

# MODULE 1

## COMMUNICATION

### Definition of Communication

: the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else

: a message that is given to someone : a letter, telephone call, etc. : the ways of sending information to people by using technology

**The communication process** consists of several components.

A **sender** is the party that sends a message. Lindsey, of course, will be the sender. She'll also need the **message**, which is the information to be conveyed. Lindsey will also need to **encode** her message, which is transforming her thoughts of the information to be conveyed into a form that can be sent, such as words.

A **channel of communication** must also be selected, which is the manner in which the message is sent. Channels of communication include speaking, writing, video transmission, audio transmission, electronic transmission through emails, text messages and faxes and even nonverbal communication, such as body language. Lindsey also needs to know the target of her communication. This party is called the **receiver**.

The receiver must be able to **decode** the message, which means mentally processing the message into understanding. If you can't decode, the message fails. For example, sending a message in a foreign language that is not understood by the receiver probably will result in decoding failure.

### Three forms of communication

**Nonverbal communication** describes the processes of conveying a type of information in the form of non-linguistic representations. Examples of nonverbal communication include haptic communication, chronemic communication, gestures, body language, facial expressions, eye contact, and how one dresses. Nonverbal communication also relates to the intent of a message. Examples of intent are voluntary, intentional movements like shaking a hand or winking, as well as involuntary, such as sweating.<sup>[3]</sup> Speech also contains nonverbal elements known as paralinguage, e.g. rhythm, intonation, tempo, and stress. It affects communication most at the subconscious level and establishes trust. Likewise, written texts include nonverbal elements such as handwriting style, the spatial arrangement of words and the use of emoticons to convey emotion.

Nonverbal cues are heavily relied on to express communication and to interpret others' communication and can replace or substitute verbal messages. However, non-verbal communication is ambiguous. When verbal messages contradict non-verbal messages, observation of non-verbal behaviour is relied on to judge another's attitudes and feelings, rather than assuming the truth of the verbal message alone.

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## **Verbal Communication**

Verbal communication is the spoken or written conveyance of a message. Human language can be defined as a system of symbols (sometimes known as lexemes) and the grammars (rules) by which the symbols are manipulated. The word "language" also refers to common properties of languages. Language learning normally occurs most intensively during human childhood. Most of the thousands of human languages use patterns of sound or gesture for symbols which enable communication with others around them. Languages tend to share certain properties, although there are exceptions.

## **Written communication**

The progression of written communication can be divided into three "information communication revolutions": Written communication first emerged through the use of pictographs. The pictograms were made in stone, hence written communication was not yet mobile. Pictograms began to develop standardized and simplified forms.

The next step occurred when writing began to appear on paper, papyrus, clay, wax, and other media with commonly shared writing systems, leading to adaptable alphabets. Communication became mobile. The final stage is characterized by the transfer of information through controlled waves of electromagnetic radiation (i.e., radio, microwave, infrared) and other electronic signals.

Communication is thus a process by which meaning is assigned and conveyed in an attempt to create shared understanding. Gregory Bateson called it "the replication of tautologies in the universe. This process, which requires a vast repertoire of skills in interpersonal processing, listening, observing, speaking, questioning, analyzing, gestures, and evaluating enables collaboration and cooperation.

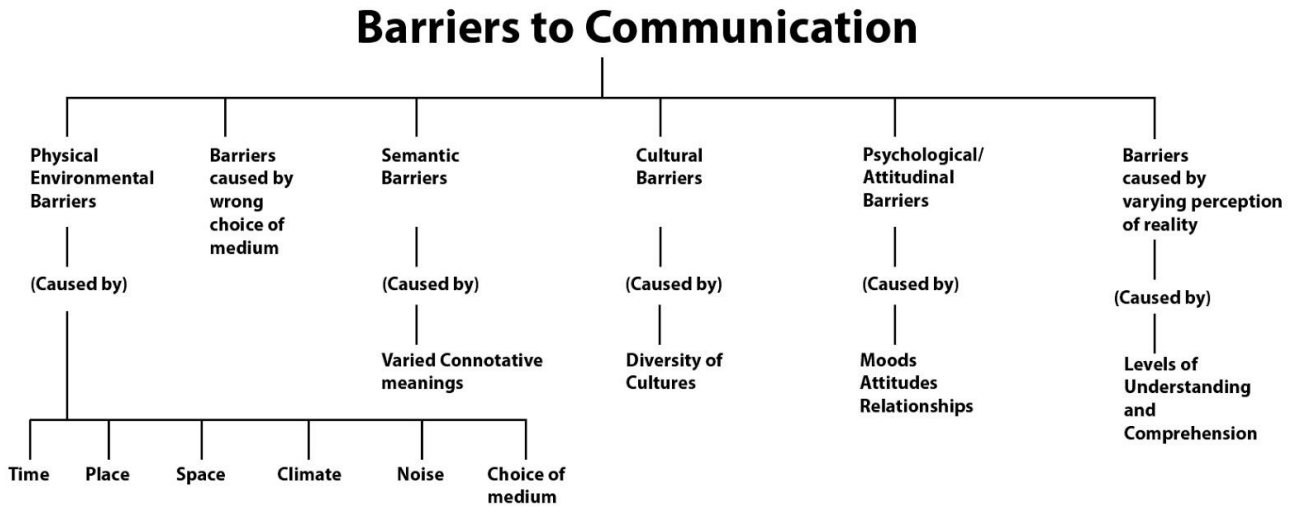
## **Business communication**

Business Communication is used for a wide variety of activities including, but not limited to: strategic communications planning, media relations, public relations (which can include social media, broadcast and written communications, and more), brand management, reputation management, speech-writing, customer-client relations, and internal/employee communications.

Companies with limited resources may choose to engage in only a few of these activities, while larger organizations may employ a full spectrum of communications. Since it is difficult to develop such a broad range of skills, communications professionals often specialize in one or two of these areas but usually have at least a working knowledge of most of them. By far, the most important qualifications communications professionals can possess are excellent writing ability, good skills, and the capacity to think critically and strategically.

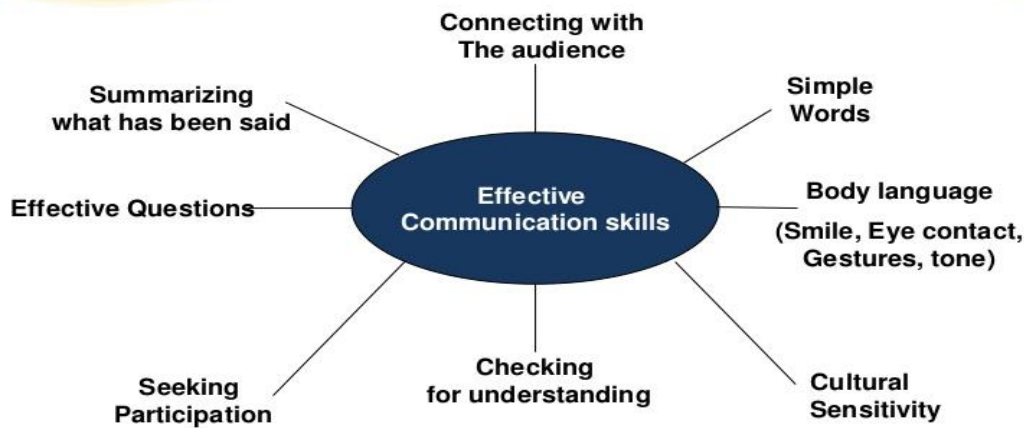
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## Barriers to communication



## Important effective communication skills

### Over coming the barriers of effective communication



## **What is Interpersonal relationship?**

An **interpersonal relationship** is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships are formed in the context of social, cultural and other influences. The context can vary from family or kinship relations, friendship, marriage, relations with associates, work, clubs, neighborhoods, and places of worship. They may be regulated by law, custom, or mutual agreement, and are the basis of social groups and society as a whole.

## **Interpersonal Relationship Development**

Every relationship needs time to grow. One needs time to come really close to someone and trust him/her. Miracles do not happen in a single day. One needs to be patient enough to understand the other person for the relationship to grow and reach to the next level.

Various models have been proposed in the field of interpersonal relationship development. All the models suggest how relationship grows between friends, partners, couples, colleagues and so on.

## **What is important for relationship Development ?**

- Effective communication between partners - It is important for individuals to stay in touch on a regular basis.
- Trust
- Care
- Loyalty
- Understanding
- Respect for each other

A relationship does not survive if any of the above is missing.

## MODULE 2

### What is Phonetics?

**Phonetics** (pronounced /fə'netiks/) is the branch of linguistics that studies the sounds of human speech, or In the case of sign languages—the equivalent aspects of sign. It is concerned with the physical properties of speech sounds or signs (phones): their physiological production, acoustic properties, auditory perception, and neurophysiological status. Phonology, on the other hand, is concerned with the abstract, grammatical characterization of systems of sounds or sign

#### **Definition:**

Phonetics is the study of human speech sounds.

#### **Branches**

- **Articulatory phonetics**  
The study of how speech sounds are produced by the human vocal apparatus.
- **Acoustic phonetics**  
The study of the sound waves made by the human vocal organs for communication.
- **Auditory phonetics**  
The study of how speech sounds are perceived by the ear, auditory nerve, and brain.

### CONSONANTS

The first set of symbols presented here represents consonant sounds. Most are fundamental to English pronunciation regardless of accent. Since you might be unfamiliar with some of the terms used to describe the sounds, here are some definitions you might find useful:

**Voiced:** a voiced sound is a sound where the vocal cords vibrate, thus producing some sort of pitch. This is the kind of sound most people associate with regular talking or singing.

**Voiceless / unvoiced:** a voiceless or unvoiced sound is one where the vocal cords do not vibrate, thus making the sound very whispery and without a pitch. It can tend to make a letter sound harsher when pronounced.

**Stop:** a consonant sound where the airflow is stopped completely by the mouth and then sharply released. Think of sounds like “p,” “k,” and “t.” All languages contain stops.

**Fricative:** a consonant sound where the airflow becomes noisy and turbulent because it only has a very small space to travel through in the mouth. Think of sounds like “f,” “s,” and “sh.” Most languages have fricatives, but not all.

**Nasal:** a consonant sound where the airflow passes exclusively through the nose instead of the mouth. Think of sounds like “m,” “n,” or “ng.” Almost all languages have nasals.

**Affricate:** a consonant sound that begins like a stop but then releases like a fricative, thus making it a sort of combination sound. Think of sounds like “ch” and “j.” Affricates are common, especially in English.

**Alveolar ridge:** a ridge found on the roof of the mouth between the upper teeth and the hard palate, which is used in conjunction with the tip of the tongue to make many sounds

**Soft palate:** the soft tissue in the back of the roof of your mouth, which is used In conjunction with the back of the tongue to make many sounds

**Glottis:** the part of the larynx (air passage) that contains the vocal cords and the opening between them

<i>Consonants</i>	
<b>p</b> as in <b>pen</b> /pen/	<b>s</b> as in <b>so</b> /səʊ/
<b>b</b> as in <b>bad</b> /bæd/	<b>z</b> as in <b>zoo</b> /zu:/
<b>t</b> as in <b>tea</b> /ti:/	<b>ʃ</b> as in <b>she</b> /ʃi:/
<b>d</b> as in <b>did</b> /did/	<b>ʒ</b> as in <b>vision</b> /ˈvɪʒn/
<b>k</b> as in <b>cat</b> /kæt/	<b>h</b> as in <b>how</b> /haʊ/
<b>g</b> as in <b>got</b> /gɔ:t/	<b>m</b> as in <b>man</b> /mæn/
<b>tʃ</b> as in <b>chin</b> /tʃɪn/	<b>n</b> as in <b>no</b> /nəʊ/
<b>dʒ</b> as in <b>June</b> /dʒu:n/	<b>ŋ</b> as in <b>sing</b> /sɪŋ/
<b>f</b> as in <b>fall</b> /fɔ:l/	<b>l</b> as in <b>leg</b> /leg/
<b>v</b> as in <b>voice</b> /vɔ:ɪs/	<b>r</b> as in <b>red</b> /red/
<b>θ</b> as in <b>thin</b> /θɪn/	<b>j</b> as in <b>yes</b> /jes/
<b>ð</b> as in <b>then</b> /ðen/	<b>w</b> as in <b>wet</b> /wet/

## VOWELS

Though there are many consonants in English (and in general), much more than can be individually represented by the 26 letters in the alphabet, vowels can sometimes be even harder to describe.

While consonants can at least be described with precise terms and actions, vowels tend to be more of approximations in the IPA. This is because vowels tend to lie more on a spectrum than consonants, and also because vowels can change subtly from accent to accent and from language to language. Three major factors in the production of vowels are the openness, or height, of the mouth, the position of the tongue, and the roundness of the lips.

If a vowel is produced while the mouth is almost closed, it would be considered a **close** vowel. If the vowel is slightly more open, it would be considered a **mid** vowel. And if the mouth is open very tall, it would be considered an **open** vowel.

If the tongue is positioned near the front of the mouth, any vowel produced would be a **front** vowel. If the tongue were set slightly more back in the mouth, the vowel would be a **central** vowel. If the tongue were set in the far back of the mouth, the vowel would be a **back** vowel.

If a vowel is produced while the lips are tense and rounded, it would be considered a **rounded** vowel. If the vowel is produced while the lips are relaxed, it would be considered an **unrounded** vowel.

## DIPHTHONGS

So far, we have seen mostly symbols for pure vowels, and with these symbols, we can represent almost any sound made in common accents of English. However, English is a language known for being full of diphthongs (double vowels) that are represented by combinations of symbols. Examples already given for this are [ou] and [oʊ], but there are many more. Here are the most common examples:

i: sheep	ɪ ship	ʊ good	u: shoot
e bed	ə teacher	ɜ: bird	ɔ: door
æ cat	ʌ up	ɑ: far	ɒ on

## Single Vowels and Diphthongs

single vowels

ɪ	i:	ʊ	u:	eɪ	ɔɪ	aɪ
sh <u>i</u> p	she <u>ep</u>	bo <u>o</u> k	shoo <u>t</u>	wa <u>i</u> t	co <u>i</u> n	li <u>k</u> e
e	ɜ:	ə	ɔ:	eə	ɪə	ʊə
le <u>f</u> t	he <u>r</u>	te <u>ach</u> er	do <u>o</u> r	ha <u>i</u> r	he <u>r</u> e	to <u>u</u> rist
æ	ʌ	ɒ	ɑ:	əʊ	aʊ	/
h <u>a</u> t	u <u>p</u>	o <u>n</u>	fa <u>r</u>	sho <u>w</u>	mo <u>u</u> th	

diphthongs

## Unvoiced consonants

unvoiced consonants

p	f	θ	t	s	ʃ	tʃ	k
pe <u>a</u>	fr <u>ee</u>	th <u>ing</u>	tr <u>ee</u>	se <u>e</u>	sh <u>ee</u> p	ch <u>ee</u> se	co <u>i</u> n

voiced consonants

b	v	ð	d	z	ʒ	ʒ	g
bo <u>a</u> t	vi <u>d</u> eo	th <u>i</u> s	do <u>g</u>	zo <u>o</u>	tele <u>v</u> ision	jo <u>k</u> e	go <u>o</u>
m	n	ŋ	h	w	l	r	j
mo <u>u</u> se	no <u>w</u>	th <u>i</u> ng	ho <u>p</u> e	w <u>e</u>	lo <u>v</u> e	ru <u>n</u>	yo <u>u</u>
↗	↘	.	l	l	:		



## Homophone

A homophone is a word that sounds the same as another word but has a different meaning and/or spelling. “Flower” and “flour” are homophones because they are pronounced the same but you certainly can’t bake a cake using daffodils.

**Homonym / homophone / homograph**- This word set can be confusing, even for word geeks. Let’s start with the basics. A homograph is a word that has the same spelling as another word but has a different sound and a different meaning. Other common homophones are write and right, meet and meat, peace and piece. You have to listen to the context to know which word someone means if they’re spoken aloud. If they say they like your jeans (genes?), they’re probably talking about your pants and not your height and eye color — but you’d have to figure it out from the situation.

## Some examples of Homophones

### homophones

words that sound the same but have different meanings and spellings

air - heir  
**allowed - aloud**  
altar - alter  
**ate - eight**  
band - banned  
bare - bear  
base - bass  
**bean - been**  
bite - byte  
billed - build  
blew - blue  
**board - bored**  
boy - buoy  
brake - break  
bread - bred  
**buy - bye - by**  
ceiling - sealing  
cell - sell  
cent - scent  
cereal - serial  
check - cheque  
coarse - course  
dear - deer  
die - dye  
draft - draught  
faint - feint  
fair - fare  
feat - feet  
find - fined  
flew - flu  
**flour - flower**  
gorilla - guerilla  
grate - great

groan - grown  
guessed - guest  
hair - hare  
hall - haul  
heal - heel - he’ll  
**hear - here**  
heard - herd  
hi - high  
higher - hire  
him - hymn  
**hole - whole**  
holy - holey - wholly  
idle - idol  
**it’s - its**  
**key - quay**  
knew - new  
knight - night  
knot - not  
**know - no**  
knows - nose  
lead - led  
links - lynx  
loan - lone  
made - maid  
mail - male  
mare - mayor  
marshal - martial  
**meat - meet**  
miner - minor  
mind - mined  
missed - mist  
moose - mousse  
**muscle - mussel**

none - nun  
**one - won**  
packed - pact  
pain - pane  
pair - pear  
passed - past  
pause - paws  
pea - pee  
peace - piece  
peak - peek  
plain - plane  
plum - plumb  
pole - poll  
practice - practise  
praise - prays - preys  
principal - principle  
profit - prophet  
rain - reign  
raise - rays  
rap - wrap  
read - reed  
**read - red**  
**right - write**  
role - roll  
root - route  
rose - rows  
sale - sail  
soar - sore  
scene - seen  
**sea - see**  
seas - sees - seize  
sew - so  
side - sighted

sight - site  
sole - soul  
some - sum  
**son - sun**  
stair - stare  
stake - steak  
steal - steel  
**sweet - suite**  
tail - tale  
tear - tier  
**there - their - they’re**  
**threw - through**  
throne - thrown  
tide - tied  
tire - tyre  
**to - too - two**  
vain - vane - vein  
wail - whale  
**waist - waste**  
**wait - weight**  
watt - what  
**way - weigh - whey**  
we - wee  
**weak - week**  
**wear - where**  
we’d - weed  
we’ll - wheel  
**weather - whether**  
**which - witch**  
whine - wine  
**who’s - whose**  
**wood - would**  
**your - you’re**

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## Homonyms

In linguistics, **homonyms**, broadly defined, are words which sound alike or are spelled alike, but have different meanings. A more restrictive definition sees homonyms as words that are simultaneously homographs (words that share the same spelling, regardless of their pronunciation) and homophones (words that share the same pronunciation, regardless of their spelling) that is to say they have identical pronunciation and spelling, whilst maintaining different meanings. The relationship between a set of homonyms is called **homonymy**. Examples of homonyms are the pair stalk (part of a plant) and stalk (follow/harass a person) and the pair left (past tense of leave) and left (opposite of right). A distinction is sometimes made between true homonyms, which are unrelated in origin, such as skate (glide on ice) and skate (the fish), and polysemous homonyms, or polysemes, which have a shared origin, such as mouth (of a river) and mouth (of an animal). For example, **bear**. A **bear** (the animal) can **bear** (tolerate) very cold temperatures. The driver turned left (opposite of right) and left (departed from) the main road.

Examples of homonyms	
hide	= an animal's skin = to keep secret or out of sight
ring	= a metal band for a finger = to call someone on a telephone
jam	= a traffic hold-up = a fruit spread
row	= to propel a boat with oars = a line of people or things
rock	= music with a heavy beat = a large stone
grave	= a resting place for the dead = something very serious

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