus, sequence forms part of Hymes' appropriateness component of CC in an interactional setting.

The discursive practice of writing conferences can lead a novice student to improve hislanguage through revision talk (Young & Miller, 2004). Through these writing conferences, not only does the student increase his IC but the instructor does, as well. In Young and Miller's (2004) study, the instructor initially models the expected turns to be taken during the writing conference, but over time the instructor learns which turns the student can take up. Eventually, the student takes up all of the expected turns except those that solely belong to the instructor.

## 13.5  Interactional Competence in Education at Different Age Levels

Hall's (1995) study indicates that foreign language classrooms provide little modeling of what these interactions should look like and little opportunity for students to experience extended COMMUNICATIVE COMPETENCE 29talk interactions, such that students can learn how to appropriately manage a topic in conversation in their new local cultural settings. L2 speakers need both the modeling and the opportunity for interactional practice to succeed in interactions with other speakers of the target language (Hall, 1995). In the following paragraphs, L2 IC growth is discussed for a young child, for high school students, and for adults.Cekaite (2007) addresses the IC that develops in a 7-year-old Kurdish girl in an immersion classroom in Sweden, observing that the girl must learn "not only socialization to the cultural norms of the target culture, but also socialization into the interactional norms and practices appropriate to a specific classroom activity" (Cekaite, 2007, p. 46). Cekaite (2007) remarks that "children need initially to acquire analytic representations of pragmatic knowledge, and more or less fully develop them by school age, whereas adults may rely on universal pragmatic knowledge, acquired through participation in a variety of communities of practice" (p. 47). Cekaite's study considers how the girl participates in multiparty conversational activities in the classroom setting. At first, the girl is mostly silent and considered a compliant student. Then, as the girl's L2 proficiency improves, she demonstrates culturally inappropriate behavior because, while she has language to express herself, she does not understand how and when to make her voice heard in the context of the classroom. By the end of the year, the girl's IC grows in parallel with her improved language proficiency, and she participates in culturally appropriate ways both in response to others and through self-initiated speech acts. Cekaite's (2007) study demonstrates that linguistic proficiency grows at a different rate than IC, and both are required for successful interaction in specific contexts. Teachers must not anticipate that linguistic proficiency growth is predictive of IC growth, or vice-versa. Both must be monitored and instructed in tandem but without a specific rate linked between them.

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IC development in the classroom happens when students take part in "exchanges that are spontaneous, topically coherent, and extend over multiple turns" (Todhunter, 2007, p. 605), which can be difficult to do in a school setting. Instructional conversation in high school can provide a natural interaction within the school setting where IC can be developed as students interactively learn about curricular concepts. Providing a transition between formal instructional activities, this conversation allows opportunities for authentic question and response between teachers and students and for students to initiate target language conversations. When necessary, the teacher can help students with necessary repairs in context and keep the conversation movingforward. Furthermore, students can co-construct their understanding of the teacher's target-language speech. "Interactionally competent speakers negotiate meaning in order to repair communication

breakdowns. However, achieving mutual understanding does not always lead to resolution or awareness of grammatical form" (Todhunter, 2007, p. 614). Instructional conversation allows teachers to lead students to correct grammatical forms while the students also build their IC.

Learners through dyadic interactions. Students with lower English proficiency participate in little pre-task talking, as opposed to students with higher English proficiency who spend some time in small talk before beginning paired-work tasks assigned by the teacher. Furthermore, paired students will adopt teacher-modeled language and peer language or mutually use available verbal and non-verbal resources together as they attempt to prepare for and participate in teacher-assigned tasks (Hellermann, 2007).

Using the concept of topic as her lens for understanding IC, König (2013) studies how a German-speaking au pair initiates conversations using self-selected topics during a year COMMUNICATIVE COMPETENCE 31 stay with a French-speaking family. Over time, the au pair increases her sensitivity in how to though the au pair is an advanced French L2 speaker, her linguistic structures do not improve significantly in the year-long study. Nevertheless, the manner in which those linguistic structures are employed does show an increase of IC (König, 2013). At an adult level, this also demonstrates the different rates of linguistic and IC growth.

Adult learners may "rely to some extent on their L1 interactional competence" as they interact in the L2 (Barraja-Rohan, 2011, p. 485). L1 interactional skills and knowledge do not automatically transfer to L2 IC. By using CA to identify IC features missing from students' speech (e.g. response tokens, assessments, and adjacency pairs), teacher-modified lessons can make adult students explicitly aware of these items. These lessons can lead to student conversations which demonstrate greater integration of the initial lacking IC skills (Barraja-Rohan, 2011).

## Conclusion

Second and foreign language teachers must instruct much more than mere syntactic and lexical structures because students in L2 language classes need to know how to interact effectively with the L2 world around them, in schools, in the community, and at work. Communicative competence and now interactional competence, along with their associated pedagogies, provide goals that teachers may strive to help their students attain. When an L2 speaker can comprehend, respond to, and initiate interactions with native target language speakers in ways in which the L2 speaker can understand the meaning, intent and cultural expectations of the interactions, these goals will have been achieved.

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### References

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The literature begins to position CC in SLA contexts with the intent of providing a framework for developing second language course syllabi. Canale and Swain (1980) specifically address CC's definition and development in an article focused on second language teaching.Canale and Swain (1980) use CC "to refer to the relationship and interaction between grammatical competence…and sociolinguistic competence" (p. 6). This mirrors Hymes' (1972) claim that grammar rules are incomplete without rules of use. Canale and Swain's (1980) purpose in asserting this definition is to provide guidelines for how to develop communicative COMMUNICATIVE COMPETENCE 5 course syllabi, namely that grammar and sociolinguistics features must both be included in second language coursework and both must be assessed, as well. This is in sharp contrast to the grammar-centered syllabi found in most coursework by Canale and Swain (1980).

Savignon (1991) also mentions a divergence between more grammar-based and notional-functional syllabi. Savignon (1991) recounts the European development as being "derived from neo-Firthian systemic or functional linguistics that views language as meaning potential and maintains the centrality of context of situation" (p. 263). Notional-functional syllabi have been developed in Europe using this paradigm, where curricula are developed based on students' needs for communication rather than on a stratified sequence of grammatical structures that grow

increasingly more difficult. At the same time, developments in the United States have centered on Hymes' reaction to Chomsky's theories.

In developing her own definition and application of CC, Savignon (2002) mentions that Hymes uses CC "to represent the ability to use language in a social context, to observe sociolinguistic norms of appropriateness" (p. 2) and maintains that "Hymes' focus was not language learning but language as social behavior [emphasis in original]" (p. 2). Savignon (2002) herself uses the term CC "to characterize the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or perform on discrete-point tests of grammatical knowledge" (p. 3). Therefore, Savignon's paradigm focuses on what a second language learner can do with the language in authentic settings, not just on the ability to memorize chunks of language for artificial, planned experiences.

Not only does CC include the ability to make meaning in authentic contexts, it also includes an assumption of facility. In his study of interlanguage analysis, Pallotti (2010) COMMUNICATIVE COMPETENCE 6 distinguishes between CC and linguistic competence, but he also indicates that CC is "further divided into efficacy (the ability to reach one's communicative goals) and fluency (the ability to do so smoothly, quickly and effortlessly)" (p. 173). Pallotti's definition, including fluency with its describing adverbs of "smoothly, quickly, and effortlessly" seems to shift the focus from merely being able to negotiate meaning—regardless of the accompanying false starts and halted language—to a concept where the negotiation of language happens with a great deal of automaticity.

One further extension development to the concept of CC is that it occurs in an interactive process. Hall and Pekarek Doehler (2011) extend the notion of CC to IC in this way: "Central to competent engagement in our interactions is our ability to accomplish meaningful social actions, to respond to c-participants' [sic] previous actions and to make recognizable for others what our actions are and how these relate to their own actions" (p. 1). L2 speakers demonstrate IC when they make appropriate use of language in extended, turn-taking. They understand, according to a situational specific socio-cultural context, the intent of the language moves made by the other interlocutors in the setting, and the L2 speakers know how, again according to that same context, to make further language moves such that their communicative output will be taken up in the manner that the L2 speakers intend.

## Synthesized Definition

To restate the initial claimed definition, CC can be defined as the ability to use language, or to communicate, in a culturally appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions. This definition can be analyzed as follows. First, L2 speakers must have the ability to use language itself, including the ability to form grammatically possible and feasible locutions (Hymes, 1972). Second, L2 COMMUNICATIVE COMPETENCE 7 speakers must demonstrate the inclusion of the socio-cultural component of cultural appropriateness (Hymes, 1972; Canale & Swain, 1980). Third, L2 speakers must be able to make meaning, not merely regurgitate memorized phrases or answer correctly on discrete grammar point tests (Savignon, 2002). Fourth, L2 speakers must use language in ways that are effective in accomplishing their desired tasks in a facile, almost unconscious manner (Palloti, 2010). Finally, L2 speakers must be able to achieve these communicative tasks in social, extended interactions wherein they have the skills and understanding to decode and encode messages with appropriate socio-cultural intent (Hall & Pekarek Doehler, 2011). Through understanding these components, second-language instructors can more clearly understand theintended goal or outcome of their courses.

Necessity to Focus on Communicative Competence in Teaching "The role of the language teacher is to help learners get along in real-life situations" (Savignon, 1997, p. 114). L2 speakers must be able to process and interact with the language they experience in order to succeed in the sociocultural contexts in which they find themselves.

Whether in the classroom, the grocery store, or the workplace, if L2 speakers do not have access to this language, they have less opportunity and less power to interact as equal members of socialinteractions. CC as a goal, through various Communicative Language Teaching (CLT)methodologies, allows L2 speakers the cultural and linguistic knowledge needed to handle the interactional challenges presented to them.

When preparing to teach L2 speakers a second or foreign language, teachers must realize that correct L2 grammar and denotative meanings are insufficient to prepare those L2 speakers for real

interactions in the target language. L2 speakers must understand the intent of communication, embedded in specific cultural settings, in order to fully demonstrate CC COMMUNICATIVE COMPETENCE 8 (Savignon, 1997). The following research discusses the value of CLT, measurement of CC, the role of pragmatics within CLT, differing opinions within academia of the value and purpose of language courses, critiques of applying CC theory to curriculum, difficulties of implementing CLT, and the future of CLT.

## Value of Communicative Language Teaching

The tension between a focus on grammar and a focus on communicating meaning has created an either/or mindset in language instruction. However, putting these two foci in conflict is inaccurate: L2 speakers must not only make themselves understood to native language speakers but also use correct grammar in the process (Canale & Swain, 1980). Canale and Swain's (1980) components of CC can be defined as follows: "grammatical…knowledge of lexical items and rules of morphology, syntax, semantics and phonology; sociolinguistic… knowledge of rules of language use; strategic…knowledge of strategies to overcome communicative problems; and, discourse…knowledge needed to participate in literacy activities" (Hall & Pekarek Doehler, 2001, p. 3). Savignon (1997) uses these four components to develop a study comparing a CLT approach with a traditional grammar approach. Students in the CLT group perform better on grammar assessments than students whose instruction focuses solely on grammatical structures. Furthermore, students experiencing a CLT approach are also able to communicate more easily in spontaneous communicative interactions than do students who onlyexperience traditional grammar teaching (Savignon, 1997). When L2 speakers experience pedagogical opportunities for communicative practice (using language authentic contexts ratherthan isolated, grammar drills), their facility for more natural use develops. Lightbown and Spada (2013) conclude that Savignon's study "offers support for the hypothesis that meaning-based instruction is advantageous, not that form-based instruction is not" (Chapter 6, Section 1, para.

## Communicative Competence

While CLT does provide an opportunity for students to be creative in their use of language, it does not have to exclude a focus on form. Teachers can help language learners acquire variations of textbook language by appropriating a "sociocultural framework of pragmatics as mediated action" (Van Compernolle, 2013, p. 358). In Van Compernolle's (2013) study, the tu vs. vous formality dichotomy helps students know when to use the pronouns on or nous and when to leave out or use the negativeparticle ne. Students learn not just what the words mean, but what kind of attitude the students will convey based on these language and grammatical choices. When teachers begin with"meanings – concepts – that are important for learners to appropriate rather than forms or structures" (Van Compernolle, 2013, p. 358), students begin to make situation-specific appropriate use of formal and informal language markers without mediated support. Thisframework uses dynamically-administered scenarios to simultaneously assess students' current competence with expressing a concept while also guiding the students who are unable to perform independently. While direct instruction, awareness-building, and noticing are useful in language study, they are insufficient to lead to competence (Van Compernolle, 2013). Van Compernolle (2013) and Savignon (1997) both demonstrate that focusing on meaning while also drawing attention to form can lead L2 speakers to CC, including appropriate grammar usage.

## Measurement of Communicative Competence

One aspect of teaching and learning for which teachers are accountable is reporting progress that students make, often in a quantifiable form. Several monographs address how to quantify CC (i.e., identify or label a CC level) in terms of the Common European Framework of Reference for Languages (CEFR), including some discussions considering the validity of comparing proficiency levels to CC (Bartning, Martin, & Vedder, 2010). Teachers should COMMUNICATIVE COMPETENCE 10 hesitate using a focus on errors for assessing beginners' proficiency levels; instead, teacher must understand the sophisticated development of a learner's interlanguage: "one should always bear in mind that…'accuracy growth' and 'interlanguage development' do not represent the same construct" (Pallotti, 2010, p. 163). Teachers should also be careful to focus on the meaning and intent of proficiency level descriptions rather than converting proficiency level to a numerical percentage (Pallotti, 2010). Numerical scores may be easy to calculate, but they do not describe the nuances of language development that teachers must consider as they develop lessons.

Vocabulary growth can be used as a diagnostic tool to determine proficiency level, such as foundin the CEFR (Milton, 2010). L2 speakers' word choices reveal how broadly and deeply they can interact with topics. Beginning speakers will demonstrate word choices concerning very specific, personal experience topics while advancing speakers will be demonstrate word choices about less immediate topics, as well. CC growth can also be observed "both at the level of expanding one's range of communicative activities and at the level of performing them in increasingly more complex and sophisticated ways" (Hulstihn, Alderson, and Schoonen, 2010, p.

12). Inorder for a student to fully develop his or her communicative competence, both breadth and depth must take place in the classroom activities an L2 speaker experiences.

## 13.6  Role of Pragmatics in Communicative Language Teaching

As mentioned above, mastery of surface level structures, understanding denotative word meaningsand being able to construct grammatically correct sentences, is insufficient for achieving CC. L2 speakers must be able to navigate the sociocultural contexts in which they must actually use the language. For example, if a child who forget to bring bread to the table, a parent, as an authority, might remark, "Where's the bread? Who set the table? I don't see the bread" (Savignon, 1997, p. 19). The child is to infer that an indirect command is being given COMMUNICATIVE COMPETENCE     11 without the parent using a grammatically imperative sentence. This understanding of nuance, of knowing the meaning intended by the speaker within the specific context, goes much deeper than explanations provided by dictionary definitions or grammar textbooks. Pragmatics creates a lens in which to understand CC in real life situations where intentions and expectations of linguistic and behavioral interactions are often left implicit.

Research in SLA often does not match practice in the classroom. Ishihara (2007) writes,"Althoughpragmatic ability (the ability to use language effectively to achieve a specific purpose and understand language in context) has been recognized as an essential component of communicative competence…, pragmatics has not been fully incorporated into today's second/foreign language (L2) teaching and teacher education [emphasis in original]" (p. 21).

Lessons on why and when to use specific speech acts such as thanking or apologizing, beyond simply how to form the words for the speech act, help students to understand cultural appropriateness better. Journaling allows students to compare their own cultural experiences with the expectations of the new culture and creates a metapragmatic awareness in students that allows them to process "the cultural ideologies underlying the L2 use" (Ishihara, 2007, p. 32) and helps them to make choices of "how to express themselves through the L2" (Ishihara, 2007, p. 32). While students may be overwhelmed by the amount of information developed through a lesson based on pragmatics, an explicit approach in which students are taught to use noticing techniques may "[provide] an insider perspective of the target culture" (Ishihara, 2007, p. 32) often lacking in formal language instruction.

Vásquez and Fioramente (2011) echo the importance of teaching pragmatics to students and are concerned about the lack of pragmatics instruction within ESL master's degree programs in the United States. In their words, "to be a competent language user, an individual must have COMMUNICATIVE COMPETENCE   12 the ability to produce utterances which are grammatical as well as appropriate to the context in which they are made, considering the participants, their relationships, as well as the (often unstated but assumed) social rules for interaction" (Vásquez & Fioramente, 2011, p. 1). Pragmatics within ESL instruction may be narrowed to the areas of speech acts, language functions, and linguistic politeness, with explicit instruction needed in each area (Vásquez & Fioramente, 2011). While ESL teachers may be prepared to help ELLs form language structures (Hymes' possibility and feasibility criteria), these teachers might not be prepared to address Hymes' appropriateness criterion in their curricula. Teachers may not have identified the indirect language needed for appropriate interactions in the L2, taking this understanding for granted. Assignments with real-world applications can help teachers and their students to understand the implications of pragmatics and thus their importance (Vásquez & Fioramente, 2011).

Teachers may be reluctant to participate in voluntary professional development offerings focused on pragmatics, even though the research clearly calls for it as part of CC and shows instruction in pragmatics to be effective (Vellenga, 2011). Teachers may feel pragmatics are not as important as teaching linguistic features or that there is no time in language courses to integrate pragmatics. In Vellenga's (2011) study, teachers are encouraged to use contrastive analysis with their students to compare L1 and L2 approaches to speech acts such as greetings, requests, and refusals. Some

teachers, who use English-only methodologies, report feeling confused about asking students to think about how these speech acts occur in the L1 but value this approach when they receive appropriate training, nonetheless. One participant in Vellenga's (2011) study specifically recognizes the need for awareness building of American pragmatics for COMMUNICATIVE COMPETENCE 13 ESL teachers, as these teachers might take for granted American routines or expectations and not know what items to help their students notice.

Zapata (2005) likens Ishihara's insider perspective to Byram's intercultural communicative competence and Kramsch's third place, "the intersection between the native and target cultures where learners have a deep understanding of both" (Zapata, 2005, p. 261).

Zapata's study demonstrates how comparison of native speaker experts' analyses of a piece ofliterature with university level L2 students' analyses leads students to understand not just the language of the story but also the cultural context in which it is written. The native speakers' analyses consistently articulate a religious theme, even though no religious ideas are mentioned in the story, but the L2 students do not address this theme. This comparison helps the L2 students to see how cultural aspects frame the way in which native speakers interpret the language around them.

## 13.7 Differing Opinions in Academia About Purpose and Content of Language Courses

The literature presents several articles centered on a division among foreign language and second language teachers between a focus on literature instruction and a focus on language instruction that often takes the form of CLT. Rifkin (2006) points out a tendency within SLA pedagogies to focus only on oral language and reiterates that the ACTFL Proficiency guidelines and the National Standards for Foreign Language Learning do not give higher precedence to speaking over listening, reading, and writing. Rifkin states that a dichotomy does not exist between "teaching toward literacy" and "teaching for proficiency" (p. 263), using proficiency as a synonym for communicative competence. Rifkin advocates, "The curriculum for communicative language instruction should require the interpretation of written and spoken texts, including literary texts, in their cultural context at the introductory and intermediate levels for all COMMUNICATIVE COMPETENCE 14 languages…as preparation for ever greater and more sophisticated learning challenges at each step of the curriculum" (p. 263). Likewise, Tucker (2006) states that CC's "received understanding as a unidirectional, primarily oral mode of functional meaning-making must give way to new appreciations of dialogical communicative performance as a relational and collaborative act of subjective negotiation" (p. 265).

Steinhart (2006) uses the terms CC and content to identify the two ideological camps, with language (i.e. CC) being the focus of beginning and intermediate courses and content the focus of advanced courses. According to Steinhart, language and content should be present in all courses, regardless of the level. Elementary programs should have an interactive oral focus and to an extent secondary programs should, as well. However, all programs should have a full-spectrum articulation goal leading toward use of the language to learn content. Some teachers might be unwilling to teach content using the L2 because the teachers themselves are unskilled in the areas of content to study, due to the mostly oral approaches used in the teachers' own language studies. Interweaving the four language skills together can be difficult, especially at the university level where students of all proficiency levels must quickly move toward advanced content work. Steinhart (2006) offers, "Perhaps we should…consider how communicative competence might be addressed, spiraled, and extended through the collegiate sequence of language study" (p. 260). In other words, the ability to understand, create, and appropriately use language should be a part of all language coursework, not just the beginning classes.

Students' interactions today, with other students who have multi-national, multi-lingual, and multi cultural backgrounds, are very different from when CLT first developed in the 1970s (Kramsch, 2006). At that time, most students' interactions were with other monolingual students who belonged to single ethnicities and cultures. Teachers must now think of students not as COMMUNICATIVE COMPETENCE 15 future tourists but as future international workers. This correlates with a shifted goal in second-language courses from an awareness and ability to parse the L2 to an ability to use the L2 in authentic contexts. Therefore, teachers must "view language and culture, that is, grammar and style, vocabulary and its cultural connotations, texts and their points of view, as inseparable" in order to "foster the three major components of symbolic

competence: the production of complexity, the tolerance of ambiguity, and an appreciation of form as meaning" (Kramsch, 2006, p. 251).

### Critiques of Applying Communicative Competence Theory to Curriculum

Not all researchers agree with making a direct connection between the theory of CC and its application to classroom practice. Leung (2005) harshly critiques what he describes as misapplication of Hymes' (1972) and Canale and Swain's (1980) original works to current curricula development. In the context of teaching English as a Second Language and English as a Foreign Language, Leung suggests that too much reliance has been placed on the idealized native-speaker, without giving recognition to the wide variety of Englishes, both as L1s and L2s, that exist throughout the world. Teachers and publishers can overly homogenize cultural stereotypes when they create course syllabi, especially by relying on a teachers' intuitions as native English speakers. This lack of diversity moves away from Hymes' idea of appropriateness which should be localized to social interactions between specific interlocutors (Leung, 2005).

The universal application of CLT to all language learning environments requires some foundational assumptions: 1) Western pedagogical methods transfer to any learning environment; 2) all language acquisition occurs through interactive communication; 3) the standard for CC as achieved through CLT is native speaker proficiency (Jenkins, 2006a). In COMMUNICATIVE COMPETENCE 16 regards to the first and second assumptions, CLT may not transfer, for example, to the Asia-Pacific region. In regards to the third assumption, not all L2 speakers of English have native English speakers as their target audience (Jenkins, 2006a). In parts of the world where many English serves as a common L2 for many people groups to interact together, English as a Lingua Franca (ELF) makes more sense as a target proficiency than Standard British or American English (Jenkins, 2006a). Calling for recognition of ELF in contrast with English as a Foreign Language (EFL), Jenkins (2006a) suggests that most SLA research takes Hymes' socio-cultural appropriateness component out of context, expecting that native speaker proficiency is normative and naming non-native-speakers' variations as errors instead of standard forms of ELF within a specific context.

The impact of what form of an L1, in this case English, is standard can significantly control feedback that language learners receive, especially in educational settings. If Standard British or American English provides the only acceptable language forms that students may produce, students may receive lower scores on English language assessments for using ELF or English as an International Language (EIL) forms (Jenkins, 2006b). Current examinations do not account for the possibility of another non-native English-speaker being the target audience member; if a student modifies his pronunciation or vocabulary in order to meet the needs of another L2 English-speaker by increasing mutual intelligibility, the student will be scored lower for not having used the expected standardized forms (Jenkins, 2006b). Conversely, if a student uses Standard English forms, including idioms, that his or her interlocutor does not understand, the student will be scored higher even though the student knowingly prevented the communication from progressing (Jenkins, 2006b). "From a sociocultural perspective, [non-native speaker] creativity is to be expected" (Jenkins, 2006b, p. 45). EIL and EFL forms need to COMMUNICATIVE COMPETENCE 17 be granted equal power status and afforded the same acceptance level of correctness as Standard British and American English.

### Communicative Competence in Multilinguals

L2 speakers who develop CC in the target language also have CC in their L1. This ability to maneuver effectively in both languages can be called multicompetence. The L1knowledge influences the L2 language being learned. "No matter how advanced L2 users are in the L2, their L2 knowledge is different from that of native speakers of that language" (Hall, Cheng, & Carlson, 2006, p. 221). An interlanguage, specific to the L2 learner, develops as the learner navigates back and forth between the two languages. Interlanguage is not an expression of linguistic deficits but rather a demonstration of the process the L2 learner is going through as he or she develops CC. Not only does the L1 influence the L2, but also the L2 impacts the L1, as well, in a process called bidirectional transfer. While not always the case, L2 learners typically have more varied communicative experiences than do monolinguals (Hall et al., 2006). These findings demonstrate that first language acquisition research can be difficult to apply to SLA, as the experiences and understandings of multilinguals and monolinguals may be quite disparate.

Difficulty in Implementation of Communicative Language Teaching Even if CC is considered a desirable goal of language learning and CLT is considered the desirable pedagogical approach for

achieving CC, implementing CLT comes with several substantial challenges.  In discussing the difficulties of implementing CLT methodology, Gatbonton and Segalowitz (2005) define one aspect of CC as automatic fluency.  Teachers may feel that automatic fluency is unattainable, and they may also resist implementing CLT because it is not as tangible as the grammatical approaches they have experienced before. Furthermore, CLT requires much more student interaction than a teacher-centered classroom of years past.

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In one CLT methodology, ACCESS, a teacher explains some minimal language aspects before a specified task (Gatbonton and Segalowitz, 2005).  Then, the students participate in said task where they have a gap of information and a genuine need to acquire that information.  "The activities must lead to the use of utterances that have clear pragmatic functions (be useful in real world communication) and that have high re-use potential" (Gatbonton & Segalowitz, 2005, p. 333).  Teachers may lead students to a focus on form as long as the activity "improve[s] students' knowledge of the targeted utterances" (Gatbonton & Segalowitz, 2005, p. 334) and the students have already experienced the utterances upon which the class would focus. Corrective feedback within this model includes "prompting and sociolinguistically authentic interventions (e.g., recasts, repetitions, confirmation checks, and elicitations)" (Gatbonton & Segalowitz, 2005, p. 337) but only on the targeted utterances.  Corrective feedback is not provided for off-topic utterances.  This approach "rejects the view that students should only be exposed to correct versions" (Gatbonton & Segalowitz, 2005, p. 340) of the targeted utterances, instead allowing incorrect forms to provide opportunities for learning.  ACCESS uses language analysis only as a means to achieve automatic fluency.  While the authors suggest that ACCESS could be extended to all four language modalities, the interactive nature seems to focus on oral language, the very concern about CLT mentioned above by university-level language instructors.

## 13.8  Future of Communicative Language Teaching Instruction

While many consider CLT to be a natural outgrowth of CC research, further language pedagogy approaches are still being created.  Post-CLT methodologies have now developed, such as Task-Based Language Teaching, Focus on Form, Cooperative Language Learning, and Content-Based Instruction (López Rama & Luque Agulló, 2012).  Some researchers find that neither extreme of the CLT spectrum—1) a shallow end where grammar was explicitly taught COMMUNICATIVE COMPETENCE 19 and 2) a deep end where grammar was completely avoided so as not to impede communication—has been capable of leading students to communicative competence (López Rama & Luque Agulló, 2012).  The shallow end leads students to know a great deal about grammar while being incapable of communicating, and the deep end leads students to communicate, but inaccurately.

"Communicative competence has given way to a broader view in which socio-cultural, pragmatic and discourse issues are combined with a notion of language based on computational analysis" (López Rama and Luque Agulló, 2012, p. 182).  With this move to integrate corpus linguistics, these post-CLT methodologies still are informed by Hallidayan ideas of function, and should include an attention to grammar.  Teachers seem more willing to integrate grammar and communication of meaning, recognizing that "conscious knowledge can become unconscious or automatized…and, alternately, unconscious knowledge can be analyzed" (López Rama and Luque Agulló, 2012, p. 183).  It seems that in order to achieve CC, both a meta-awareness of language development and opportunities for authentic language use must exist, together, in the second-language classroom.

Another extension of CLT concerns multimodal competence.  While a shift from more traditional grammar/structure-based pedagogy to communicative/function-based pedagogy is in process, currently CLT focuses only on verbal meaning.  The internet and other resources now provide students with extensive access to both verbal and visual meaning representations. The same concerns of building competence in contextually appropriate verbal communication cross over to the need to build competence in contextually appropriate visual communication. Teachers need to address how verbal and visual communication together influence and change the intent and impact of the other, including how this interrelation changes in different cultures.

## Communicative Competence

An additional goal of the language classroom, then, is to help students "become competent in interpreting and constructing appropriate meanings multimodally" (Royce, 2007, p. 374). Relationship between Communicative Competence and Interactional Competence While communicative competence and CLT have been well developed in the literature over the last forty years, IC is a more recent notion. Frequently referenced early works by Kramsch and Hall will be cited as seminal pieces upon which newer research builds. This section will define IC, contrast IC with CC, discuss requisite skills and tools for IC learning and assessment, provide examples of IC development, and demonstrate IC in educational settings for different age levels.

## 13.9  Definition of Interactional Competence

In an oft-cited article, Kramsch (1986) critiques the ACTFL/ETS Proficiency Guidelines as input-output, static, linear, and accuracy-focused, arguing that the guidelines assessed items easy to test without assessing one's ability to participate in authentic discourse. An example might include assessing if a student can form a question, but not assessing the function the question would have within a discourse (such as using a rhetorical question to stall for more time). "Pragmatic failure,…the inability to understand what is meant by what is said," (Kramsch, 1986, p. 369) can cause just as much communication breakdown, if not more, as a forgotten adjectival ending or verb conjugation. Therefore, language study should lead to IC with a goal of "intercultural understanding" (Kramsch, 1986, p. 370).

Many researchers have attempted to define and clarify the concept of IC, with varying levels of overlapping ideas. IC requires more than pragmatic competence; it also required shared knowledge (Young, 2011). IC focuses on "co-construction," an incorporation of "a range of interactional processes, including collaboration, cooperation, and coordination" (May, 2009, p. COMMUNICATIVE COMPETENCE 21 398 and considers "how individual competence is connected to, and partially constructed by both those with whom [a language learner] is interacting and the larger sociohistorical forces" (Lee, 2006, p. 353). Furthermore, IC is "necessary for sustaining social interaction and relies upon the speakers' ability to use resources drawn from interactive practices" (Masuda, 2011, p. 520).

Other definitions of IC include, "the ability to develop and manage topic issues in practice-relevant ways" (Hall, 1995, p. 39), "a learner's ability to co-construct appropriate linguistics forms, registers, and sequential routines in appropriate contexts in order to accomplish discursive practices" (Hellermann, 2007, p. 85), "the ability to appropriately and effectively participate in conversations" (Todhunter, 2007, p. 605), and "a competence that accounts not only for linguistic changes, but also for the changes in the participation methods of an L2 speaker in a particular community of practice" (König, 2013, p. 227). The recurring theme found in these definitions includes a focus on initiating and responding appropriately and successfully in conversations with others.

Hall and Pekarek Doehler (2011) define IC as "the context-specific constellations of expectations and dispositions about our social words that we draw on to navigate our interactions with others, [implying] the ability to mutually coordinate our actions" (p. 1). Hall and Pekarek Doehler's explanation seems to derive from Hymes' initial notion of CC: "It includes the…resources conventionally used for producing and interpreting turns and actions…so that they are recognizable for others, and to repair problems in maintaining shared understanding" (Hall & Pekarek Doehler, 2011, p. 2). L2 speakers must know when and how to take a stance in an interactive setting as well as when and how to respond to another interlocutor. They must overcome communication barriers that arise during these interactions through various strategies such as circumlocution.

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Within this context-based IC paradigm, grammar takes on a different meaning. Rather than a prescriptive set of rules found in textbooks, grammar becomes a group of patterns that are experienced repeatedly within those contexts. Language learners come to anticipate those patterns and are able to move from "peripheral to fuller participation" (Young & Miller, 2004, p. 519). Once language learner's IC has developed more, their "interactional involvement, in turn, helps [their] grammars stay in shape" (Hall, 2004, p. 610).

## 13.10 Differences from Communicative Competence

While CC research does inform IC, each views the L2 speaker from a different viewpoint. IC requires engaging with another person in a situation while CC is focused on the individual alone: "IC is distributed across participants and varied in different interactional practices….IC is not what a person knows, it is what a person does together with others [emphasis in original]" (Young, 2011, p. 430). IC develops in context-specific situations where language learners "[participate] with more experienced others in specific interactive practices" (Young, 2011, p. 20). IC "is not an individual achievement;…it is co-constructed by allparticipants in an interaction" (Young, 2011, p. 32). Masuda (2011) differentiates CC as being context independent and IC as being "a co-construction in an interactive episode…specific to the practice" (p. 520). Pekarek Doehler (2013) concurs that IC is concerned with the specific context and that generalizations cannot be separated from the context in which the interaction takes place. The research on IC repeatedly points to the experience of co-construction as an essential part of IC.

Hall and Pekarek Doehler (2011) claim that prior CC research has focused on the skill of speaking, the language of an individual, rather than on the skill of interaction, the language of two or more interlocutors negotiating meaning together. In contrast, the CEFR defines the COMMUNICATIVE COMPETENCE 23 receptive skills of listening and reading and the productive skills of speaking and writing, along with the interactive skills of speaking and writing. The CEFR notes that"the acquisition ofreceptive competences does not automatically guarantee that learners also have interactional competences" (Vetter, 2011, p. 356).

### Requisite Skills for Interactional Competence

IC develops as language learners participate in context-specific conversations, and this development is necessary for "competent participation in a community's significant practices" (Hall, 1995, p. 39). Understanding the socio-culturally expected interactions set up by an initial utterance allows interlocutors to anticipate specific lexical features, prepare their responses that follow turn-by-turn, and know better how to recover from misunderstandings (Hall, 1995).

In order to develop IC, language learners must integrate a variety of skills. Young's (2000) six-component framework of IC includes: "rhetorical script…, specific register…, strategies for taking turns…, management of topics…, patterns in interaction…, and signaling for boundaries" (Young, 2000, p. 8-10). Strategies for taking turns, topic management, and signaling for boundaries are identify specific skills necessary for IC (Hall & Pekarek Doehler, 2011).

The development of the above skills requires "(1) guided practice in those interactive practices considered significant by and to the learners, and (2) the systematic study of L2 interactive practice, including their conventional resources and typical meanings, their varied uses by the participants of the practices and the consequences engendered by these uses" (Hall, 1999, p. 137). Learners must notice the language that co-exists with a specific context and recognize that the context limits the language choices that they may make. Specifically, teachers must guide learners to recognize patterns of interaction. Items to analyze include "setting(s),… COMMUNICATIVE COMPETENCE 24 participants,… expected goals or outcomes of the activity,… topic(s),… constitutive speech acts and their sequential development,… participation structures,… and the formulaic openings, transitions, and closings (Hall, 1999, p. 146-148). Beginning language learners should focus on more ritualized contexts, while more advanced learners can consideration variations found in less ritualized contexts.

While linguistic proficiency and contextual awareness are necessary for communication to take place, an internal motivation is also necessary: "successful communication is not just about shared knowledge of linguistic cues but also, and perhaps more importantly, a shared willingness to cooperate" (Hall, Hendricks, & Orr, 2004, p. 81). Language users draw an identity from their ability to use language, with this identity affecting motivation for learning more language. While interaction with more proficient language users can increase IC, the L2 speakers desiring growth must feel welcome within the interaction. If the more proficient language users view themselves as collaborators in the process alongside the L2 speakers, instead of the experts who have more power than the L2 speakers, the L2 speakers' motivation and sense of identity will be more likely to push them to develop greater L2 proficiency (Hall et al., 2004). In the classroom, teachers need to be intentional about building this collaborative dynamic wherein all students have valuable ideas to offer to the class.

Teachers are likely to view students who employ greater classroom interaction as "active, creative, and successful" (Hall & Walsh, 2002, p. 191) language users. Typically, teachers use an initiation-response-evaluation (IRE) format of question and answer in the classroom. This process does not lead students to extended interactions, however, and opportunities for language growth are lost. If teachers change the third component evaluation to follow-up, thus an IRF format, the interaction is extended and students have an opportunity to demonstrate their desire COMMUNICATIVE COMPETENCE 25 to use the language (Hall & Walsh, 2002). As mentioned previously, language learners need opportunities for interaction in order for their IC to grow.

Tools for Interactional Competence Learning and Assessment When focusing specifically on developing IC of L2 speakers, conversation analysis (CA) can help to identify changes in L2 speakers' language and interaction choices. "Foundational to CA is the idea that individuals in talk-in-interaction are competent individuals who, in sharing social group membership, share knowledge on which they draw in the accomplishment of their interactional activities" (Hall, 2009, p. 2). CA, unconcerned with the correctness of language, identifies how interlocutors make use of language and other resources in a given interaction and must be based on non-elicited speech (Pekarek Doehler, 2013). "It has been suggested that the development of L2 IC can be understood and studied in terms of a change in participants' methods for accomplishing L2 talk-in-interaction" (Hall & Pekarek Doehler, 2011, p. 7). An analysis of the changes an L2 speaker makes in a recurring interactional task over time can reveal the acquisition of both language and socio-culturally appropriate behaviors that has occurred (Hall & Pekarek Doehler, 2011).

L2 IC requires the acquisition of several context-specific conversation development strategies. Interactional moves that L2 learners must acquire to competently participate in L1 interactions include "turn-taking, opening or closing conversations, prefacing stories, proffering disagreements," (Pekarek Doehler, 2013, p. 150). Other aspects include "gaze and bodily contact, systematic procedures,…precision timing and the sequential organization of actions and turns at talk" (Pekarek Doehler, 2013, p. 150). CA allows a focus on L2 speakers' appropriation of resources rather than on comparison to native-speaker language, for "in the coordination of these resources for all practical purposes…lies the L2 speaker's interactionalCOMMUNICATIVE COMPETENCE 26 competence" (Pekarek Doehler, 2013, p. 155). Furthermore, L2 speakers demonstrate IC through discursive practices, "recurring episodes of social interaction in context…of social and cultural significance to a community of speakers" such as "greeting, leave-taking, and picking up a child from school" (Young, 2011, p. 427). By analyzing actual transcripts of what people say in order to accomplish certain goals, teachers and L2 learners can identify what is necessary to achieve those goals in terms of interaction and communication. Teachers can also identify areas where their L2 speakers need to continue to develop.

CA can lead adult language learners to be "better able to anticipate, interpret, and engage in culturally recognizable practices through talk-in-interaction when using the target language" (Fujii, 2012, p. 102). Other benefits include "[helping] learners both to overcome certain psychological barriers to language learning and also to notice a number of aspects of L2 interactions which otherwise may have escaped them" (Fujii, 2012, p. 112). Language learners are sometimes unwilling to mimic the culturally appropriate behavior that they notice. Although language learners need to be aware of L2 pragmatics, they should not be compelled to assimilate into the L2 culture mindlessly. While teachers should expose language learners to L2 norms, L2 speakers must have the choice of whether or not to use native speaker-like language forms (Fujii, 2012). Choosing to appropriate a culture's linguistic moves and behaviors is part of one's identity, and the student, himself or herself, should make his or her own identity decisions, not the teacher. When language learners recognize how L2 norms impact how language is created and received, learners "develop a critical awareness of language use and…are empowered to make choices about whether to participate and, when doing so, how to use the resources in ways that will enhance the realization of their own individual goals" (Hall, 1999, p. 150).

## Communicative Competence

Hellermann (2007) stated that IC development is evident when looking at how a learner modifies his or her interactions to these discursive practices in similar situations over time. Assessing IC, therefore, should focus more on paired and group student interaction, rather than interaction solely between teacher and student (May, 2009). With this in mind, IC assessment must look at the interaction as a whole, rather than the IC of any one participant. In contrast to typical teacher-student language proficiency interviews, "paired speaking tests have the potential to elicit features of interactional competence, including a range of conversation management skills" (May, 2009, p.

415).  Raters used to the traditional teacher-student interviews may find that the relational dynamic between dyad members impacts how the participants respond in the interaction, and this dynamic can cause raters great difficulty in determining how to assess fair individual scores.

## Examples of Interactional Competence Development

If language learners have the opportunity to speak repeatedly with more experienced speakers in similar contexts, these language learners will increase their IC (Masuda, 2011).

Masuda's study reviews the acquisition of the interactional particle (IP) ne by Japanese as a Foreign Language Learners in a study abroad program.  This IP allows turn-taking in a conversation to move forward, as ne is used in manners such as "displaying and seeking agreement or confirmation, initiating interaction, introducing a new topic, and mitigating face threatening acts" (Masuda, 2011, p. 521).  Repeated interactions with a focus on ne lead some learners to move from infrequent, and sometimes incorrect, use further along a continuum towards non-formulaic, intentional use in conversations with native-speakers. However, language learners' beliefs about identity roles associated with a form (e.g. a male learner finding ne to be too effeminate) can prevent the learner from developing IC with that form.   Moreover, COMMUNICATIVE COMPETENCE 28 language learners at lower proficiency levels are slower to build their IC due to less ability to initiate and participate in conversations with native speakers (Masuda, 2011).

When considering L2 request approaches, some universal or cross-cultural trends tend to happen with request interactions (Taleghani-Nikazm and Huth, 2010).  According to CA, speakers receive acceptance responses more often to offers than to requests.  Therefore, a request might contain pre-request hedging, such as a question to raise the topic, a demonstration of the need for an acceptance response, or an expression of preference.  This attention to requests is part of the general CA sequence organization concept, and L2 speakers with lower proficiency levels struggle more with negotiating the sequences needed to make a request (Taleghemi-Nikazm & Huth, 2010).  Sequence organization, in relation with lexis and syntax, can be used to triangulate results to "show how notions regarding the sociality, appropriateness, directness, or politeness of L2 learners' talk emerges from the data as collaborative achievements" (Taleghemi-Nikazm & Huth, 2010, p. 189). Thus, sequence forms part of Hymes' appropriateness component of CC in an interactional setting.

The discursive practice of writing conferences can lead a novice student to improve his language through revision talk (Young & Miller, 2004).  Through these writing conferences, not only does the student increase his IC but the instructor does, as well.  In Young and Miller's (2004) study, the instructor initially models the expected turns to be taken during the writing conference, but over time the instructor learns which turns the student can take up.  Eventually, the student takes up all of the expected turns except those that solely belong to the instructor.

## Interactional Competence in Education at Different Age Levels

Hall's (1995) study indicates that foreign language classrooms provide little modeling of what these interactions should look like and little opportunity for students to experience extendedCOMMUNICATIVE COMPETENCE 29 talk interactions, such that students can learn how to appropriately manage a topic in conversation in their new local cultural settings.  L2 speakers need both the modeling and the opportunity for interactional practice to succeed in interactions with other speakers of the target language (Hall, 1995).  In the following paragraphs, L2 IC growth is discussed for a young child, for high school students, and for adults.

Cekaite (2007) addresses the IC that develops in a 7-year-old Kurdish girl in an immersion classroom in Sweden, observing that the girl must learn "not only socialization to the cultural norms of the target culture, but also socialization into the interactional norms and practices appropriate to a specific classroom activity" (Cekaite, 2007, p. 46).  Cekaite (2007) remarks that "children need initially to acquire analytic representations of pragmatic knowledge, and more or less fully develop them by school age, whereas adults may rely on universal pragmatic knowledge, acquired through participation in a variety of communities of practice" (p. 47).  Cekaite's study considers how the girl participates in multiparty conversational activities in the classroom setting. At first, the girl is mostly silent and considered a compliant student.

Then, as the girl's L2 proficiency improves, she demonstrates culturally inappropriate behaviorbecause, while she has language to express herself, she does not understand how and when to make her voice heard in the context of the classroom.  By the end of the year, the girl's IC grows in parallel with her improved language proficiency, and she participates in culturally

appropriate ways both in response to others and through self-initiated speech acts. Cekaite's (2007) study demonstrates that linguistic proficiency grows at a different rate than IC, and both are required for successful interaction in specific contexts. Teachers must not anticipate that linguistic proficiency growth is predictive of IC growth, or vice-versa. Both must be monitored and instructed in tandem but without a specific rate linked between them.

COMMUNICATIVE COMPETENCE

IC development in the classroom happens when students take part in "exchanges that are spontaneous, topically coherent, and extend over multiple turns" (Todhunter, 2007, p. 605), which can be difficult to do in a school setting. Instructional conversation in high school can provide a natural interaction within the school setting where IC can be developed as students interactively learn about curricular concepts. Providing a transition between formal instructionalactivities, this conversation allows opportunities for authentic question and response between teachers and students and for students to initiate target language conversations. When necessary, the teacher can help students with necessary repairs in context and keep the conversation moving forward. Furthermore, students can co-construct their understanding of the teacher's target-language speech. "Interactionally competent speakers negotiate meaning in order to repair communication breakdowns. However, achieving mutual understanding does not always lead toresolution or awareness of grammatical form" (Todhunter, 2007, p. 614). Instructional conversation allows teachers to lead students to correct grammatical forms while the students also build their IC.

Hellermann's (2007) study is concerned with the IC of beginning adult L2 English learners through dyadic interactions. Students with lower English proficiency participate in little pre-task talking, as opposed to students with higher English proficiency who spend some time in small talk before beginning paired-work tasks assigned by the teacher. Furthermore, paired students will adopt teacher-modeled language and peer language or mutually use available verbal and non-verbal resources together as they attempt to prepare for and participate in teacher-assigned tasks (Hellermann, 2007).

Using the concept of topic as her lens for understanding IC, König (2013) studies how how a German-speaking au pair initiates conversations using self-selected topics during a year COMMUNICATIVE COMPETENCE 31stay with a French-speaking family. Over time, the au pair increases her sensitivity in how to garner the other family members' attention in order to address a topic of her interest. Even though the au pair is an advanced French L2 speaker, her linguistic structures do not improve significantly in the year-long study. Nevertheless, the manner in which those linguistic structures are employed does show an increase of IC (König, 2013). At an adult level, this also demonstrates the different rates of linguistic and IC growth.

Adult learners may "rely to some extent on their L1 interactional competence" as they interact in the L2 (Barraja-Rohan, 2011, p. 485). L1 interactional skills and knowledge do not automatically transfer to L2 IC. By using CA to identify IC features missing from students' speech (e.g. response tokens, assessments, and adjacency pairs), teacher-modified lessons can make adult students explicitly aware of these items. These lessons can lead to student conversations which demonstrate greater integration of the initial lacking IC skills (Barraja-Rohan, 2011).

## Summary

Second and foreign language teachers must instruct much more than mere syntactic and lexical structures because students in L2 language classes need to know how to interact effectively with the L2 world around them, in schools, in the community, and at work.

Communicative competence and now interactional competence, along with their associatedpedagogies, provide goals that teachers may strive to help their students attain. When an L2 speaker can comprehend, respond to, and initiate interactions with native target language speakers in ways in which the L2 speaker can understand the meaning, intent and cultural expectations of the interactions, these goals will have been achieved.

### Communicative Competence

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# Keywords

# Self Assessment

1. Which one of the following is NOT a concept coined by Saussure-Chomsky duo?
A. Langue
B. Figures of speech
C. Parole
D. Performance-Competence

2. Which one of the following is NOT a characteristic of LINGUISTIC-GRAMMATICAL competence?
A. Covers oral aspect: grammar & vocabulary
B. Can ignore knowledge about pragmatics
C. Covers written aspect: orthography & spelling
D. Emphasizes awareness of phonetics

3. Which one of the following is NOT a characteristic of LINGUISTIC-GRAMMATICAL competence?
A. Can ignore knowledge about semantics
B. Emphasizesknowledge of phonology
C. Underlines functional knowledge about morphology
D. utilitarian aspect of syntax

4. Which one of the following is NOT a characteristic of SOCIO-LINGUISTIC competence?
A. Politeness in communication
B. Observing gender sensitivities in speech
C. Communicating in the same manner despite hierarchies
D. Considering age while communicating

5. Which one of the following is NOT a characteristic of SOCIO-LINGUISTIC competence?
A. Expressing a situation specific attitude of friendliness
B. Expressing a situation specific attitude of courtesy
C. Expressing a situation specific attitude of intimacy
D. Expressing informality in all different situations

6. Which one of the following is NOT a characteristic of PLATO'S PROBLEM?
A. Slave awareness to geometrical principles despite no formal education
B. Language is always a learned phenomenon not acquired
C. Linguistic nativism
D. Underlines language as an instinctive trait

7. Which one of the following is NOT a characteristic of DISCOURSE competence?
A. Covers patterns of organization
B. Focuses on knowledge about articulatory phonetics
C. Can be expressed through traditional devices
D. Emphasizes a cohesive construct

8. Which one of the following is NOT a characteristic of DISCOURSE competence?
A. Focuses on knowledge about acoustic phonetics
B. Emphasizesknowledge of discourse markers
C. Underlines functional knowledge about prosodic markers
D. Utilitarian aspect of paralinguistic efforts

9. Which one of the following is NOT a characteristic of STRATEGIC competence?
A. Keeping communication channels open despite interruptions
B. Reorienting communication channels in case of misinterpretation with clarification
C. Communicating in the same manner no matter how does audience perceive
D. Changing the mode/content of communication in case audience finds it uninteresting

10. Which one of the following is NOT a characteristic of STRATEGIC competence?
A. Overcoming language gaps using smart fillers
B. Engaging audience meaningfully in case of language gaps
C. Adding relevant additional content in case of language gaps
D. Expressing disapproval to gauge audience expectations

## Answer for Self Assessment

| l. | B | 2. | B | 3. | A | 4. | C | 5. | D |
|----|---|----|---|----|---|----|---|----|---|
| 6. | B | 7. | B | 8. | A | 9. | C | 10. | D |

## Further Readings

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# Unit 14: Cross-Cultural Communication

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Further Readings

Self Assessment

Answers for Self Assessment

## Objectives

- Studying different cross-cultural barriers
- Ways to overcome those

## 14.1  Be open-minded

First and foremost, you need to check your own attitude towards different cultures. You have to get to know your employees, their backgrounds and origins, and find out a bit about how they do business and how they communicate in their part of the world. For instance, "I'll finish this soon" can mean a lot of things in different countries, and if you don't seem to understand each other when it comes to certain phrases or ideas, don't automatically blame it on the person's laziness or irresponsibility.

In other words, don't be too rigid from the very beginning. If this different interpretation of expressions or concepts doesn't slow you down nor violates any rules, try being tolerant about it.

On the other hand, if it does go against certain procedures or disrupts the atmosphere, then you have to be open about it. Show that you're patient and understanding, but that there's a line that shouldn't be crossed. Of course, you'll have to understand these different cultures in order to pinpoint the problem and solve it together with the employee in question.

Also, don't go over the top with showing everyone how open and tolerant you are. In other words, it's very nice if you decided to learn some words in your employee's language, but being too obvious about it or shouting phrases in this language across the room all the time may be a bit invasive and embarrassing for them. Sure, they might even like it, but you'll have to be careful and check if they're happy about it or just uncomfortable. Don't make a show out of it if they feel awkward when you do it.

## 14.2    Efficient communication system

If you expect your employees to overcome cultural barriers in communication, first you'll have to set them up with a reliable communication system. Without this, even the team members who come from similar backgrounds will have trouble understanding each other.

First of all, you need a single centralized communication hub. A modern user utilizes a number of different messaging apps and social networks to convey information, and this can create a lot of confusion, especially given that people from different cultures prefer different channels for this purpose. For example, users in the US or India usually choose WhatsApp, Chinese favor WeChat, while Viber is most popular in Eastern Europe.

People who already need to deal with cultural barriers in business will get even more baffled if their communication gets scattered across a dozen channels. Your employees can use these for their private conversations, but when it comes to work they should be equipped with a centralized system that will eliminate the noise and streamline the communication.

Brosix is a great solution in this respect, particularly for remote teams. You can use this single tool for all types of communication – texting, group chats, audio, video, file transfer, and even screen sharing. It's efficient, secure, and can be a great starting point for overcoming communication barriers, both on a cultural and technical level.

## 14.3    Cultural difference awareness

Next up, you'll need to raise awareness among your employees about the effects of diversity in the workplace and the importance of tolerance and understanding. This is truly vital as, for instance, racial and ethnic minorities make up more than 30% of the US workforce.

You can organize different kinds of training for your workers for this purpose. If possible, try to customize them as much as possible, based on the backgrounds and needs of the particular people who work at your office. If you make it too general, there's a danger it will be boring or inapplicable, and it will seem like you did it only for the sake of protocol. This usually ends in a lot of yawns and zero lessons learned.

Therefore, try to make this training as specific as possible and talk about concrete examples that are related to concrete employees and concrete cultures they come from. Tell them about real-world situations and how they should ideally behave and communicate. You can even let your employees say a word or two about this if they wish to actively partake.

## 14.4  <u>Let the new team members introduce themselves</u>



A great way for your team to get to know a new person in the office is to establish a practice of new employees introducing themselves. Especially if they have a culturally different background.

Let them do it in an informal way, explaining who they are, where they come from, and what they think is important about their lives, their characters, and their origins. Don't make them only talk about their work experience and how they're very enthusiastic about getting an opportunity at your company. This way, your team will have a chance to actually get familiar with this person, and they may get an idea about how they should communicate with the new addition to the team. The best thing is that it will all happen in a perfectly natural and spontaneous way.

However, don't force this if the new person feels too uncomfortable about it. Give them time to relax and show who they are, and trust your team they'll be understanding enough not to do anything that's out of line until then.

## 14.5  <u>Establish clear rules, but don't rely exclusively on them</u>

The entire point of getting people to overcome cultural barriers is not to do it by imposing rules and restrictions. Your task is not to police around looking for perpetrators, but rather to create an environment where they'll feel safe to express who they are without endangering anyone. They shouldn't be respecting and listening to each other because of a bunch of regulations you wrote down, but because they understand their differences and fully accept each other in spite of them.

Still, this doesn't mean having no rules at all. They should be your last resort, but sometimes you'll have to invoke them. Unfortunately, if all your other efforts fail, you have to have a well-defined written code in place that will address concrete violations and measures that should be taken when they happen.

## 14.6  <u>Team building</u>

There's hardly a better way for colleagues to develop understanding and get to really know each other than out-of-work activities. Getting close and familiar with another person is the quickest path to eliminating any prejudices about them.

You should be there as well, not to control them but to actually be a part of it. Broadening your understanding of other people and cultures is a never-ending process for all of you.

This doesn't have to be anything big or intense – you don't have to go rafting, hiking, or bowling. A simple drink or two after work will also do the trick. Let your team members casually familiarize with each other and gain a better understanding of how all the others work and communicate.

This will help them a lot when they come back to their work activities. Remember, teamwork only exists when people are able to smoothly and spontaneously understand each other and work as one organism, instead of functioning only as a scattered bunch of individuals struggling to predict each other's intentions. For this, they'll have to get to know each other as living human beings with dreams, fears, hobbies, and ambitions. They'll have to overcome perceiving one another merely as job positions.

You might also like:

How to Stay Organized at Work9 Best Practices to Inspire Team CreativityThese Workplace Distractions Are Killing Your Productivity

## 14.7 Seek feedback

To improve any kind of communication in any area of life or business, being genuinely open is key. Especially when it comes to cultural communication barriers in the workplace.

Simply put – talk to people. Ask your employees for open feedback if they feel threatened or misunderstood, or if they feel they can't figure out someone's ideas, actions, or behavior. Sometimes people will feel left out or like they just don't understand others, and they won't do anything about it because they feel uncomfortable talking about the issue.

This often happens when miscommunication stems from cultural barriers. It may be embarrassing for an employee to admit that to other colleagues, and that's why it's sometimes difficult to recognize that there's a communication gap at all. It may seem like this person is just careless or negligent.

So try asking your employees about this in an informal way. Don't act like they're guilty of something, and make it clear that they won't get anyone into trouble if they talk about this. Show that you're there to help them and the team be happier and more efficient. These misunderstandings are often trivial, and they can be easily solved once they're identified. It's just important to detect them and address them timely and properly.

## 14.8 Use simpler and more accurate language

Sometimes, overcoming cultural communication barriers is about smart and careful people management and building trust between your employees and yourself. And sometimes it's simply about being direct and using clear, straightforward, factual language.

Firstly, this means avoiding using slang that will not be understandable for some. Encourage other team members not to use slang as well, at least when it's about business and you need to be quick and efficient.

However, using slang in a non-work environment can actually improve communication between employees in the long run. Getting used to others' use of language and certain phrases can obviously help people understand each other. So it's perfectly ok, even advisable, for your workers to use a bit of jargon during lunch or coffee breaks.

But when it comes to work-related issues, they should probably keep this to the minimum. Using accurate, factual language is very important, particularly in a culturally diverse workplace. Don't say "soon, " – say "in two hours." Avoid using descriptive language when communicating what you expect from an employee; instead, use numbers, metrics, and dates whenever possible. This way, you leave less room for any kind of misinterpretation.

## 14.9  Utilize visual methods



Humans are highly visual creatures, which is confirmed both by studies of human evolution and studies of language. This is not a culture-specific fact, and that's why it can be very helpful in overcoming obstacles in communication.

It's a lot more difficult to misunderstand visual language than verbal expressions. That is, if this visual language is concrete and accurate. Graphs, charts, and diagrams are universal and easily understandable, so you should definitely use them to your advantage.

There are many ways to explain or describe a chart, but essentially only one way to represent it graphically. So, try encouraging the use of visual aids whenever possible, since it's a great foundation for explaining complex ideas and making important business points.

## 14.10  Stay composed in unpleasant situations

It's important to remember that even if you do everything right, you can't control everything, and communication gaps will occasionally happen no matter how hard you try to prevent them. Cultural barriers have a lot to do with how people were raised and which ideas were imprinted on them from a very early age. A couple of conversations and a cultural awareness training session aren't going to solve cultural misunderstandings for good.

Sometimes, the situation will even escalate out of proportion, and it may get quite uncomfortable. Naturally, you should do everything to anticipate this and react before it happens. It's much easier to talk sense into people before any escalation, but, again, sometimes you just won't have any control over it.

Nevertheless, if this happens, you'll have to stay composed and help de-escalate the situation. This doesn't mean pretending nothing has happened. That's by far the worst thing you can do. Firstly, it's not going to solve the obvious problem, and secondly, your employees may completely lose respect for you if they see you're running away from important issues.

Try to solve things with conversation whenever it's possible. Sometimes, what seems like bad blood is only a temporary communication breakdown combined with impulsive temperament. However, if it happens time after time, maybe it's not a matter of miscommunication after all – and sometimes, just sometimes, you'll need to question someone's benevolence and think about whether this person belongs at your company at all.
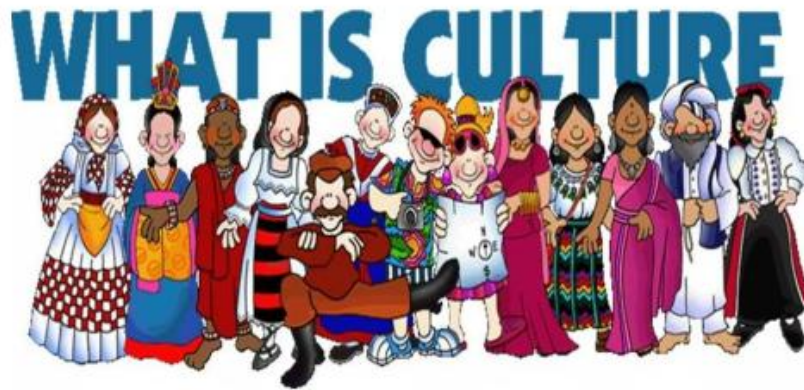
## Cross Culture Communication

- **Meaning of Cross Culture Communication**

- **Understanding different cultures facilitates Cross Culture Communication**

- **Components of Cross Culture Communication**

## Different Cross Cultural Barrier



- Language

- Values

## Different Cross Cultural Barrier

- Social Relation

- Concept of time

## Different Cross Cultural Barrier

- Concept of space

- Gestures

ORGANISATIONALL
BARRIERS

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# Organizational barriers

➢ Loss or distortion of messages as they pass from one level to another

➢ Filtering of information according to one's understanding/interpretation

➢ Messages not read completely or not understood correctly

➢ Deliberate withholding of information from peers perceived as rivals

➢ Information gap if upper level does not know the true state of affairs

# ....cont

➢ Lack of communication policy

➢ Authoritarian attitude of management

➢ Poorly Defined Authority and Responsibility

➢ Too Many Levels in Organization Structure

➢ Insufficient Communication Training

# Overcoming Communication Barriers

Individual Skills

➢ Active listening

➢ Select the appropriate channel for the message

➢ Make a special effort to understand each other's perspective

➢ Managers should practice MBWA.

## Overcoming Communication Barriers

Organizational Actions

➤ Create a climate of trust and openness

➤ Develop and use formal information channels in all directions

➤ Encourage the use of multiple channels including formal and informal communications

➤ The organizational structure should fit communication needs.

## Further Readings

- Guide to Cross-cultural Communication – BY Deborah valentine
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**What are the cultural barriers to communication?**

The first potential problem that usually comes to mind is the language barrier. However, most companies today won't hire anyone who doesn't possess the necessary language skills, and the only efficient way to overcome this sort of issue is to simply never let it happen. Nevertheless, the fact that all your employees can speak the same language doesn't mean people will understand each other perfectly.

There are many types of cultural barriers that can produce the same effect of complete misunderstanding. People from different parts of the world traditionally have different habits and work routines, they use different body language, and they are accustomed to different approaches to communication and human relationships. Even seemingly unimportant things like culture-

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specific sleeping patterns and wake-up methods can affect employees' lifestyles and work performance. All these can incite great confusion and give rise to unwanted tensions.

It's very important to prevent or at least intelligently manage these potential disturbances. Namely, more than two-thirds of job seekers have stated that a diverse workforce is an important factor in evaluating job offers. In order to attract them, you'll have to learn to tackle the problems we've mentioned.

Moreover, remember that cultural differences go beyond differences in ethnicity and places of origin. They can arise from class inequalities, generational gaps, or various personal backgrounds. Two people that belong to different generations often have the same difficulties to understand each other as two people from the opposite parts of the world. So what can you do to overcome cultural communication barriers in the workplace?

## Self Assessment

1. Which one of the following is NOT a characteristic of MONOCHRONIC culture?
A. punctuality of time is observed
B. plenty of leisure time is available
C. optimum utilization of time through schedules & appointments
D. people of this culture dislike being idle

2. Which one of the following is NOT a characteristic of POLYCHRONIC culture?
A. activity takes precedence over time
B. appointment times are strictly adhered
C. frequent change in plans
D. investment of time for building relationships

3. Which one of the following is NOT a best practice for a SUCCESSFUL cross-cultural communication?
A. assistance from skilled interpreter should be avoided
B. suspension of preconceived notion about other cultures
C. celebration of cultural diversity
D. developing active listening skills

4. Which one of the following is NOT a best practice for a SUCCESSFUL cross-cultural communication?
A. showing keenness to learn diverse cultures
B. developing trust in personal relationships
C. making efforts to know more about new culture
D. avoiding situations of encountering new culture

5. Which one of the following is NOT an advantage of using ENGLISH as an international language resolving cross-cultural communication?
A. has a wide, rich and cosmopolitan vocabulary
B. remains largely phonetic as compared to tone languages
C. universality of many popular English words
D. complicated language to master but expresses social status quite well

## Answers for Self Assessment

| 1. | B | 2. | B | 3. | A | 4. | D | 5. | D |