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Module I: Language Skills: Reading and Listening
Unit 1: Reading Skills 1.0 Introduction 1.1 Unit Objective 1.2 Reading Skills 1.3 Reading Skills: Mechanics 1.3.1 Guidelines For Improving Reading Skills 1.4 Types of Reading 1.4.1 Scanning or Skimming Reading 1.4.2 Idea Reading 1.4.3 Exploratory Reading 1.4.4 Study Reading 1.4.5 Critical Reading 1.4.6 Analytic Reading 1.5 Techniques for Good Comprehension 1.6 Unit Summary 1.7 Key Terms 1.8 Check Your Progress 1.0 Introduction According to Richard Steele, 'Reading is to mind what exercise is to the body'. Understanding what we read is the most demanding aspect of our reading. Professionals read a variety of texts, enhancing their reading skills through learning certain techniques and practising them so they can make their reading more meaningful, fruitful, and enjoyable. At your workplace, along with being a good speaker and writer you must be good with reading skills too. Good reading skills is an important expertise that helps you to develop other techniques like style of writing, word usage, sentence formation, paragraph development, etc . It helps you to learn from other's experiences. 1.1 Unit Objective This Unit intends to teach: - The importance of Reading Skills - Reading Skills: Mechanics

- Types of reading - Techniques for good comprehension 1.2 Reading Skills Working at a professional front, you need to read, write, and speak well. These are the skills, being good at, you can emerge a confident professional. It says that good writing skills come from intensive reading. A person with a broad background in reading makes out to be a good writer also. It is an important skill that helps a person to develop other skills. At the workplace, you may have to read messages/ letters conveyed to you, official documents of critical importance, minutes of a meeting, and memos, etc. Failure to understand them you may end up communicating wrong or performing undesirably. Comprehending the other's ideas is equally important as it is to write them. Hence, it is necessary that for effective business communication, professionals must be good with language skills such as listening, speaking, reading, and writing. Listening skills can broadly be divided into a) skills of Comprehension and b) Skills of Expression. And according to the medium of communication, we can divide the language skills into a) the spoken medium b) the written medium. Reading as one of the comprehension skills is essential for it enhances one's speaking and writing skills. The most important features of reading skills are: the ability to understand (comprehension) and the speed at which one can read. "Reading can be described as a process of 'sight —— sound —— sense'. It deals mainly with identifying the symbol of decoding matter on a page and attaching meanings to them". Aruna Koneru. Ahead you shall learn about the mechanics of reading, undesirable reading habits, guidelines for improving reading skill, major types of reading, and techniques for comprehension.

Tips of Improving comprehension skills: ● Read diverse kinds of materials. Do not limit yourself to textbooks. ● Circle unknown or unfamiliar words as you spot them during reading. ● After reading, recall the information, jot down points, then check how accurately you remember. If you read a text arranged in an order, see if you can recall the structure. ● Consider how interesting the subject matter is and how much you already know about. 1.3 Reading Skills: Mechanics Effective reading determining factors are: ● Familiarity with the visual shapes of words: A good sight-recognition of words paces reading. Reading a passage when certain words appear you are familiar with the shape of you can identify them quickly as they occur. ● Knowledge of Phonics: Knowledge of sound-symbol relationship helps readers to identify words easily and read them with their correct pronunciation. It also aids reading a new word correctly. ● Knowledge of morphology and syntax: Knowledge of word and structural analysis or basic grammar enhances a reader's comprehension skills. A reader's familiarity with the rules of word-formation enables him to expect the meaning of words. For example, knowledge of prefixes and suffixes improves one's awareness of understanding the meaning of words. Knowledge of structuring sentences enables us to decode the construction and comprehend the intended message. ● Ability to read and sense out the intent from the group of words not from a single word. A good reader does not focus on only one word to comprehend what a sentence is intending to convey. He considers a group of words to decipher the meaning. Setbacks to effective reading: One may have certain undesirable habits that can prevent him from reading effectively and fast. They are: ● Pointing at words with a finger or pencil;

● Moving the head from side to side rather than using the eyes' movement. ● Vocalizing or mouthing the words loud, audible to others. ● Perceiving only one word per eye-fixation. ● Moving eyes backwards along a line, which is backsliding. Overcoming such habits, one can improve reading ability. 1.3.1 Guidelines For Improving Reading Skills One reads at his speed and manner; it is a personal and individual activity. In reading a text, one relates the ideas from what he already knows. Poor comprehension skills root in one's lack of interest, loss of concentration, failure to understand a word and sentence structure, or relationship among sentences. As students or professionals, we read a variety of texts ranging from short emails to large documents or books or lengthy reports. For reading them alertly and getting able to grasp the meaning you may follow certain habits: ● Focus on deriving meanings from the known vocabulary, grammatical structures, contextual clues, and derivatives. ● Practice to read at different speeds from 150 to 600 words per minute to suit different purposes. ● Depending on the purpose, try to vary the degree to comprehension from complete absorption of details to the retrieval of essential only. ● When necessary or possible you may 'skip' and 'skim' the content. Skip reading is a technique whereby you read the text quickly taking at the main point in. Skimming reading is a technique whereby you read rapidly in order to get a general overview of the material. ● Practice to think selectively during the process of reading to relate significant statements to distinguish fact from comment. ● You may anticipate the statements, arguments, events, etc. ● Practice to 'infer' and to 'interpret' and read between and beyond the lines. ● Try to develop a larger 'memory-span', learn to hold a large group of words in your mind while decoding the next set of words to get complete understanding.

1.4 Types of Reading Learning about the reading types can help one to develop reading skills. The set of reading skills like scanning, idea reading, exploratory reading, study reading, critical reading, and analytic reading are the different ways of reading, a reader adopts purposely. 1.4.1 Scanning or Skimming Reading Usually, before starting to read a text in detail, we prefer to take a preview of the text. Scanning or skimming is the reading technique used when one intends to get a general overview of what is written. Rapidly going through a text we can get an idea of what general information the material has. ● Skimming is the technique of reading by the signposts. Reading signposts implies rapidly going through chapter titles, main headings, subheadings, boldface, italicised type or emphasised techniques and comprehending the material. ● It takes directly to the important points. ● It is the fastest reading that gives an overview of the material. ● Generally, in reports, research articles, and textbooks, information is presented in an organised manner, and it makes skimming reading possible. ● It saves hours of laborious reading as getting a preview, the reader can comprehend easily what the material is about. ● For skim-reading you do not need to read every word and pay attention to the details headings contain. Staying alert for the keywords and phrases, the names of people and places, dates, nouns, and familiar words, material can be scanned.

Steps of scanning involve: ● Read the table of contents or preview. It helps to understand the division of ideas at a glance. ● Go through the main headings, subheadings, charts, and tables of each chapter. ● Scan the introductory paragraph by reading the first and last sentences to know the main idea. ● Read the lines that have bold and italic texts. ● Read chapter summaries if provided. A reader cannot use this technique every time for reading. Skimming content you may miss important information and mis to understand the finer meaning. Use skimming when you lack time and need to get an overview of the material rapidly. Good skimmers do not skim everything at the same rate giving equal attention to everything. Though it is faster than normal reading, you can slow down it, when you: ● skim introductory and concluding paragraphs; ● skim topic sentences; ● find an unfamiliar word during skimming; or ● Material is very complicated. After having skimmed the text, the reader must go through the whole content later in detail, reading slowly, and carefully. 1.4.2 Idea Reading Idea reading is also a kind of fast reading. Reading by recognising key sentences, illustrative words, and phrases, a reader can get an idea of what the text is about. In idea reading, the eyes catch long phrases at a glance registering only the most significant words in those phrases. Rejecting most of the words and eyeing only the important words, the idea is attained. It is a technique that is easy to use but difficult to master. Rapid recognition of the basic structure of the word, phrase, clause, and sentence is essential to get the main idea of any material.

1.4.3 Exploratory Reading When a reader intends to go through a written material thoroughly to understand the details, to know the idea of presentation, to get clarity on the concept, he uses exploratory reading. It provides an accurate picture of the purpose of written communication. It is used to read longer articles in magazines and newspapers, for descriptive material, and for reading fiction. In the process of exploratory reading, it requires reading carefully to find the important information. It involves placing importance on recognising and comprehending main ideas thoroughly and relating them to the other ideas in the article or previous knowledge of the subject. 1.4.4 Study Reading Students use this technique to read their textbooks. Professionals use it for reading manuals, documents, instructions, reports, and such materials. It is the technique in which readers try to identify the main points and subpoints and focus on getting a maximum understanding of the main ideas and their relationships. Before studying a material, one can use the skimming and scanning technique, it helps to analyze and interpret the content more effectively. The process of 'study reading' involves two activities: reading for ideas and thinking about those ideas. Tips for reading material using this technique include: ● Read and organise the information in a logical order to remember for a long time. ● Concentrate on small units at a time with breaks for reflecting and note- making. ● After the reading is completed, review the basic ideas to ensure understanding. ● Read important concepts and explanations attentively. 1.4.5 Critical Reading Critical reading is a technique used in grasping a text effectively. It is applied in reading periodical articles, research articles, reports, and books. It is a method of reading which involves a few considerations, and they are listed below. ● It involves reading and bringing it to a momentary stop for pondering what has been read.

● It also includes knowing about the source of the reading material, the author, and the background or knowledge of the subject the writer has. ● It calls for identifying inconsistent logic, false analogies, and irrelevant ideas. ● It needs the reader to identify gaps in reasoning and digressions from the correct thinking. Reading any content, we should always ask ourselves: "What is the writer trying to make us think and believe? And why"? 1.4.6 Analytic Reading Certain kinds of texts require reading with an analytic mind. Textual materials like scientific concepts, formulae, mathematical theorems and problems, equations, and certain definite statements of key ideas need to be read with intense concentration - a questioning mind, seeking clarification i.e. intelligently. 1.5 Techniques for Good Comprehension The techniques for developing effective reading skills include: ● Skimming and scanning ● Non-verbal signals ● Structure of the text ● Structure of paragraphs ● Punctuation ● Author's viewpoint (inference) ● Reader anticipation: Determining the meaning of words ● Summarizing ➢ Skimming and Scanning: Before starting to read a text in detail, take a moment to preview the text. Skimming, a quick way of reading, as discussed above, is a useful technique that aids a reader to get an overview of the text material. For skim-reading you do not need to read every word and pay attention to the details headings contain. Staying alert for the keywords and phrases, the names of people and places, dates, nouns, and familiar words, material can be scanned.

➢ Non-verbal signals: Texts contain some non-verbal signs such as different fonts, bold print, underlining, and italics, etc. These signs help a reader understand the meaning of the content they are purposely used to convey. The idea these styles carry may vary from one text to another. As in one text, italics are used to emphasize a word, while in another, they can be used for subtitles. Similarly, layout features are also considered non-verbal signals.

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Structure of the text: The structure of the text helps to read effectively. Content laid out into a format, a title and sometimes subtitles, introduction, body, and conclusion or summary, helps a reader predict what he is going to read. And the better one can predict leads him to read faster and more effectively. ➢ Knowledge of the structure of paragraphs: Typically, in a well-written text, a paragraph carries three parts. The first part is the topic sentence, it is the heart of the paragraph. It is usually placed

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either at the beginning or at the end of a paragraph. It contains

the new idea the paragraph intends to deal with. The second part consists of the sentences written to develop the idea. The third part is called the summary of the paragraph or it establishes a link to the next paragraph. Knowledge of this structure of a paragraph helps a reader to skim through a text effectively and quickly.
Example 1.1: Layout Feature

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Knowledge of punctuation marks: If one knows the meaning and usage of punctuation marks, he can easily understand the grammatical structure of a sentence. Such marks like comma, semicolon, question mark, exclamation mark, full stop, and brackets etc. indicate what the writer wants us to interpret a piece of text.

➢ Author's viewpoint: Sometimes authors provide their viewpoint or opinion by adding certain phrases or by adding a value to a word. For example: - Using the words luckily or unfortunately, a writer intends to show approval or displeasure respectively. - For showing surprise, regret, or other emotions, he may use words like surprisingly, regrettably, pity, desirable, to be disappointed, etc. - To express the level of certainty, he may use a word like certain, obviously, undoubtedly, naturally, always, often, likely, probably, maybe, hardly, rarely, and never, etc. - He may also add a phrase to comment on more or less objective facts like "only 40 per cent of the staff is male". ➢ Reader Anticipation: Readers even having a good vocabulary may encounter words they may not be familiar with. A person with average English knowledge may find it difficult to comprehend a text having some challenging words. But you may guess their meaning if you understand the relationship between words in meaning and form. It is a skill that can be developed by following a method.

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Summarizing: On finishing reading a long document you may not remember the complete information. It is a good technique to make notes of the essential key ideas, the text or document contains, for retaining them effectively. It is also called summarizing the text. The average length of a summary is about one-third of the original text. It's length may vary depending on the extent of the document or text material. Summarizing a text is also a skill which can be develop and it is like: Step 1: Familiarize yourself with the material After you have read the text or a section of it, you can start summarizing. The length of the section you can easily read through at a time, in an attempt to summarize the text in parts, depends on the structure and the complexity of the text. With reports, it is often a good idea to read one section and then summarize. Newspaper articles are often best read as a whole before starting with the summary. Step 2: Select important information You should go through each paragraph, sentence by sentence, asking yourself which information is absolutely essential to the argument. You should write down complete sentences as much as possible. Jot down your points clearly or you will have to read the original text all over again. An alternative is to underline or highlight important sentences or phrases. Step 3: Paraphrase the information Paraphrasing, or rewriting from the original text in your own words, forces you to completely understand what you are noting down. You should try to condense long and complex sentences into much shorter ones. Use active sentences as much as possible and avoid adjuncts. Practise economy with words. Avoid descriptions if they can be summarized in one word. For example, do not write 'The state exclusively controls and possesses the trade in stamps', but write 'The state monopolizes the trade in stamps.' Step 4: Insert links between sentences and paragraphs Make sure that the connection between sentences is clear and logical and that each group of sentences smoothly fits in one paragraph. This can be done by inserting link words such as therefore, nevertheless, but, however, because, on the other hand, etc. Sentences can also be linked by relative pronouns, for example, who, which, whose, and that. Using the correct links means that your summary becomes more logical and coherent. Step 5: Adjust the length of the summary If you have to write a summary as part of an assignment and you are assigned a maximum number of words, count the words after writing it out. Depending on whether your word count exceeds or falls below the given number, you can leave out unessential information or add important information. Excerpt from:

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Following is given a table that is representing comprehension skills required according to the nature of comprehension. Comprehension Skills S. No. Nature of Comprehension Skills Required 1. Global or Overall Comprehension ● The ability to perceive overall ideas. ● The ability to understand the organisation of the given text. - The themes and subthemes - The logical and hierarchical relationship between them. 2. Factual and Literal Comprehension ● The ability to locate, identify, and recall facts which are explicitly states such as: - Sequence of events; - Comparisons and contrasts; - Cause-effect relationship; and - Descriptive statements. 3. Referential Comprehension ● The ability to recover factual information from text. 4. Inferential Comprehension ● The ability to draw inferences from stated facts. ● The ability to draw inferences from cause-effect relationships, which are not explicitly stated. ● Requires reasoning abilities, which are higher and more complex than those involved in factual information. 5. Evaluative Comprehension ● The ability to judge the accuracy, acceptability, value, etc. of the statements made by the author of a text. ● The ability to respond to the traits, personality, attitude revealed by the author of a text. ● The ability to discriminate what is stated and what is 'implied' between fact and opinion, etc.

6. Reorganisation of Information ● The ability to retrieve information from text: - Categorisation of information - Process of selection and summarisation. 7. Prediction ● The ability to predict on the basis of something that has been read. ● The ability to anticipate what is likely to follow in a piece

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of text. Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 1.6 Unit Summary

Working at a professional front, you need to read, write, and speak well. These are the skills, being good at, you can emerge a confident professional. It says that good writing skills come from intensive reading. A person with a broad background in reading makes out to be a good writer also. It is an important skill that helps a person to develop other skills. One reads at his speed and manner; it is a personal and individual activity. In reading a text, one relates the ideas from what he already knows. Poor comprehension skills root in one's lack of interest, loss of concentration, failure to understand a word and sentence structure, or relationship among sentences. As students or professionals, we read a variety of texts ranging from short emails to large documents or books or lengthy reports. Learning about the reading types can help one to develop reading skills. The set of reading skills like scanning, idea reading, exploratory reading, study reading, critical reading, and analytic reading are the different ways of reading, a reader adopts purposely. The techniques for developing effective reading skills include: Skimming and scanning, Non-verbal signals, Structure of the text, Structure of paragraphs, Punctuation, Author's viewpoint (inference), Reader anticipation: Determining the meaning of words, Summarizing 1.7 Key Terms ● Derivatives: In language, derivatives are words formed from other "root" words. They're often used to transform their root word into a different grammatical

category. For example, making a verb into a noun. Or an adjective into an adverb. ● Skip reading: it's a technique whereby you read the text quickly while taking at least the main points in. ● Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. 1.8 Check Your Progress Subjective: 1) Discuss the significance of learning reading skills. 2) What are different reading skills mechanics? 3) What are different types of reading, briefly explain each of them? 4) What are different types of techniques for good comprehension? Objective: 1) True/False: Critical reading is a technique used in grasping a text effectively. It is applied in reading periodical articles, research articles, reports, and books. 2) Complete the line: Rapidly going through a text we can get an idea of _____. 3) Fill in the blank: Practice to think selectively during the process of reading to relate significant _____ to distinguish fact from _____. 4)

Short Q/A: What is analytical reading? 5) Short Q/A: What is exploratory reading? References: ● Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. ● Anjali Sethi, Bhavana Adhikari; Business Communication; Tata McGraw Hill Education Pvt. Ltd. ● Raymond V.Lesikar, Marie. E. Flatley, Paula Lentz, Neerja Pande; Business Communication; McGraw Hill Education (India) Pvt. Ltd. ● Soumitra Kumar Choudhury, Anjana Neira Dev, Archna Mathur, Tulika Prasad, Tasneem Shahnaaz; Business English; Pearson ● Fiona Talbot; How to Write Effective Business English; London and Philadelphia ● Michael Bennie; A Guide to Good Business Communication; 5th edition; Published by How To Content, A division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX, United Kingdom Tel: (01865) 375794. Fax: (01865) 379162 info@howtobooks.co.uk www.howtobooks.co.uk ● Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015. ● Meenakshi Raman and Sangeeta Sharma; Technical Communication Principles and Practice; Oxford University Press, YMCA Library Building, 1 Jai Singh Road, New Delhi 110001 ● Heike Hering How to Write Technical Reports Understandable Structure, Good Design, Convincing Presentation Second Edition 123 Unit 2: Listening Skills 2.0 Introduction 2.1 Unit Objective 2.2

Listening Skills 2.3 Types of Listening 2.3.1 Content Listening 2.3.2 Critical Listening 2.3.3 Appreciative Listening 2.4 Listening: Cognitive Process 2.5 Listening: Barriers and Remedies 2.6 Traits of Listeners 2.6.1 Guidelines for improving Listening Skills 2.7

Unit Summary 2.8 Key Terms 2.9 Check Your Progress 2.0 Introduction Linguistic communication proceeds on sending and receiving messages,

whether orally or in writing. In written communication, the writer is the sender and the reader is the receiver. While in oral communication, the speaker is the sender and the listener is the receiver. For successful communication, we give importance to having listening skills also in addition to writing and comprehension. Effective communication depends on all the reading, writing, and listening measures to the same extent. "You do not listen with just your ears: you listen with your eyes and with your sense of touch, you listen by becoming aware of the feelings and emotions that arise within yourself because of this contact with others. You listen with your mind, your heart, your imagination." –Egan Gerard (1988) 2.1 Unit Objective In this unit, we will focus on knowing about the listening skills, their importance, barriers to effective listening etc.

2.2 Listening Skills Listening is different from hearing. We hear several different sounds and noises, but the one we pay attention to is listening. Hearing is a physiological process, automatic and fast. The vibration of sound waves enters the ear canal and vibrates the eardrum. The vibrations are carried from the inner ear to the central auditory system of the brain which transmits them into sounds. When our mind helps us recognize these sounds into words and interprets them into thoughts or ideas, it is called listening. For interpreting the hearing sounds, we require other physical cues like eyes and gestures. Watching a person speaking and observing his facial expressions, hand, body movements, and mannerisms helps to interpret the meaning of spoken words. It leads to defining listening as - it is hearing with understanding, interpreting, and then responding to that. Listening = Hearing + Comprehending + Interpreting + Responding Most of the learning comes from listening. It is a vital skill that supports understanding the intent of the communication. It says no one is born with effective listening ability; it can be learned and improved through practice. In business communication, a person with good listening skills can, besides establishing effective relationships, broaden his knowledge, develop more and deeper friendships, get job opportunities, and promotions. Executives consider good listening skills as one of the most required skills that employees must have. Ineffective listening may affect effective functioning in an organization. It may affect establishing a relationship between two organizations. Listening is a mode of gathering information. As a professional, failing to listen carefully to your customers, boss, team members, peer groups, seminar presentations, and forums may put you in an embarrassing situation. Effective listening may help you to: ➔ Understand the views of your co-workers. ➔ Establish rapport with co-workers quickly. ➔ Improve intellectual skills to understand and evaluate the views of others. ➔ Gather information, views, opinions, and feelings of others. ➔ Help in decision making.

➔ Aids to express views clearly and explicitly in a dyadic and group communication.

There are three things listeners generally want to know about a speaker: his wisdom, his personality, and the degree of his goodwill." ～Aristotle 2.3 Types of Listening There may be reasons or purposes you listen particularly to something. These purposes are the defining features of the types of listening like content listening, critical listening, and appreciative listening. 2.3.1 Content Listening When you listen to understand and retain information provided by a speaker it is called content listening. It requires certain kinds of skills like: 1. Understanding the meaning of words from context, 2. Identifying the key points of the message, 3. Understanding the relationship of details to main points, 4. Following steps when given direction, 5. Following the sequence of the message,

6. Getting details, 7. Giving answers if necessary, 8. Recognising the speaker's purpose and attitude. Information flowing from a speaker may require you to ask some questions. Pay attention to listening for clues on previews, structure, internal summaries, enumerated points. Be sure to listen to non-verbal clues also. While listening to the speaker, in your mind, create an outline of the speaker's views, and later try to review what you have learned. One may take notes, but it is done sparingly as the greater focus is required to be given on listening to the key points. 2.3.2 Critical Listening When your aim of listening is to analyse the evidence or ideas and make critical judgements of what is being spoken you need to absorb the message, it is called critical listening. This listening involves: 1) Evaluating the message at several levels: - The logic of the argument; - Strength of the evidence and validity of the conclusions; - The implications of the message for you or your organisation; - The speaker's intentions and motives; - The omission of any important or relevant points. 2) Taking judgment after the speaker has finished speaking. 3) Paying attention to the non-verbal clues helps to evaluate a message. This kind of listening calls for evaluating the speaker's credibility as well. 2.3.3 Appreciative Listening When you listen to understand the speaker's feelings, needs, wants, tone, and mood so that you can appreciate his or her point of view regardless whether you share that

perspective or not it is called appreciative listening. This kind of listening is also called empathic listening. It involves certain skills like: - Interpreting characters from a dialogue, - Visualizing images from music or messages and observing the effect of the rest of the audience on the listener's reactions. This kind of listening allows the speaker to vent the emotions that prevent a dispassionate approach to the subject. In this type of listening a listener pays attention to the nonverbal cues also. He may show his interest in listening by showing some sort of satisfaction. 2.4 Listening: Cognitive Process Hearing, as we know, is a physiological process that helps to gather information through listening. Physical hearing can be affected by interfering noises, impaired hearing, or inattention. In the process of listening, a few sequential activities occur, and they are like: sensing, recognising, integrating, interpreting, evaluating, remembering, and responding. 1. Sensing: Physically hearing a message is sensing. Through hearing, we sense out various isolated sounds or groups of sounds around us. Some can be identified as the symbols of words and groups of words that carry a meaning. Conscious attention given to these words helps us to understand their meaning. 2. Recognising: After the isolated sounds that can be identified as symbols of letters have been assimilated our brain identifies them as words, a meaningful unit. 3. Integrating: After recognizing the words as a meaningful unit, we integrate past experiences that bear on the symbols. The integration of experiences may occur over a long time or it may take place in a split second. Experiences may even alter the primary meaning too. 4. Interpreting: It is decoding and understanding what you hear. As we listen, we assign measuring to the words according to our values, beliefs, ideas,

expectations, roles, needs, and personal experiences. The speaker's frame of reference may be quite different hence the listener must make conscious efforts to determine what the speaker means. The listener may still attach a deeper level of measuring to the symbols. Paying attention to non-verbal cues can increase the accuracy of interpreting the meaning. 5. Evaluating: Evaluating is forming an opinion about the message. In the light of our value structure, attitudes, and beliefs, we attempt to evaluate a message. For effective listening, we should be able to separate facts from opinions and become able to evaluate the quality of evidence. 6. Remembering: Retaining information for future use necessitates remembering. If the speaker was transmitting information the listener must make efforts to retain it. It is the activity of the listening process that calls for considerable conscious efforts on the part of the listener. 7. Responding: Acknowledging and reacting to the speaker's views is responding. Giving verbal feedback or acting on what we heard is responding to the speaker. It may take place according to a situation and purpose as it demands. If the interaction is between two people or in a small group, the initial acknowledgement comes as verbal feedback. If the communication is to a large group of people, the initial response may come as applause, laughter or silence. Later we may act on what we heard. 2.5 Listening: Barriers and Remedies Listening is a conscious process which involves both physical and mental activities and it makes it subject to both physical and mental barriers. With practice we can overcome these barriers. ➢ No rapport between speaker and audience:Differences between the social status, prestige, attitude, purposes, experiences, and knowledge of speaker and audience can create a gap between them. It may affect the listening ability. Lack of mutual respect or understanding and any failure to establish common ground between a speaker and listener stiffs the environment of communication and cripples it. ➢ Unfavourable physical conditions: The physical distance between the speaker and the audience, the location of the room, improper arrangements in

the room, external noises, and some mechanical failure of the audiovisual equipment are some of the inadequate conditions that create barriers to effective listening. ➢ Preconceived notions: A listener being prejudiced, thinking the speaker is boring or neglectable, can lack interest in listening. Harbouring any misconceptions about the speaker holds a listener from listening attentively with interest. ➢ Unusual diction: Strange or inappropriate articulation of sounds and words may affect communication and obstruct listening. Due to cultural and regional differences, a speaker may have a different tone of speaking words, it may pose serious hindrances to listening and comprehension. ➢ Lack of perspective: Lack of viewpoint in a conversation poses a barrier to listening. Giving undue attention to one part of the speech and failing to comprehend the speaker's ideas causes careless listening. Speaker must also have a perspective in speaking; it supports the listener to get the idea appropriately. The barriers discussed above can be overcome by practice. Some Suggestions are discussed below following which one can be a better listener. ➢ Follow the purpose of listening: From the three main purposes of listening: to gain information, to make a critical judgement, and to appreciate, identify which one fits your purpose of listening. The realisation of the definite aim of listening helps to listen attentively and effectively. Focus on the speaker. Ignore all distractions so that you can concentrate on the speaker's flow of thought. Try to ignore feelings of hunger, weariness, or discomfort. Or confiding the discomfort to the speaker you can get some remedy. ➢ Have background knowledge of the topic: A person going to attend a planned conversation that may be a seminar or an interview or a group discussion listeners must try to have a good background of the topic and subject; it helps to be an effective listener. A piece of prior knowledge on a topic

prepares the mind of the listener to gain and comprehend the information. It also helps in sharing and speaking the information with others confidently. ➢ Pay attention to hearing carefully: On average, a listener's attention span is 5-10 seconds. Within this short span, a person can attentively listen to the speaker and grasp the information. Speakers must make the conversation purposeful and clear in which they can use some devices also and try to keep the listener's interest alive throughout the conversation. ➢ Takedown notes: listening carefully and noting down the keywords used by the speaker and reviewing them later helps a listener remember the information effectively. It is a technique followed when you intend to grasp the information for future use. ➢ Avoid being prejudiced: Having personal opinion and prejudices about the speaker affects listening and grasping. A listener with a preconceived notion about the speaker or the topic cannot perceive the information in its true sense. It blocks the mind from getting the speaker's point of view. For being a good listener you must have a positive attitude and willingness to listen to other people's views, ideas, and information. ➢ Keep the emotions at bay: A listener afflicted with emotional disturbances due to personal problems, and having tensions or worries in mind can not be in a conversation fully. So, learn to surpass your emotions before you are going to have an important conversation.

Figure out the communication or discussion into its basic elements: When we have realized the idea of the objective of the speaker and have decoded the pattern of information he is delivering in, we can easily understand and retain the message. What kinds of arguments the speaker is using or what does he mean by saying those remarks are the kinds of awareness with which a listener can grasp the discourse easily. The structure of an informative speech is usually different from that of a persuasive speech. In the informative speech, the approach is about to be deductive. The speaker begins each main point with a generalization followed by supporting material. In the persuasive speech, the approach is likely to be inductive. In it, the speaker gives each main point after the supporting material has been presented. The inductive approach lets the speaker lead the listener to the point or the position where he intends to. ➢ Be alert to the speaker's nonverbal as well as verbal messages: A listener must not be carried away by the appearance and the techniques of delivery. Focusing on the message more than the techniques of delivery is significant for good listening. ➢ Avoid interrupting the speaker: Whether a person is in a two-way conversation or in a group discussion or at a seminar try not to interrupt the speaker before he completes the speech. Meddling in between can break the chain of thought of the speaker and the other listeners. • Accept your role as a listener by listening actively, engaging positively, participating fully, and encouraging the speaker consciously. • Do not pretend to show interest. Your involuntary non-verbal behaviour, such as glazed eye-contact or strained expression, will give you away. Tips for Effective Listening

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Source:Meenakshi Raman and Sangeeta Sharma; Technical Communication Principles and Practice;

OUP
2.6 Traits of Listeners Listeners can be classified as good or poor. The traits that make a listener identify as good or poor depend on their certain habits and attitudes towards others. Poor Listening Habits: 1. Listening to the supporting facts or details or to the way of presentation and not paying attention to the real meaning affects effective listening. 2. Quitting listening after saying what you wanted to say is a bad habit. 3. Interrupting the speaker in the middle of his speaking is a bad listening habit. 4. Hearing what you want to hear or refusing to listen to a speaker, who is speaking something against your expectations, is a bad listening habit. 5. Assuming that you know the speaker's intention of speech and avoiding listening to it carefully is not listening. 6. Listening for a point of disagreement so that you can confront the speaker is not listening. 7. Listening to an already known topic with a dull mood is an inappropriate listening habit. 8. Criticising the delivery or appearance of the speaker because you were more interested in its mannerism rather than information is a bad listening habit. Good Listening Habits: 1. Avoids evaluating a speaker on the basis of its appearance, clothes, or personal qualities. 2. Paraphrases what the speaker has said and enquires from the speaker whether he has heard it accurately or not. You can ask by saying: So you mean to say that … 3. Reflects the implications of what has been said. Going behind what the words mean is a listening skill. It leads to unraveling the underlying feelings, intentions, beliefs, or values of the message. 4. Shows interest in knowing more from the speaker. It leads a speaker to expand the conversation and listener to gain more information.
5. Shows active interest by adopting certain postures and sending non-verbal signals. Certain utterances like 'yes' and 'ur-hum' indicates you are actively listening. The poor Listener The Good Listener 1. Turns out if delivery is poor. 2. Tunes out dry subjects. 3. Listens casually. 4. Takes extensive notes. 5. Shows no attention or shows a different attitude. 6. Gets distractions easily. 7. Lacks concentration. 8. Tends to enter into argument without complete comprehension. 9. Does not show interest in difficult material. 10. Reacts to slogans and emotional words. 11. Tends to entertain daydreams with slow speakers. 12. Ignores the tone. 1. Concentrates on content not delivery. 2. Tries to find out what is necessary for him. 3. Listens for ideas, facts, and for central themes. 4. Takes less notes (only the important points). 5. Shows intensive interest and attention. 6. Avoids distractions. 7. Shows intensive concern and concentration. 8. Does not evaluate the message until the comprehension is complete. Interrupts only for clarification. 9. Uses difficult material as exercise or challenge for the mind. 10. Interrupts and comprehends slogans and emotional words. Does not get hung up on them. 11. Tries to anticipate the message mentally and summarises the evidence. 12. Tries to comprehend the message from the tone of

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the speaker. Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 2.6.1

Guidelines for improving Listening Skills Listening is a skill and it requires practice. Having a positive attitude, concentration, and willingness you can develop listening skills. It can gain you confidence in your job and everyday communication.

A set of guidelines is given following which a person can work upon improving his listening skills (Aruna Koneru): ● Think about the topic in advance. ● Think beyond the speaker's knowledge by asking yourself what the speaker knows that you do not. ● Determine the personal value of the topic. ● Depersonalise your listening so that you decrease the emotional impact of what is being said and are better able to hold your rebuttal until you have heard the total message. ● Listen for main points as well as for facts and know the difference between fact and principle, idea, example, evidence, and argument. ● Concentrating on a subject while listening does not let your thoughts wander. ● Keep an open mind by asking questions that clarify understanding. ● Make meaningful notes which should be brief and to the point. ● Be flexible in your views. It enhances your listening ability. ● Stay ahead of the speaker by anticipating what will be said next and by thinking about what has already been said. ● Use non-verbal skills to help you focus on the message; maintain eye contact, react responsively with head nods and facial expressions. Pay attention to the speaker's non-verbal skills, which help you to comprehend the message. ● Evaluate and criticise the content, not the speaker. ● Distinguish the important points from the unimportant ones. ● Try to accept others' views that will build understanding and mutual respect. ● Practise your listening skill by attending lectures, public speeches, and t.v. programmes. 2.7 Unit Summary Listening is different from hearing. We hear several different sounds and noises, but the one we pay attention to is listening. For interpreting the hearing sounds, we require other physical cues like eyes and gestures. Watching a person speaking and observing his facial expressions, hand, body movements, and mannerisms helps to interpret the meaning of spoken words. It leads to defining listening as - it is hearing with understanding, interpreting, and

then responding to that. Listening = Hearing + Comprehending + Interpreting + Responding There may be reasons or purposes you listen particularly to something. These purposes are the defining features of the types of listening like content listening, critical listening, and appreciative listening. 2.8 Key Terms ● Deductive: Characterized by or based on the inference of particular instances from a general law.: "deductive reasoning" "I used my deductive powers". ● Inductive: characterized by the inference of general laws from particular instances.: "instinct rather than inductive reasoning marked her approach to life". ● Hearing: perceive with the ear the sound made by (someone or something ● Listening: give one's attention to a sound. 2.9 Check Your Progress Self-analysis Evaluation Form of Your Listening Skill 1. Name of the listener: 2. Name of the speaker: 3. Topic of the talk: 4. Duration for the talk: 5. Number of words of the material of talk: 6. Your listening word limit per minute: Sl. No . Habit Almost Always Usually Occasionally Seldom Almost Never 1. Feeling the subject uninteresting

2. Focussing on speaker's delivery and personal appearance 3. Getting overstimulated 4. Listening only for facts 5. Submerging the speaker's point of view in a morass of details 6. Jumping into conclusions (without listening Completely 7. Tolerating distractions 8. Avoiding difficult expository material 9. Letting personal prejudices interfere 10 . Wasting the differential between thought-speed and speed-speed Total: Check honestly on each one, tallying your score in accordance with the following scoring system. ● Below 70 - you definitely need training to listen. ● Between 70 and 90 - your listening ability is well. ● 90 and above - your listening ability is extraordinarily well developed. Subjective: 1) Define listening and explain it. 2) How is listening different from hearing? 3) What are different types of listening and discuss their purposes?

4) How is listening a cognitive process? discuss it. 5) What are different barriers to listening? Discuss their remedies too. 6) The traits that make a listener identify as good or poor depend on their certain habits and attitudes towards others. Discuss it. 7) What are different guidelines for improving listening skills? Objective: 1) True/False: Evaluate and criticise the content, not the speaker. 2) Complete the line: Information flowing from a speaker may require you to ask ____. 3) Fill in the gap: When you listen to understand and retain information provided by a speaker it is called ____ listening. 4)

Short Q/A: What is critical listening? 5) Short Q/A: What is content listening? References: ● Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. ● Anjali Sethi, Bhavana Adhikari; Business Communication; Tata McGraw Hill Education Pvt. Ltd. ● Raymond V.Lesikar, Marie. E. Flatley, Paula Lentz, Neerja Pande; Business Communication; McGraw Hill Education (India) Pvt. Ltd. ● Soumitra Kumar Choudhury, Anjana Neira Dev, Archna Mathur, Tulika Prasad, Tasneem Shahnaaz; Business English; Pearson ● Fiona Talbot; How to Write Effective Business English; London and Philadelphia ● Michael Bennie; A Guide to Good Business Communication; 5th edition; Published by How To Content, A division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX, United Kingdom Tel: (01865) 375794. Fax: (01865) 379162 info@howtobooks.co.uk www.howtobooks.co.uk ● Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015. ● Meenakshi Raman and Sangeeta Sharma; Technical Communication Principles and Practice; Oxford University Press, YMCA Library Building, 1 Jai Singh Road, New Delhi 110001 ● Heike Hering How to Write Technical Reports Understandable Structure, Good Design, Convincing Presentation Second Edition 123 Module II: Essential Skills: Condensed Writing Unit 3: Note Making 3.0 Introduction 3.1 Unit Objective 3.2

Note Making 3.3 Guidelines for Note-making 3.4 Types of Notes-making 3.5 Note-making Methods 3.5.1 Outline/Linear method 3.5.2 Sentence Method 3.5.3 Schematic/Mapping method 3.6 A Worked Out Sample 3.7 Unit Summary 3.8 Key Terms 3.9 Check Your Progress 3.0 Introduction Note-making is an essential skill that enhances one's study and comprehension ability. It is an activity we have been habitually using since our school days. Reading a textbook, or a reference book, or planning to write a paper or a report we make notes. It is an investigating and analytical activity that helps essentially in retaining information and gaining knowledge. Note-making is a systematic process of jotting down significant information, ideas, facts, viewpoints, and arguments contained in a written text for future reference. One needs to develop qualities of quick comprehension, identification of main ideas, and recognition of their relevance and recording them with quickness

and precision. 3.1 Unit Objective This Unit intends to make students learn about the

skill of collecting information - note-making; guidelines for making notes; types of notes-making; and note-making methods.

3.2 Note Making According to Aruna Koneru: "Note making is a process of jotting down relevant information, important points, ideas, concepts, facts, arguments contained in the written material for the specific purpose." Note-making is an essential skill that enhances one's study and comprehension ability. It is an activity we have been habitually using since our school days. Reading a textbook, or a reference book, or planning to write a paper, or writing a report, we make notes. It is an investigating and analytical activity that helps essentially in retaining information and gaining knowledge. It is a process a professional must acquaint himself with. It helps not only in writing reports but also in every such situation where you need to refer to some written material and information. You may need to record information systematically and draw information from them. We usually do note making when we need to: ● make a judgement; ● select important facts, ideas, and concepts from a mass of information; ● investigate a process; ● extract relevant information from a book or interaction; ● Make a summary of the argument; ● Make results of testing and conclude from those results. For collecting information by making notes you may need to use both reading and listening skills. Careful reading and listening helps to understand and remember the important points you need to note down. Note-taking differs from note-making in the skill used for collecting information. In note-taking, you need to listen to the speaker efficiently. Note-making involves reading skills, more. Good note-making depends on your ability of reading and comprehension. Note-making is an essential activity that helps us in many ways: ● Through note-making, you can condense and present the entire information of a book, an article, or journal for quick reference.

● Note-making at a workplace is a quality that helps to work efficiently. It develops the skill of discrimination, discernment, organisation, judgement, and comprehension. Jotting down a few points recalling the entire information enhances one's intellectual skills. Sifting through the entire information from a whole document develops one's critical and reasoning skills. ● Many people cannot remember things until they write them down. In the process of note-making several facts and ideas, you go through getting registered in your mind. It is an aid to memory. ● Note-making presents information in a clear, succinct form consisting of main points and sub-points etc. ● Note-making aids in remembering the important details easily. ● It is a method of organising thought better. ● Making notes one can refresh his memory about what he has read in the past. ● It aids in writing the report or article effectively. ● It helps to pre-plan for a meeting and have a good talk during it. ● It helps a professional to participate in any professional discussion efficiently. 3.3 Guidelines for Note-making In making notes, it shall be useful if one can remember the following points: ● Determine what you want from the material, it helps in finding the required information without reading in detail. ● Note-making is a purposeful activity. Keep the aim in your mind throughout the process. ● A person making the notes must be aware of the limits of the purpose as well. It saves from adding unrequired information in the notes. ● Skim the article or book to discover: the theme, the scope, the development of the idea. ● Keep the overall subject in mind as you select facts. ● Note making involves making a summary of the opinions, ideas, etc. expressed by the original writer. ● Do not include the irrelevant information that's not required. ● If you find something very interesting make a brief reference note for further reading.

● Give the reference to the source from which you make. ● Organise the material in a logical order using main headings, subheadings, and enumeration. ● Under each heading make a brief but clear note of the main and significant points. ● When reproducing an author's words, put them in quotation marks. Any breaks in quotation are indicated by a series of three dots (...). 3.4 Types of Notes-making We can prepare three types of note-making such as: skimming; identification of main headings and subheadings; and more detailed notes. Type 1: Skimming Note making Reading paragraphs you can skim out a brief note on what each paragraph is conveying. For example, reading a whole article and going through all the paragraphs you can prepare note making as: Paragraph 1: Introduction Paragraph 2: Four-group classification Paragraph 3: Multipurpose And so on... Type 2: Identification of Main and Sub Headings The whole material can be classified under main headings, each main division or heading can further be divided into subdivisions.

1. For example:Four-group classification 1.1 Single-purpose 1.2 Multi-purpose 1.3 Special 1.4 Special 2. Classification according to size of chip 2.1 Cutting tools 2.2 Abrasives And so on... Type 3: Detailed Note-making If noting down the paragraph essence, into two-three words, or dividing the text into headings and subheadings is not enough you can expand them as shown in the example given below. For example: 3.5 Note-making Methods The following are some formal note-making methods: ● Outline/linear method

● Sentence/categorical method ● Schematic/mapping method We will discuss each of these methods for notes-making from the following passage on Indian economy Model Passage: Indian Economy Just over a decade after the Indian economy began shaking off its statistical shackles and opening to the outside world, it is booming. The surge is based on strong industry and agriculture, rising Indian and foreign investment and consumer spending by a growing middle class. After growing just 4.3 per cent last year, India's economy is widely expected to grow close to 7 per cent this year. The growth of the past decade has put more money in the pockets of an expanding middle class, about 30 crores strong, and with more choices in front of them, their appetites are helping to fuel demand-led growth for the first time in decades. India is now the world's fastest growing telecom market, with more than ten lakh mobile phone subscriptions each month. Indians are buying about 10,000 motorcycles and scooters a day and 20,000 cars per month. Banks are now making two crores a year in home loans, with the lowest interest rates in decades and thus helping to spur spending on building. Credit and debit cards are slowly but steadily gaining momentum. The potential for even more market growth is enormous, a fact recognized by multinational and Indian companies alike. For example, in 2001, according to census figures, only 31.6 per cent of the country's 18 crore households had a television, and 2.5 per cent a car, jeep, or van. 3.5.1 Outline/Linear method In this method, you write the main ideas on one side and the corresponding main and subsidiary points on the other, as shown

OUP 3.5.2 Sentence Method The main ideas and subordinate ideas can be written in sentence form. In this method, you will identify the main and supporting ideas and write them as short sentences, as shown in the given example. For example: ● There is a boom in the Indian economy due to liberalization. - It is based on strong agriculture and industry. - There is an increase in Indian and foreign investment. - There is greater consumer spending, especially by the growing middle class. - The growth rate expected this year is 7 percent. ● The growth has been spurred by demand. - There is greater consumer spending by the growing middle class (about 30 crore). - There are more choices, more money, and, hence, more demand.

● India has become a fast-growing market. - 20,000 cars are sold and 10 lakh mobile phone connections are issued every month. - 10,000 motorcycles and scooters are sold everyday. Banks are earning about 2 crore as interest on home loans every month. ● There is enormous potential for further growth. - In 2001, only 31.6 per cent of households had TV. - In the same year, only 2.5 per cent owned a car, jeep, or van. 3.5.3 Schematic/Mapping method It is a mind-mapping technique for representing information using circles, blocks, and arrows. It is also a semi-graphic representation of the contents of a text to show the relationship of each point or idea to other facts and ideas contained therein. It aids to record a great deal of information in less space and allows to show the complex relationship among several ideas and facts. Some tips for using this method for note-making: ● Represent the main ideas in a central box/circle. ● Depict the subordinate ideas as though they are radiating from this central image. ● Use branches attached to the higher-level branches to represent further minor points. ● Ensure that the branches form a connected nodal structure.
Example: Schematic/Mapping Method 3.6 A Worked Out Sample Read the following passage and find out how it has been condensed:

Model Passage: Insects are small creatures mostly having six legs, no backbone and a body divided into three parts. They are the largest group of animals. From man's point of view, insects can be divided into two main kinds, those insects, which are useful to him and those, which are harmful to him. There are those, which are merely interesting or beautiful. Bees and moths are examples of useful insects. Bees collect honey from flowers for our use. Silkworms supply us with fine, strong silk. These insects provide man with food and clothing. Locusts and mosquitoes, on the other hand, are harmful to man. Locusts will eat growing plants and these hungry creatures destroy trees and crops. Mosquitoes pass on the dangerous disease of malaria and every year millions of people become ill and even die. There are some insects which are not directly useful or harmful to man but are interesting or beautiful. Examples of such insects are colourful butterflies, pretty little ladybirds and fluttering moths. Note Making Insects: It's Types 1. PHYSICAL STRUCTURE OF AN INSECT Six Legs No backbone Body in three parts 2. INSECTS: TWO KINDS Useful Insects to Man Bees Collect Honey Collect Wax Provide Food Silk Moths Supply Silk Provide Clothing Harmful Insects to Man Locusts Eat Plants Destroy Vegetation

Mosquitoes Pass on Malaria Dangerous Disease 3. INSECTS: NEITHER USEFUL NOR HARMFUL Butterflies Lady birds Muttering Moths 3.7 Unit Summary Note-making is an essential skill that enhances one's study and comprehension ability. It is an activity we have been habitually using since our school studies. Reading a textbook, or a reference book, or planning to write a paper or a report we make notes. It is an investigating and analytical activity that helps essentially in retaining information and gaining knowledge. We can prepare three types of note-making such as: skimming; identification of main headings and subheadings; and more detailed notes. The following are some formal note-making methods: Outline/linear method; Sentence/categorical method; Schematic/mapping method 3.8 Key Terms ● Note-making is the practice of recording information from different sources and platforms. By taking notes, we record the essence of the information. 3.9 Check Your Progress Practice: 1) Read the passage and make notes: The Burra Caves are located at a distance of 90 km from Visakhapatnam. They are spread over the Eastern Ghats and occupy an area of two square kilometers. The caves are situated at a height of 1400 feet above the sea level. These caves are supposed to be more than a million years old and were discovered by a person called Richard King, only a century ago.

The limestone caves were formed as a result of the action of the Gosthani river. The river, which now flows through these caves, was once flowing over the limestone area. Due to the pressure exerted by the river water on the mineral deposits, the limestone dissolved and gradually the caves were formed. As the limestone dissolved they gave rise to several interesting structures like - a mushroom, a temple, a mosque, a church, a Shivalinga, a Ganesha, and many more. A stalactite is an icicle shaped mass of calcite attached to the roof of a limestone cavern. It takes over a hundred years to form a structure, stalagmite is a cone of calcite rising from the floor of a cavern. Stalactites and stalagmites often form solide pillars. Source: The Young World, (Sep. 14, 2002) The Hindu 2) New Year has been celebrated on January 1 only for the last 400 years or so- after Pope Gregory introduced the new calendar in 1562. Four thousand years before that, the Babylonians first started celebrating New Year - but in late March, at the beginning of spring. The Romans observed New Year in March, though each of the emperors tampered with the calendar till it became totally out of tune with the seasons. Finally, to set the calendar right, Julius Caesar declared January to be the New Year in Honour of Janus, the gatekeeper of heaven and earth. To set the calendar right, Caesar had to let the previous year drag on for 445 days. Though the Romans celebrated New Year, the Church did not approve of the practice for a long time. It is approximately during the last 400 years that the western world started celebrating this day. Source: The Hindu, Young World, January 4, 2003. Subjective: 1) What is note making? Explain. 2) Note-making helps us in many ways, explain how? 3) What are important points to consider in note-making. 4) What are different ways of note making? 5) What are different types of note making?

Objective: 1) True/False: Note-making is a systematic process of jotting down significant information, ideas, facts, viewpoints, and arguments contained in a written text for future reference. 2) Complete the line: Skim the article or book to discover: _____. 3) Fill in the gap: _____ is a mind-mapping technique for representing information using circles, blocks, and arrows. 4) Short

Q/A: What are three methods of note-making?

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Précis Writing 4.2.1 Précis Writing Skills/Principles 4.3 Steps For Writing Effective Précis 4.4 Guidelines for Précis Writing 4.5 Worked out Samples 4.6 Unit Summary 4.7 Key Terms 4.8 Check Your Progress 4.0 Introduction Précis is a French word that means 'terse' or 'exact'. précis is pronounced as 'pray-see' for the final letter 's' is silent. In its plural form, pronounce it 'pray-seez'. Summary of any piece of writing is called 'précis writing' or 'epitomisation'. It is an untempered shortened restatement writing of the main points or ideas of a text.

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There is no regulation about the length of a précis but preferably it is kept one-third of the

number of the words in the original passage. In today's fast-changing, technology-driven world, acquiring the art of summarizing is an essential writing skill. It saves time and promotes effective communication. This skill helps prepare synopsis, abstracts, and executive summaries, the important elements of various technical documents. 4.1

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Unit Objective This unit intends to introduce learners with the

meaning and usage of the writing form précis . 4.2 Précis Writing Summary of any piece of writing is called 'précis writing' or 'epitomisation'. It is an untempered shortened restatement writing of the main points or ideas of a text.

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There is no regulation about the length of a précis, but preferably it is kept one-third of the

number of the words in the original passage.

Précis writing does not require a writer to give critical opinion, add comments, and provide explanations. It is to express and represent an idea present in the original text in as few words as possible. It has no place for examples, illustrations, and literary frills used in the document. In the précis writing, we retain the original document's writer's style and point of view. "Précis writing involves summarizing a document to extract the maximum amount of information and conveying this information to a reader in the minimum number of words." Précis is a French word that means 'terse' or 'exact'. précis is pronounced as 'pray-see' for the final letter 's' is silent. In its plural form, it is uttered 'pray-seez'. In today's fast-changing, technology-driven world, acquiring the art of summarizing is an essential writing skill. It saves time and promotes effective communication. This skill helps prepare synopsis, abstracts, and executive summaries, important elements of various technical documents. Précis writing involves paraphrasing which means writing in one's own words from the original document. Summarising the content writer must see that the real essence and information may not go lost in condensing it. The summary must stand alone making sense - complete, informative, and easy to read. 4.2.1 Précis Writing Skills/Principles Writing a text in a brief form in the précis writing involves considerable writing skills. Paraphrasing or writing in different words, the writer must first understand the subject matter clearly to maintain unity and coherence of the concept. To write a précis effectively the essential skills required are: ➔ organization of ideas, ➔ logical sequencing of points, ➔ clear and meaningful expression, ➔ use of language suitable to the situation These are the 5 Cs required for précis writing: ● Completeness: Without omitting any important fact or idea, keep the essential information intact, else it may lose its purpose.
● Compactness: A compact form of the whole original document is prepared. In doing so, the words and sentences must convey a sense of unity with each other. ● Conciseness: Distinguishing the essential information from the unessential a passage or a document can be written into a concise form. Conciseness can also be achieved by avoiding repetition and omitting ornamental phrases. Summarising a document, a précis writer should not miss incorporating the essential ideas and must inspect whether the prepared piece of concise text is conveying the matter clearly or not. ● Clarity: Clarity can be achieved by removing unclear sentences and unnecessary words which break the flow of understanding. Précis writing is a task in which a writer uses the utmost of his intelligence in comprehending the text and preparing a refined and clear version of the whole. ● Coherence: Summarising or paraphrasing is not assembling key points present in the text. It is writing the essential information in a condensed form where all the sentences must be well connected and developing. 4.3 Steps For Writing Effective Précis Précis requires good writing skills and it can be attained through practice, a key to it. A set of instructional steps is given, helpful for naive writers or learners in preparing an effective précis. 1. Read the Original Document: Give a quick read (skim-reading) to the content and get a general idea of what it intends to convey. Reread the text second or third time to identify the main theme and the concepts that are developing it. Rereading also helps in distinguishing the significant ideas from the unimportant ones. 2. Identify the Purpose of the Précis: This step helps to identify how much details must be included and how formal the précis needs to be. 3. Underline the Key Ideas and Concepts: Read the passage carefully and list out all the main points, ideas, or aspects and supporting ideas. Make sure that no single point, major, or minor may be left from your notice. 4. Select the Essential Points: Select out the main points and key ideas, ignoring the insignificant ones. Every passage carries an important point which

it develops; discover that and jot it down. After you have found out the points, go through each; it shall take you to decide which are essential ones. 5. Summarise the material on the basis of the general idea it carries: Avoid repetitive words, rhetoric expressions, illustrations, and examples used in the original material and focus on the main ideas and their supporting points to prepare a summary. 6. Arrange all important items of your list in a logical order: The order of information in your précis need not not be according to the same order of points appearing in the original material. You can change their order to bring out the unity of thoughts and coherency in the précis. 7. Write the preliminary draft of the summary. 8. Go through the draft for the length and delete any such words that are making it verbose. 9. Compare the draft with the original document for any irrelevancy. 10. Give your précis a title. The title should be indicating the main theme of the passage. It can be a word or phrase or a sentence. 11. Prepare the final draft. Reread your draft, revise it for avoiding redundancy, ambiguity, verbosity, repetition, illustrations, idiomatic usage and literary frills. 4.4 Guidelines for Précis Writing Before learning about the guidelines for writing a précis we first need to know how to abridge or shorten a sentence.

OUP Writing a summary of a material requires abridging sentences. Learning a few methods of abridging you can express ideas concisely and precisely.

1. By reducing a long phrase to a word: For example: ➜ At this point of time ——— Now 2. By reducing a clause to a phrase: For example: ➜ Ravi cannot read unless he wears his glasses. - Ravi cannot read without his glasses. ➜ If she had not helped me, I would not have written this report. - Without her help I would not have written this report. ➜ He goes for a walk everyday so that he may keep fit. - To keep fit he goes for a walk everyday. ➜ When the sun was rising in the east. - At sun rise or at dawn 3. By reducing a clause to a word if possible: For example: ➜ The opening to the tunnel was covered by a grating and this was made of iron and it was very heavy. - The opening to the tunnel was covered by a heavy iron grating. ➜ Cannot be read easily - Illegible 4. By reducing long list of words to a generic term: For example: ➜ Pencil, pens, paper, pins, ink, clips, erasers, and tags. - Stationery ➜ Forks, knives, and spoons. - Cutlery 5. By reducing illustrations to one 6. Avoid figures of speech, quotations, exclamations, and rhetorical questions. 7. Change the first person to indirect speech.

8. Change the first person to the third person: For example: ➜ There are, I think, several factors that contribute to wisdom. Of these, I should put first a sense of proportion; the capacity to take account of all the important factors in a problem and to attach to each its due weight. - A sense of proportion is an essential factor or wisdom. We have to consider all the important factors of a problem and give them their due importance. 9. By removing superfluous or ornamental words: For example: ➜ There are several conclusions that might be drawn from the study. - Several conclusions might be drawn from the study. ➜ When I began to write my first report it occurred to me that one method by which I could make it more effective would be to include a number of illustrations. - When I began to write my first report I realised that I could make it more effective by

Guidelines for
effective précis writing:

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● Determine the theme of the passage carefully. ● Look out for not reproducing the sentences. ● Do not condense a sentence on the cost of clarity. ● The précis must be comprehensible even to a person who has not read the original document. ● Précis writing implies condensing a passage or document in your own words. ● Write a précis in the third person. ● Treat the statistical information according to your own discretion. ● In your précis, treat all the main ideas of the passage equally. ● Avoid giving any personal opinion in the précis. ● Do not criticise or change the source. ● Maintain the length of the précis; keep it one-third of the number of the words in the original passage. 4.5 Worked out Samples In this section different worked out samples have been provided. Going through them carefully can help to acquire the précis writing skills discussed above. 1) Sample model: A vital factor in the success of any business is the right selection of its administrative staff. In this matter, the management has the inescapable function not only of making the right selection, but after having made it, also of providing the fullest scope for legitimate ambition and individual advancement. A management which is so petty as to be jealous of the powers and authority of the officers will naturally select staff of the submissive type, docile men who are accustomed to obey without question. It would not take the risk of engaging able and aggressive/self-motivated employees for the fear that it may one day be supplanted by them. A really go-ahead management which understands the mood of the present times will do the direct opposite. It will seek out men capable of evolving policies within their own sphere and will train them to rise to the highest position. In connection with most administrative bodies, management is self-perpetuating and is responsible for its own succession. Even the ablest management cannot foresee the future with certainty; its decisions, for the future, are at best intelligent guesses. What, however, it can and must do is to make available the enterprise to the men who will be capable of taking the decisions of the future and who are qualified, trained, and tested during the present to do

so. No management can rely upon a constant supply of geniuses. It must so train its staff that, during normal times, the enterprise is capable of being run effectively by men of not much more than average ability and with a robust sense of purpose. (270 words)

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Source: Meenakshi Raman and Sangeeta Sharma; Technical Communication Principles and Practice;

OUP 2) Sample model: For all industrial development we need power, and the ultimate restriction on power is the fuel from which it is extracted. Is there enough fuel to satisfy our ever-growing hunger for power? For conventional fuels, such as wood, coal, and oil, the answer is quite clearly 'No'. The world's known stock of oil is only sufficient to last sixty years at the present rate of consumption and the rate of consumption keeps going up and up. We are burning too much wood already, and the earth's known fuel-wood forests will be consumed soon. Coal is still in fair supply, but in some areas— notably England—it is becoming increasingly difficult to mine, and it is therefore uneconomical. Besides fuel as a source of power, there is the device for harnessing energy from rapidly flowing water. Few sources of water power remain untapped, and the power they yield meets only a fraction of our total need. Moreover, it is not very dependable, because storing water in reservoirs depends on rains, which are sometimes freakish. Conventional fuels release energy by combustion, but fission makes use of another kind of fuel, remarkable for its concentration of power. All fissionable material is extracted or manufactured from two elements, uranium and thorium, and the world has a plentiful stock of them. But even so they will not last forever. There is probably enough to last for several centuries. Fission in the techniques known up till now converts only one-tenth of one percent of its fuel into energy. Complete conversion of fissionable fuels into energy is known at present at laboratory level only. If it can be harnessed into a practical power device, one pound of fissionable fuel would be equivalent to three billion pounds of coal. Now the scientists' quest is to find out some more efficient process for using these fuels outside the laboratory on an industrial scale. But after even fissionable material is gone, what then? There is no reason to despair. The sun is continually pouring solar energy on earth—we have only to gather and harness it. Those who think that humans will one day be left without any source of power are not far-sighted enough. (364 words))

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Source: Meenakshi Raman and Sangeeta Sharma; Technical Communication Principles and Practice;

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3) Sample model: There is no doubt that people are growing more and more interested in the seas, and that there is a great need for that interest. Humans have long tried to probe the secrets of the oceans to gain knowledge for its own sake, but there are other practical reasons for doing so. The sea can provide us with many things that we need in everyday life. Future generations will probably depend more on the seas for their food, and not only food in the form of fish. Minerals necessary for modern industries are also there, when we can find out how to extract them. We have explored and mapped most of the land, and we are quickly exploring the air. The seas present a greater difficulty because we cannot yet, and probably never shall be able to, set foot on the deep ocean floor. The aim of the extensive ocean-going expeditions, of the marine biological stations around the coasts, and even of those who simply study the shore uncovered by the tide, is to build up our knowledge of this vast and unfamiliar world beneath the waves. In some cases the knowledge gained can be put to practical use, but much of it is for interest only. For the very early mariners, interest lay in the currents, and especially those at the surface that carried their ships along. They were also interested in the weather over the sea. Yet, even these hard bitten seamen were not immune from a curiosity about the animals and plants that lived below the waves. Their first impulse may have been to seek trade overseas, or to fish for food, but over and above this, anything strange or beautiful, whether caught up in their nets or cast ashore by the tides, caused them to wonder. So, from the earliest time, the pursuit of practical everyday things went side by side with the inquiry that springs from a desire to know more. Bit by bit grew the knowledge of the physical features of the seas, of such things as currents, waves, and winds, as well as of the biology, the knowledge of animals and plants. (359 words) Points 1. Humans' interest in the seas is increasing and it is a healthy and useful sign. 2. Future generations are likely to draw more of their food from seas. 3. Exploration of seas is a difficult job. 4. The aim of all marine exploration is to know the world beneath the waves. 5. Even the earliest mariners had interest in exploring the seas for the sake of knowledge. Précis Human Interest in Exploring Seas Humans' interest in exploring the seas has increased and it is a healthy sign. Probably, future generations are to depend far more on the seas for their food. Though people have been able to map the entire land, seas offer difficult prospects. The aim of all adventure has always been to know about the world. Some knowledge thus gained may have practical utility, but most of it is

for the sake of interest. Even the earliest mariners, though their primary interest was to seek out trade routes, had the curiosity to study the animals and plants that lived below the waves. This curiosity, of course, helped them in gaining knowledge. (110 words)

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Source: Meenakshi Raman and Sangeeta Sharma; Technical Communication Principles and Practice;

OUP 4.6 Unit Summary Summary of any piece of writing is called 'précis writing' or 'epitomisation'. It is an untempered shortened restatement writing of the main points or ideas of a text.

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There is no regulation about the length of a précis, but preferably it is kept one-third of the

number of the words in the original passage. To write a précis effectively the essential skills required are: organization of ideas, logical sequencing of points, clear and meaningful expression, use of language suitable to the situation. Précis requires good writing skills and it can be attained through practice, a key to it. Writing a summary of a material requires abridging sentences. Learning a few methods of abridging you can express ideas concisely and precisely. 4.7 Key Terms ● "Précis writing involves summarizing a document to extract the maximum amount of information and conveying this information to a reader in the minimum number of words." ● Abridging: shorten (a piece of writing) without losing the sense. 4.8 Check Your Progress Write a précis for the following given passages: 1) Without a knowledge of grammar it is impossible for you to write correctly; and, it is by mere accident if you speak correctly. And pray, bear in mind that all well-informed persons judge a man's mind (until they have other means of judging) by his writing or speaking. The labour necessary to acquire this knowledge is indeed not trifling. Grammar is not like arithmetic, a science consisting of several distinct departments, some of which may be dispensed with. It is a whole, and the whole must be learned, or no part is learned. The subject is abstruse; it demands much reflection and much patience but, when once the task is performed, it is performed for life, and on every day of that life

it will be found to be a source of pleasure or of profit or both together. And, what is labour? It consists of no bodily exertion; it exposes the student to no cold, no hunger, no suffering of any sort. The study needs to subtract from the hours of no business, nor indeed, from the hours of necessary exercise. The hours usually spent in the tea and coffee shops and in the mere gossip, which accompany them - these wasted hours, of only one year, employed in the study of English grammar would make you a correct speaker and writer for the rest of your life. I learned grammar when I was a private soldier on the pay of sixpence a day. The edge of my berth was my seat to study in, my knapsack was my bookcase; a bit of board lying on my lap was my writing table; and the task did not demand anything like a year of my life. And if, under such circumstances, and without friends to advise or to encourage me accomplished this undertaking, what excuse can there be for any youth, however poor, however pressed with business or however circumstances as to rooms or other conveniences? (From Advice to young Men by William Gobbett) 2) A recent phenomenon in present-day science and technology is the increasing trend towards 'directed' or 'programmed' research, i.e., research whose scope and objectives are predetermined by private or government organizations rather than researchers themselves. Any scientist working for such organizations and investigating in a given field therefore tends to do so in accordance with a plan or programme designed beforehand. At the beginning of the century, however, the situation was quite different. At that time there were no industrial research organizations in the modern sense—the laboratory unit consisted of a few scientists at the most, assisted by one or two technicians, often working with inadequate equipment in unsuitable rooms. Nevertheless, the scientist was free to choose any subject for investigation he/she liked, since there was no predetermined programme to which he/she had to confirm. As the century developed, the increasing magnitude and complexity of the problems to be solved and the growing interconnection of different disciplines made it impossible, in many cases, for the individual scientist to deal with the huge mass of new data, techniques, and equipment that were required for

carrying out research accurately and efficiently. The increasing scale and scope of the experiments needed to test new hypotheses and develop new techniques and industrial processes led to the setting up of research groups or teams using highly complicated equipment in elaborately designed laboratories. Owing to the large sums of money involved, it was then felt essential to direct these human and material resources into specific channels with clearly defined objectives. In this way it was considered that the quickest and most practical results could be obtained. This, then, was programmed research. One of the effects of this organized and standardized investigation is to cause the scientist to become increasingly involved in applied research, especially in the branches of science which are likely to have industrial applications. Since private industry and even government departments tend to concentrate on immediate results and show comparatively little interest in long-range investigations, there is a steady shift of scientists from the pure to the applied field, where there are more jobs available, frequently more highly paid and with better technical facilities than jobs connected with pure research in a university. Owing to the interdependence between pure and applied science, it is easy to see that this system, if extended too far, carries considerable dangers for the future of science—and not only pure science, but applied science as well. (419 words) Subjective: 1) What is précis writing? Explain. 2) Discuss the principles of précis writing. 3) What are different steps that one requires to follow for writing a good précis? 4) What are different methods for writing a good précis< Objective: 1) True/False: Summary of any piece of writing is called 'précis writing' or 'epitomisation'. 2) Fili in the gap: Writing a text in a brief form in the précis writing involves considerable _____. 3) Complete the line: Précis writing implies condensing _____.
4)

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Short Q/A: What is précis writing? 5) Short Q/A: What is abridging? References: ● Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. ● Anjali Sethi, Bhavana Adhikari; Business Communication; Tata McGraw Hill Education Pvt. Ltd. ● Raymond V.Lesikar, Marie. E. Flatley, Paula Lentz, Neerja Pande; Business Communication; McGraw Hill Education (India) Pvt. Ltd. ● Soumitra Kumar Choudhury, Anjana Neira Dev, Archna Mathur, Tulika Prasad, Tasneem Shahnaaz; Business English; Pearson ● Fiona Talbot; How to Write Effective Business English; London and Philadelphia ● Michael Bennie; A Guide to Good Business Communication; 5th edition; Published by How To Content, A division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX, United Kingdom Tel: (01865) 375794. Fax: (01865) 379162 info@howtobooks.co.uk www.howtobooks.co.uk ● Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015. ● Meenakshi Raman and Sangeeta Sharma; Technical Communication Principles and Practice; Oxford University Press, YMCA Library Building, 1 Jai Singh Road, New Delhi 110001 ● Heike Hering How to Write Technical Reports Understandable Structure, Good Design, Convincing Presentation Second Edition 123 Module

III: Communication: Presentations & Audiovisual Aids

Unit 5: Audiovisual Aids 5.0 Introduction 5.1 Unit Objective 5.2 Audio-visual Aids 5.2.1 Determining the Audiovisual Aids for a Presentation 5.3 Types of Visuals 5.3.1 Text visuals 5.3.2 Graphic Visuals 5.4 Principles/Guidelines to Use Audiovisuals 5.5 Use of Audiovisual Equipment 5.5.1 Handouts 5.5.2 Chalkboard and Whiteboard 5.5.3 Flip charts 5.5.4 Overhead Projector 5.5.5 Slide Projector 5.5.6 Electronic Equipment 5.5.6.1 Audio Tape Recorders 5.5.6.2 Video-tape Equipment 5.5.6.3 Computers 5.6 Unit Summary 5.7 Key Terms 5.8 Check Your Progress 5.0 Introduction During a presentation, developing the main points, and making a speech, we use audio-visual aids. Speaking of the points, you may require too much time and a lot of explanation, and in this process, audio-visual aids may come as the most useful tool. Appropriate use of audio-visual aids can make a presentation interesting and easier to understand. It helps to make a presentation plan well and draw the attention of the audience successfully. It aids the audience to retain information effectively. 5.1 Unit Objective This Unit intends to introduce learners with:

● Variou types of visual aids. ● Methods of preparing and presenting each type of visual aids. ● How to bridge the gap between the thought process of the audience and the rate of delivery of the speaker. ● When to use the visual aids. ● How to make points more memorable 5.2 Audio-visual Aids During a presentation, developing the main points, and making a speech, we use audio-visual aids. Speaking of the points, you may require too much time and a lot of explanation, and in this process, audio-visual aids may come as the most useful tool. Appropriate use of audio-visual aids can make a presentation interesting and easier to understand. It helps to make a presentation plan well and draw the attention of the audience successfully. It aids the audience to retain information effectively. Audio- video visual aids can enliven a dull and uninteresting presentation and stir the imagination of the audience. What we see and hear lasts longer in our memory. Combining the oral and visual aids a speaker can deliver a presentation the most effective way. It increases the audience's ability to grasp and retain information. According to a study, one can remember only 10 percent of a speaker's messages if delivered only orally. It increases to 50 per cent when the oral message is supported by the visual aids. It also aids a speaker to remember the points of discussion. Visual aids reinforce, illustrate, or explain the major points. Readers and listeners can comprehend up to 500 words per minute. The speaker's rate of delivery is 160 words per minute. Here visuals bridge the gap between the high rate of thought process (500 words per minute) of the listeners and the low rate of delivery speed (160 words per minute) of the presenter as shown in

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the figure. Figure 5.1: Role of Visual-aids Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd 5.2.1 Determining the

Audiovisual Aids for a Presentation Once you have decided the mode of delivery, organised, and developed the ideas for the presentation you determine the audiovisual aids. Determining the audiovisual aids for a presentation calls for assessing their need. However, you must remember that the primary medium of communication is you, the presenter/speaker, and audiovisuals are the supporting elements in your presentation. Following is given a list of some conditions that may call for your using audiovisuals. Conditions Remarks Significantly important situation. To ensure comprehension. Create a professional aura. To generate professionalism and accuracy in presenting data. Communication control is crucial. To develop interest and enthusiasm. Limited time. Efficient coverage and effective presentation. Gives confidence and self control. Act as communication guide for speaker and listener. Standardisation required. Ensures similar presentation.

Gives confidence and self-control. Act as communication guide for speaker and listener. Standardisation required. Ensures similar presentation. A lot of numerical data. Ensures easy comprehension and retains memory. Dramatisation required. Interesting, meaningful, real, and impressive. Clarity and emphasis required. Achieves greater impact when oral and visual combined. Multiple stimuli needed. Enhances communication. Success is sure, several media are judiciously included. Suitable action necessary. To give instructions and expository communication. Receiver's conviction needed. Establishes credibility for the presenter's ideas. Receive apathy exists. Get attention and sustain interest.

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Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd 5.3 Types of

Visuals In speeches and presentations, there are two types of visuals: text visuals and graphic visuals. As we have already discussed the "graphic visuals" earlier in the last semester ebook, here, we shall talk about them in brief. 5.3.1 Text visuals Text visuals are simplified outlines of the presentation and consist of key phrases. Text visuals that consist of no more than six lines and have a maximum of six words per line are considered effective in their approach. Text visuals are typed clearly in large fonts. We can use either uppercase or lowercase or choose to give extra space between the lines or not. Phrases must be in parallel grammatical form and written using five to six words. Presentations that begin with text visuals cast an effective impression on the audience. The first text visual page is equal to the title page; it introduces the subject to the audience and signals that the presentation is underway. The second text visual page presents the major points that shall be covered in the presentation. It lays a road map in front of the audience indicating to them the topics of the

presentation. The subsequent text visual page contains main points and subpoints or information in the form of headings, subheadings and their developing points. First Text Visual Second Text Visual Third Visual Topic of Presentation Name of the Speaker: Date: Main aspects of presentation First main aspect Sub aspects of first main aspect Figure 5.2: Text Visuals

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Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd

Text visuals helps to: ➔ Indicate the flow of thought; ➔ Preview the message; ➔ Review the message; ➔ Signal major shift in thought; ➔ Show the structure of the talk; ➔ Give key details of each main point; and ➔ Summarise the speech. 5.3.2 Graphic Visuals Graphic visuals (tables, graphs, charts, maps, diagrams, photographs, etc.) used in oral presentations are usually the simplified versions of the visuals used in a written document like a report. Graphic visuals are used to illustrate the main points. They present the figures and other kinds of data that are hard to understand in the most simplifying way and aid the speaker to present them orally effectively.
Graphics Usage & Examples Table

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Tables are used for displaying either numerical or verbal information. A table is the simplest technique to present information, difficult or tedious to handle in the main text, in an accurate, concise, logical, and easy to understand form.

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A table arranges the data, verbal or numeric, formal or informal, informal or formal, into columns and rows. The first column is called 'subhead', the other columns are called boxheads. Tables can be classified as dependent and independent.

Example 5.1: Table

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Charts "Charts" is the form of the visual aids that uses only one scale unlike the graphs that show relationships between things by using two scales. Charts are commonly used visual aids that help to represent an idea effectively. Charts do not - carry statistical information, they show non-quantitative information. They are of two types: organisation charts and flowcharts. The organisation charts present the formal structure of the organisation; flowchart shows the states of a process or procedure.

Example 5.2: Chart

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Graphs Graphs are pictorial forms of tables. Mere glancing at a graph, a reader can grasp the information quickly.

Most commonly used graphs are: bar graph, line graph, single line graph, complex line graph, and pie graph. Graphs are useful for showing round totals, distribution trends, direction and for dramatising comparisons.

Example 5.3: Graph Maps Maps are useful in depicting geographical and spatial distribution. In order to focus attention on the main facts, the minor details are omitted. Example 5.4:

Map

Diagrams Diagrams are sketches or drawings of the parts of an item or the steps in a process. They help to illustrate the text effectively. Though the terms 'diagram' and 'drawing' are interchangeable they are distinct from each other in terms of a function; a diagram emphasises the operational aspect of the object whereas the drawing emphasises the visual likeness of an object. In drawing diagrams, we picture the interior and not the surface of an object. Drawings give us a great deal of freedom to omit the insignificant and emphasise the important ones. Drawings are useful for clarifying instructions by illustrating how certain steps should be performed.

Example 5.5: Diagram
Photogra phs

Photographs are used to illustrate the text. They are used for giving a realistic and accurate view. They serve two purposes: they assist verbal descriptions and prove the truth of assertions. They represent an object in its real appearance and effectively capture the reader's attention.

Example 5.6: Photograph Table 5.1 Graphics and Their Usage 5.4 Principles/Guidelines to Use Audiovisuals General guidelines on using audiovisuals are the necessities we must follow. The features, audiovisuals must have include: ● Audiovisuals used must be optimally simple. ● They must contain one idea. ● They must be audible and visible. ● They must be feasible. ● They must increase the impact of the message. ● They must be self-sustained and intelligible. ● They must be proper in form, style, and consistency. ● They must illustrate the main points, not the entire presentation. ● They must be supplemented with the ideas being discussed. ● They must be integrated and synchronized with the ideas. ● They must work effectively in presentation. ● They must help learners retain information.
● They must increase audience interest. ● They must not use visuals that contradict verbal messages. ● Must give a title to each visual that states the point of each visual aid. Using audiovisuals remember: 1. Visual aids must be supplementing your words, they should not be conveying anything other way round. 2. When you have finished discussing the point illustrated by the visual aid, remove it from the audience's view. 3. Because of fast changes in technology, new types of equipment keep coming into the market. Hence, using any new first refer to the attached manual, or books, or internet sources on how to use it. 4. Presentations prepared using the visual aids must be interest-capturing. 5. We should choose only those visual aids that suit the style and content of our presentations. 6. We should use visual aids for any point that sounds vague and requires discussion in detail.

Source: Meenakshi Raman and Sangeeta Sharma; Technical Communication Principles and Practice;

OUP 5.5 Use of Audiovisual Equipment Study the chart given below that is explicating the various kinds of audiovisual equipment.
Figure 5.2: Audiovisual equipment chart

Handouts If a speaker thinks it necessary, he can provide the participants/audience with handouts that contain information on the presentation. It is an effective means of increasing learning and retaining information. Usually, it contains - an outline of the speech, an abstract, or supplementary material such as tables and figures. During the presentation, the audience can refer to handouts or can make their notes on their handout. They are useful for future reference also. However, handouts can be distracting as they can divert the participants' attention to reading them instead of listening to the speaker. Hence, many speakers prefer to supply handouts to the audience post the presentation.

Example 5.7: Handouts 5.5.2 Chalkboard and Whiteboard A chalkboard is the most useful, less expensive, and commonly available form of visual aid equipment. It is an easily available medium that provides flexibility. It could be stationary i.e fixed or portable. Most often used in the classroom may appear a too- casual approach if used in a formal business environment. A chalkboard helps to present the ideas in a progressive development pattern; in the form of a flow chart. Starting with a first step or simple base, a presenter develops an

idea, process, or design explaining each step. It provides directions to the mind of the audience and sustains their interest as it makes them anticipate what the presenter is going to put there. Examples 5.8: Blackboard/whiteboard This aid also allows the presenter to establish control over the communication and a connection with the audience. Speaker can list points on the chalkboard as he addresses them; it keeps the audience engaged with the presentation. Following are given some suggestions that can make the chalkboard or whiteboard presentation an effective communication medium:
● Stand to the side of what you are writing. So that people can see and read what you are writing. It also allows you to face and keep eye contact with your listeners rather than giving a monologue to the board. ● Write with force, legibly, and neatly - combine long hand and printing occasionally for emphasis. Write much larger than usual. Ensure that your writing is not cursive. ● Use contrasting chalk/white board marker colors and symbols for more complex schematics. So that your audience can easily and readily get your ideas. Example 5.9: Blackboard

● Hold the chalk at approximately a 45° angle. If it squats, break it into two pieces or replace it by another. ● Avoid writing lengthy material on the board during your presentation. Step back every few seconds when writing a series of items so that the audience can see what you are writing. ● Maintain the flow of talk while you write on the chalkboard. Avoid as far as possible talking directly to the board. Frequently look at the audience to maintain eye contact. ● Write fast but not at the expense of clarity. ● Allow sufficient time for the audience to absorb or to copy the material. ● Write in capitals, underline or use colored chalk/marker pen for drawing special attention to significant portions of drawings or important points. ● Divide the board into several portions using one or two portions for the material that is going to stay throughout your presentation - main points of your presentation or technical words or definitions. ● Put your ideas into an orderly pattern. Indiscriminate scribbling and scratching all over the board may be very clear to you - but not to your listeners. Nothing spoils chalkboard presentation quicker than slovenliness and disorder. ● Decide what material or diagrams you want to show on the board before starting your speech. Thoroughly think how best to present your basic ideas. Accordingly prepare them in your notes so that you can reproduce them quickly and accurately on the board. ● Erase material on the board when it is no longer needed. But if you have written the topical outline of your presentation, retain it. This synchronises receivers' attention with each idea.

Flip charts Example 5.10: Flip-chart Large sheets of paper, fastened together from the top side and flippable, propped on an easel are called the flip charts. Flip charts can be set either on a table-sized easel or a

standard easel that can stand by itself. The table-sized easel proves useful for very small group presentations while the standard easel is useful in larger and a group of more than fifty participants. Suggestions for the preparation of charts: ● Make the chart large enough so that it can be easily and clearly visible. ● Use appropriate contrasting colours and symbols. ● Leave out every unnecessary detail; include only the essential idea. Try to simplify the original one to suit the context. ● Use one central idea in the chart. If the concept is complicated, put other ideas on separate charts, then, if needed, use one to summarise. ● Keep contact with the audience. Talk to your audience, not the chart and use a pointer, this is easily done. ● Synchronise chart display with ideas. If you have prepared well and placed your charts in an orderly and ready location, it is just a matter of exhibiting each as needed. Do not show the chart before your presentation or after you have finished with an idea. Example 5.11: Flip-chart Advantages of prepared charts: ● Prepared charts have advantages over the chalkboard/whiteboard. ● Well designed and well-planned charts appear professional and leave an impact on the audience. ● They are flexible to handle. Shifting the order and flipping the pages in referring to or revisiting the topics is feasible with already prepared charts. It helps to emphasize or reemphasise as required.

● It enhances presentation skills. Communicating ideas with well-prepared charts helps to gain self-confidence and the audience's attention. 5.5.4 Overhead Projector Example 5.12: OHP For oral presentations, an overhead projector is a useful and most commonly used visual aid. It is a piece of portable equipment, easy to use and inexpensive to maintain. Using transparency sheets, it projects clear images on a light-coloured wall or screen in full daylight. The content which reflects on the screen or wall is written on the transparency sheets. Example 5.13 : OPH In using an overhead projector, you do not need to dim the lights and lose contact with the audience. It is used for both formal and informal presentations. Whether it is a seminar or professional discussion or the purpose is to give training during an instructional course, an OHP can be used. It allows a speaker to develop a

presentation spontaneously and on the spot itself and offers all the advantages of a chalkboard or flip chart. However, delivering a presentation with the prepared transparency sheets can help to face the audience uninterruptedly and maintain eye contact with them. Suggestions for using the OHP effectively: ● It should be clearly visible to the audience. ● Use contrasting color symbols. ● Write only key phrases, not the whole sentences. ● Write five to six lines only. ● Ensure that the projection machine does not block the audience view. 5.5.5 Slide Projector Example 5.14: Slide Projector Slide projector uses slides that contain content in text, graphics, drawings, maps, or photographs. It is mostly used in formal presentations for addressing a large crowd. It is an effective medium that helps to create a professional atmosphere. Having an OHP similar usefulness, it can be used in seminars, professional discussions, training sessions, and delivering persuasive speeches. Sometimes you may need someone to operate the projector. Take a few minutes before the speech to verify that the equipment is working correctly. Some suggestions for using slides are: ● Use the slides prepared expertly and accurately. ● Use it for critical presentations. ● Use where appearance and standardisation are required.

5.5.6 Electronic Equipment Nowadays, for communication, advanced technology built new electronic devices have also been used. They help to present information effectively and efficiently. Computers, voice recorders, and audio-video recorders are examples of such equipment that are used in presentations. They are not only delivering appliances, but they record a presentation too. 5.5.6.1 Audio Tape Recorders An audio tape recorder is used for taping either a whole speech or some part of it to play it back. Using the device effectively requires operating it carefully: ● Recorders can be distracting to both listeners and speakers, hence set them at the most unobtrusive location. ● Ensure the functionality of the device before its use. Connect the mic properly and place the speakers at the appropriate place to record the message properly. Tape recorders are used for: ● Recording the delivery of speech; ● They help in preparing a presentation. Recording a prepared speech and listening to it helps to revise and edit it to develop an effective one. ● Using the playback feature, a trainee can improve its performance through self- effort. ● They are helpful for 'post-mortems' on the actual talk. ● They can give excellent feedback. ● It helps to quote the actual wordings. ● It is an excellent tool used for training professionals in the art of speaking. ● It is useful for formal presentations. 5.5.6.2 Video-tape Equipment Video-tape equipment is useful in the preparation of presentations and in giving training for effective communication. Various professional and government organizations have started using it widely. ● It is an excellent tool used for giving the training to communicate effectively. Watching a recording and using the reverse and forward features, a speaker can see itself in action and bring improvement where he spots the need.

● It can supplement a presentation effectively. It is used for giving audio-video demonstrations, sales presentations, orientations, lectures, interviews, and other important events. ● It is used for presenting a precisely worded and timed message. 5.5.6.3 Computers A computer/laptop is today's most admirable and usable electronic device used for presentations. Presentation software installed in a computer allows a professional to prepare and hold a presentation efficiently. The supportive features it offers include: ● A personal computer/laptop can be turned into a large screen that allows creating and modifying the visual aid as the presentation unfolds. ● Computer-generated shows provide the opportunity to make changes right up to the minute a speaker starts speaking. ● It helps to analyse the data and show how a change in forecasts can affect profit or production. ● With the use of animations and computer graphics topics of presentation become more comprehensive Following is given a table explaining the types, applications, and uses of audiovisual equipment. Device Audience Size Degree of formality Application Uses Hand- out Around 100 Formal / Informal ►Outline of the speech, abstract ►Supplementary material tables, figures ►Developmental activities ►Main ideas ► Future reference ►Effective means of increasing learning and retention by the listeners ►To get audience participation

Chalk- board 40/50 Informal ►Informative, instructional ►To indicate the development of ideas, process, or design ►To present spontaneously ►Audience try to think along with you and anticipate ►Sustains interest ►Relieves nervousness ►Reduces fastness Flip- chart 40/50 Informal ►Series of illustrations ►Emphasise ideas ►Gives added impact ►Flexibility ►Shift the order emphasise/reemphasise as required OHP 100 Formal ►Professional discussion forums ►Training/instructiona l courses ►Persuasive, developmental ►Text, graphics, drawings, maps, photos, etc. ►Useful in seminars ►Easy to comprehend ►Easy to remember ►Easy to follow instructions Slide Projector s 100 Formal ►Quality required ►Professional discussion forums ►Training/instructiona l courses ►Useful in seminars ►Advertising the product Audio- tape Recorder 100 Formal ► Training Programmes ►Demonstration purpose ►Future reference ►Useful for trainees ►Post-mortems ►Useful in giving demonstrations

Video tape 100 Formal ►Quality requires, dramatisation professional and government organisations ►Give instructions ►Give training, orientation programmes, interviews ►Useful in training programs ►Useful in giving instructions ►Useful for self-correction Compute rs 100 Formal ►To predict, to modify ►To create, to make changes ►Gives details in many ways ►Interpret data spontaneously Table 5.2: Types, Applications, and Uses of Audiovisual Equipment

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Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd 5.6 Unit Summary

During a presentation, developing the main points, and making a speech, we use audio-visual aids. Speaking of the points, you may require too much time and a lot of explanation, and in this process, audio-visual aids may come as the most useful tool. Appropriate use of audio-visual aids can make a presentation interesting and easier to understand. It helps to make a presentation plan well and draw the attention of the audience successfully. It aids the audience to retain information effectively. Audio- video visual aids can enliven a dull and uninteresting presentation and stir the imagination of the audience. Once you have decided the mode of delivery, organised, and developed the ideas for the presentation you determine the audiovisual aids. Determining the audiovisual aids for a presentation calls for assessing their need. However, you must remember that the primary medium of communication is you, the presenter/speaker, and audiovisuals are the supporting elements in your presentation. In speeches and presentations, there are two types of visuals: text visuals and graphic visuals. As we have already discussed the "graphic visuals" earlier in the last semester ebook, here, we shall talk about them in brief.
The various types of audiovisual equipment used in preparing and conducting a presentation include: handouts, boards (chalkboard/whiteboard), flipcharts, overhead projector, and electronic devices like audio recorder, video recorder, and computer. 5.7 Key Terms ● Handout: a free document that is given to a lot of people, to advertise something or explain something. ● Flip charts are large sheets of paper, usually positioned on an easel, to be used with thick and differently coloured marking pens. They are a simple tool that may seem "old school", but they have many advantages when making presentations. ● Overhead Projector: It is a device that projects an enlarged image of an acetate or other transparency placed on it onto a wall or screen by means of an overhead mirror. 5.8 Check Your Progress Subjective: 1) What are the uses of text visuals? 2) What are the uses of audio visual aids? 3) Discuss the general guidelines to use visual aids. 4) Discuss the various media for oral presentation. Objective: 1) True/False: The second text visual page presents the major points that shall be covered in the presentation. 2) Fill in the gap: Visual aids must be supplementing your _____, they should not be conveying anything other way round. 3) Complete the line: Slide projector uses slides that contain _____. 4) Short Q/A: What is a flip chart used for in a presentation? 5) Short Q/A: What is a video-tape device used for in a presentation?

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III: Communication: Presentations & Audiovisual Aids

Unit 6: Presentation Communication I 6.0 Introduction 6.1 Unit Objective 6.2 Oral/Formal Presentations 6.3 Planning 6.3.1 Occasion 6.3.1.1 Facilities 6.3.1.2 Time 6.3.1.3 Context 6.3.2 Audience 6.3.3 Purpose 6.3.4 Thesis Statement 6.3.5 Material 6.4 Outlining and Structuring 6.4.1 Introduction 6.4.1.1 Greeting 6.4.1.2 Attention Grabber 6.4.1.3 Topic and thesis statement 6.4.1.4 Credibility 6.4.1.5 Preview 6.4.1.6 Question/Answer Session Planning 6.4.1.7 Transition 6.4.2 Main Body 6.4.2.1 Chronological 6.4.2.2 Categorical 6.4.2.3 Cause and Effect 6.4.2.4 Problem−solution 6.4.2.5 Supporting Material 6.4.2.5.1 Definitions 6.4.2.5.2 Examples 6.4.2.5.3 Statistics 6.4.2.5.4 Analogy 6.4.2.5.5 Testimony 6.4.3 Conclusion 6.5 Unit Summary 6.6 Key Terms

6.7 Check Your Progress 6.0 Introduction In a professional environment, we carry both the kinds of communication written as well as oral. Attending or conducting a meeting or presentation or conversing with peers, explaining an idea calls for effective oral communication skills. In a face-to-face business presentation, you may get roped in to schedule it, make necessary arrangements, and conduct it too. Business presentations play an important role, and failing in conducting or arranging them is something you cannot afford to do. It takes time, effort, and planning to prepare for such oral communication. An oral or formal presentation is a kind of talk that requires preparation and some amount of writing. Giving a formal presentation to a large audience or a short informal presentation to a small group, one may need to prepare written content for it. Speaking is an effective mode of communication. It allows one to establish a personal rapport with the listeners, convey a message quickly and impressively; get feedback from the facial expressions and non-verbal responders of the listeners quickly and adjust to it; give explanations or clarifications; and reinforce the written message. In this unit, we will discuss how to plan a presentation and its outline and structure. The other inherent significant topics like the aspects of delivery and guidelines for effective delivery shall be discussed in the succeeding unit. 6.1 Unit Objective This Unit intends to cover: ● Meaning of oral/formal presentation ● Planning: Occasion, audience, purpose, thesis, and material ● Outlining and structuring: Introduction, main body, and conclusion 6.2 Oral/Formal Presentations In professional life, one may require to hold professional presentations on several occasions. At your workplace, you may have to present a report or work orally; and give speeches at different times. To mention a few: ● A team leader may have to present before the corporate body a product or service that his/her team has brought out.
● A top administrator of an institution may have to present the goals, activities, and achievements of the institution to an important visitor. ● A project manager may have to give an oral presentation before a committee on the results of actions taken by the company. Professionals give presentations to inform or persuade or instruct. Purposes of presentations may be innumerable, but the aim and approaches of the presenter always remain focused on how to make it memorable and effective. The strategies in making good presentations do not differ much. Preparing and conducting a presentation is a skill. Practice and experience are keys to acquiring and developing this skill. Able to orally communicate leads to enhancing your prestige among peers. It may lead you to gain an important position in your organization. 6.3 Planning A professional going to deliver a presentation for the first time or just another time in a row he may have to do preparations. Without planning it may become difficult for a naive or an experienced one to speak before the audience effectively. It is true that some people are born talented at public speaking. Those who are not born talented need not to nurture any complex as it is a skill and with guidance, practice, and proper planning they can deliver a successful presentation. Proper planning can save a lot of time, it enables us to answer all the questions and doubts about our speech before they arise. The matter of a speech and its deliverance are based on five important factors: ● Occasion ● Audience ● Purpose ● Thesis ● Material 6.3.1 Occasion Occasion refers to the factors such as the facilities available for our presentation, time, and context of our presentation. The occasion dominates not only the content of a speech, but also the duration, the tone, and the expectations of the audience.

6.3.1.1 Facilities Facilities imply the venue and setting. It also includes knowing about the availability of the projection equipment, lighting, seating, ventilation, etc. The venue of a presentation may be a large auditorium or a small conference room. We must know about the physical setting; find out whether there will be a podium or a table. Is it going to be a public address or not. What are the seating arrangements, room temperature, and lighting at the venue? Try to know whether the audience shall be seated on hard metal chairs for more than an hour in an air-conditioned room. How is the lighting whether it can support our slide presentation effectively or not? Identifying such problems in advance helps to modify, or plan and prepare for the alternative appropriate arrangements. 6.3.1.2 Time Time refers to both the time of the day of presentation and the duration of the talk. A presentation planned to share factual information may need a longer time to finish. They are best to be scheduled in the morning hours. Most professional presentations are brief, they present important points in the first few minutes. 6.3.1.3 Context Context refers to the situation surrounding the topic of a presentation. For example, giving a presentation to a team, we need to consider the team members. It may leave a positive or negative influence on them if the speaker does not adapt to the existing situation just before presenting his part. If the purpose of a presentation is to present a new proposal on a budget just after the company has suffered a financial loss, the speaker must emphasize those features of the budget that focus on reducing the costs. 6.3.2 Audience One thing common in all the presentations is the audience is the receiver of the communication. It could be of persons with no prior knowledge or with it. The nature of the audience does impact the presentation strategy. It is important to have some knowledge of the audience priorly. Before the presentation makes efforts to know : ● What are the interests, likes, and dislikes of the scheduled audience?

● What is their level of familiarity with the topic? ● What may be their attitude, hostile or friendly? ● What is the size of the group? ● What age range and gender distribution are? Thinking and figuring out how the audience may react can provide a structure to a presentation. It can help a speaker to adapt his/her style to make the audience feel comfortable. And it also saves the speaker from receiving any distressing reactions from the audience. If the audience is unknown, knowing about them through the organizer or host, helps a speaker to deliver a speech adaptive to their level of intelligence, interest, and linguistic communication barriers. Knowing about the cultural background and language helps to accommodate cultural differences, design the visual aids, adjust style, and decide about the speech translators. In the case of a controversial topic, priorly knowing about the type of audience helps a speaker to plan how to tackle any opposition. For example, if the topic of the presentation is "Criteria for selection of projects", a speaker is likely to face a lot of opposition from those teams that do not conform to certain criteria. In such a situation, listening to them patiently and then responding would be a suitable approach. If there is anything controversial to speak of or there is some bad news to break, we can set aside some time before the presentation to talk and discuss with those who may be affected by it. It helps to build support, anticipate problems, and consider strategies. Knowing about the audience before the presentation is testing the waters beforehand. It leads to: ● figuring out how to deliver a fine-tune, speaking with confidence, and conviction. ● make points clear and easy to understand. ● Maintain an attitude of alertness and confidence. ● Encourage questions from the audience and bring audience participation.

6.3.3 Purpose The purposes of a presentation could be: to inform, to analyse, or to persuade. Perception of the purpose of the presentation determines the content and style. It also affects the amount of audience interaction. If the purpose of a presentation is to inform or to analyse a situation we may communicate with the audience in a limited manner. For example, if the purpose is to give an orientation to new employees or explain a project status, the presentation would be in a typical form. If the purpose is to persuade the audience to take a particular action, the interaction can be longer as collaborating with them in solving a problem or making a decision can take time. In such a case, providing the audience with facts and figures to increase the audience's understanding of the subject, the speaker may have to give arguments in defence of certain conclusions and recommendations. To persuade, you may need to invite the audience to participate by talking about their needs and suggesting solutions. Sales and marketing presentations are often persuasive presentations. However, in any purpose-driven presentation, a speaker must always be flexible enough to adjust to new inputs and unassumed audience reactions. 6.3.4 Thesis Statement A thesis statement is an important element in a presentation that spells out the subject matter and establishes its impact on the audience. It carries the central idea of a presentation. It must be written using simple language in the form of a complete and declarative statement which should not be fragmented or in a questionnaire form. The thesis statement is formulated as soon as the presenter has selected the topic and decided the purpose of the presentation. Following are given the determining steps that take to write a thesis statement carrying in an exemplary way:

1. Topic: Choosing a reputed university for higher education. 2. Topic Area: Advantages of a reputed university 3. General Purpose: To inform specific purposes. 4. Specific Purpose: I wish to tell my audience about the benefits they will reap by choosing a reputed university. 5. Thesis Statement: Choosing a reputed university for higher education has five significant advantages. 6.3.5 Material When the thesis statement has been formulated the next step comes to prepare a material that must elaborate and develop the information intended to give through the presentation. Material preparation involves research for collecting information. For example, if a presentation is on launching a product, the speaker, in addition to collecting information about the product, shall have to gather information on the competing products and their features. Similarly, if a presentation intends to explain a process the material must have information on the involved steps, etc. For research, a material writer may refer to the information available in the library, office record, survey reports, interviews, and relevant internet links. Once the writer has collected the desired information, he'/she organises and incorporates it into the material appropriately. 6.4 Outlining and Structuring An outline works as a road map for a presentation. Suppose a 30-minutes presentation has been planned to address a group of graduating students on 'Graduate study in the USA'. It involves discussing the steps and requirements to pursue an MS or PhD programme in US universities. The outline can be in the form of words, phrases, or sentences: Example 6.1 Outline

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Source: Meenakshi Raman and Sangeeta Sharma; Technical Communication Principles and Practice;

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Main topics develop through subheadings where the presenter can skip or add points relevant to the audience and the purpose of the presentation. Structuring a presentation is vital and determines the effectiveness of the message or information intended to be delivered. Depending on which topic needs to be comparatively elaborated more or less influences the structure. A topic that needs more attention can be given more subheadings for enriching it with ideas and information. A topic that does not call for much attention may be given a brief treatment. Material organisation for a presentation requires skills. A material not organised well may even put an experienced speaker into delivering a presentation confusingly. The outline and its structure must be like it is organising the ideas into a sorted pattern. Such an organised pattern is believed to be: introduction; main body; and conclusion.

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Source: Meenakshi Raman and Sangeeta Sharma; Technical Communication Principles and Practice;

OUP Hence, first introduce the audience with what you intend to tell them; then, the ideas; and finally conclude by repeating the ideas. 6.4.1 Introduction Look at the following introduction to a presentation on 'Effective use of DDT-based Insecticides'.

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Source: Meenakshi Raman and Sangeeta Sharma; Technical Communication Principles and Practice;

OUP Compare the above given introduction with the following given: "Good morning ladies and gentlemen, today I am going to talk on effective use of DDT- based insecticides…" and then straight away goes to the first main point. Which one do you think is more attention grabbing and persuading? The introduction to a presentation is like a preface to a book. It attempts to grab the attention (attention grabber) of the audience, informs the topic and purpose (topic and thesis), develops a trust for the presenter and the presentation (credibility), arouses interest about what the speaker is going to tell in the minutes to come (preview), and takes them to the main body of the speech (transition).
Let's study the above mentioned components of the introduction (under bracket and highlighted) elaborately: 6.4.1.1 Greeting A speaker can start with good morning/good afternoon, etc., or can begin by (a) extending a compliment to our audience. For example: "I feel good to present before an intelligent/august gathering like yours/It is refreshing to look at your bright faces this morning". (b) referring to the location or occasion. For example: "I hope you all had a good time at the river cruise last evening; On the occasion of World Education Day, let me wish all of you to have lifelong learning". 6.4.1.2 Attention Grabber Using the technique of grabbing the attention, a speaker prepares the audience to listen to him. Depending on the topic, he can use a question, a quotation, a startling statement, an anecdote, or a video or audio clip. As in the above-given example under the introduction part, the speaker begins the presentation with a series of questions.

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A speaker is giving a presentation on the topic "The Role of Emotional Intelligence in Developing Leadership Skills". He can start a presentation with an anecdote, for example, " On Friday, when I was attending a meeting, I could barely control my open appreciation of Ms Veena, the Chairperson. You may wonder why. I will tell you now. She was able to resolve the conflict between two participants amicably simply by using intelligence to understand their emotions. Yes, friends, in today's business world, emotional intelligence plays a very important role in cultivating various skills— leadership skill is one of them." After catching the attention, a speaker must state clearly and precisely the purpose of the presentation. For example: "It can be as pointed as this—'One reason brings me here today—to inform you about our new performance appraisal system'". 6.4.1.3 Topic and thesis statement As the topic is very important, a speaker may introduce it with the use of visual aid (PowerPoint slide or overhead transparency). Then state and specify the purpose in the form of a thesis statement. 6.4.1.4 Credibility To develop trust in the audience's minds and reap credibility on the presentation matter a speaker may use different techniques. An already popular or a position holding speaker may easily gain that based on status and experience. But an inexperienced person may have to speak explicit statements to establish credibility. He can achieve this goal by stating his interest in the topic, quoting some relevant statement from a magazine or newspaper, or by informing how much research has been done on the topic. 6.4.1.5 Preview Informing the audience what is coming ahead, before starting the presentation, is a significant act. Giving a brief idea about the issues that are going to be covered and discussed creates the interest of the audience in the presentation. A presenter can plan to give the preface by showing a slide that contains the main topics and subtopics in the outline form. 6.4.1.6 Question/Answer Session Planning You cannot plan the questions or map the extent of the inquisitive mind of the participants but can anticipate some probable ones. It is also better to inform the audience, at the beginning itself, whether they can ask questions during or after the presentation. 6.4.1.7 Transition A speaker can speak out a phrase or ask a question to link the 'introduction' and 'main body of the presentation. For example, "now that you know what are the issues I am going to discuss today, let me begin with the first point, that is, ….'; So, what are the characteristics of a reputed university?" For stating the main points of the presentation, it is better to adopt a uniform style, for example, you can keep all points in the form of phrases, questions, etc. Avoid mixing different formats 6.4.2 Main Body The "main body" or the "text part" carries forward the discussion and supports the main purpose of the presentation. It develops and extends the outline structure planned for the delivery of the topic explicitly. Following are discussed different patterns that organize the "main body" of a presentation; a presenter can choose any of them depending upon the topic. 6.4.2.1 Chronological Chronologic pattern organizes and arranges the points sequentially, in the order in which the events occurred or appeared before the audience. This method is useful in discussing topics such as 'The Profile of our Institute', 'The Changing Face of the Earth', and 'History of Sports'.

6.4.2.2 Categorical It is one of the most commonly used patterns, it divides an entire presentation into topics and subtopics based on subordination and coordination. It would be an ideal pattern for subjects such as 'The Role of Advertising', 'Environmental Protection', 'Importance of Professional Presentation', etc. 6.4.2.3 Cause and Effect The "Cause and Effect" pattern is adopted when any such relationship exists in the matter. It requires a speaker to illustrate and explain the causes of the situation and then focus on the effects. It is suitable for topics like 'Impact of Cinema on Children, 'Internet—Boon or Bane', 'Global warming, etc. 6.4.2.4 Problem–solution It is an effective and persuasive method of presentation. It divides a presentation into two parts. The first part describes and analyses the problem, and the second part, moving to the main objective, suggests or proposes a solution to the problem. For strengthening the arguments and ideas, we can use - examples, illustrations, statistics, testimonies, analogies, or definitions. Problem-solution is a useful approach for topics like: "Population Explosion', 'Addiction to Gaming', etc. 6.4.2.5 Supporting Material To convey a message the most comprehensively a speaker may use supporting material to develop the main points. It is a technique used to make the audience convinced and understand the core point effectively.

Types of Supporting Material

OUP A speaker may use different kinds of supporting materials to develop the main points adequately. They clarify the main ideas, make them vivid and meaningful to the audience, and validate them. Examples of Supporting Material

OUP 6.4.2.5.1 Definitions When a presentation is on a topic the audience may not be much familiar with, a speaker can use definitions to explain his idea.

For example, you can start the main body of a presentation on a topic like 'Artificial Intelligence' with the definition: "Artificial intelligence (AI) is the intelligence of machines and the branch of computer science that aims to create it. John McCarthy at MIT coined this term in 1956". 6.4.2.5.2 Examples Giving examples is another most commonly used type of supporting material. They present an idea easily understandable to the audience. Speakers use them in the presentations to make their ideas enliven. For example, "Artificial intelligence (AI) has a wide range of applications such as computer games, neural networks, robotics, and many other areas of technology. For instance, by using AI, you candy human behaviour. You can assign human characteristics to several characters, program them, allow them to behave in various situations, and then study them". 6.4.2.5.3 Statistics Business presentations or others that need to present numerical data or experiments use statistics. Presentations related to sales trends, trends in epidemic, experimental results, and the size of market segments, etc., use statistics. It helps to verify an idea and strengthen the understanding of the audience. They make arguments more convincing. Statistics can convey the most complex data information with clarity and provide easy comprehension. Being based on facts, they work as strong proof. They verify the statements, and it influences the audience to believe how well the speaker is informed. Statistics are presented best with the use of visual aids. Consider the following given example, an excerpt taken from the speech of Aditya Vikram Birla, 'Let the Competition be Afraid of Us', delivered at a conference organized by Euromoney in New Delhi. "We also have a vast bank of talent, with over 3.5 million scientific and technical personnel, trained in the English language, of a quality and at a cost unmatched. India has a well- developed capital market. We have 21 stock exchanges with over 2,000 actively traded scripts, compared with 220 in Indonesia, 354 in Thailand, 423 in Malaysia, 235 in Singapore, and 181 in the Philippines." 6.4.2.5.4 Analogy The analogy shows how one idea is similar to another. It compares an item from an unfamiliar area with another that belongs to a familiar field. Talking about the basics of something, or proposing to adopt a policy, or delivering an idea, the analogy, works well. Usually, presenters use literal comparisons that link similar items from two categories. The appropriate use of analogy lies in the - choice of the points of comparison and the effectiveness of delivery. Use a short and simple analogy that must be correct, for it may not be confusing for the audience to understand. Observe the example, an excerpt taken from a lecture delivered by N.R. Narayan Murthy, the Chairman and CEO of Infosys Technologies Ltd. at the Lal Bahadur Shastri Institute of Management, New Delhi. 'Yet another lesson to be learnt from the West is about their professionalism in dealings. The common good being more important than personal equations, people do not let personal relations interfere with their professional dealings. For instance, they don't hesitate to chastise a colleague, even if he is a personal friend, for incompetent work. In India, I have seen that we tend to view even work interactions from a personal perspective. Further, we are the most 'thin-skinned society in the world—we see insults where none are meant. This may be because we were not free for most of the last thousand years.' 6.4.2.5.5 Testimony A statement given by an established person or organisation in support of an ideology or concept makes it more effective and reliable. In a presentation, using testimonies or remarks, given by an authoritative or experienced person, helps to present a point more effectively; it is a persuasive approach. For example, when the chairman of the Reserve Bank of India opines something about a certain economic issue or a famous personality proposes a perception, it makes people believe it. Using a testimony or remark of someone always requires citing the source and situation. If the quote is lengthy or confusing, we can paraphrase it.

Some tips for writing the main body: ● Avoid including too many points in the body of a speech, keep it to four or five main points. ● Before moving to the next, summarize the point, just discussed. ● Each main point must appear as a unit of thought and an essential part of the presentation. ● State each point clearly, independent of the other main points. It helps planning and devoting appropriate time to each point, main and sub. ● Plan on bridging the main points; it helps to move to the next smoothly. ● Speakers often use transitional expressions such as 'therefore', 'because', 'in addition to', 'apart from that, 'on the contrary, 'next', etc. 6.4.3 Conclusion "Conclusion" is the part of a presentation that provides a speaker with another opportunity to impress the audience. It must be prepared and presented with the same interest as taken for the "introduction". Following are some guidelines or techniques, informative in planning and delivering the 'conclusion'. ● The main technique used to conclude is reviewing the main points. A speaker may move to the conclusion part saying "as to sum up…", "to conclude…", "to review…", "in the end…" etc. ● At concluding the presentation, we remind the audience briefly about the purpose of the presentation, it makes the delivery persuasive and informative. Here, we take the opportunity to tell the audience what action is desired from them. ● Avoid wrapping up the presentation in haste or adding something new. ● Speaker can conclude with a quotation or recall a story, joke, anecdote already used earlier in commencing the presentation; it provides a full circle to one core perspective. ● Many speakers use a different pace or pitch of voice during this part of the presentation to mark the difference between the main body and conclusion.

6.5 Unit Summary ● Professionals give presentations to inform or persuade or instruct. Purposes of presentations may be innumerable, but the aim and approaches of the presenter always remain focused on how to make it memorable and effective. The strategies in making good presentations do not differ much. ● A professional going to deliver a presentation for the first time or just another time in a row he may have to do preparations. Without planning it may become difficult for a naive or an experienced one to speak before the audience effectively. Proper planning can save a lot of time, it enables us to answer all the questions and doubts about our speech before they arise. The matter of a speech and its deliverance are based on five important factors: Occasion, Audience, Purpose, Thesis, Material ● An outline works as a road map for a presentation. Material organisation for a presentation requires skills. A material not organised well may even put an experienced speaker into delivering a presentation confusingly. The outline and its structure must be like it is organising the ideas into a sorted pattern. 6.6 Key Terms ● Material: When the thesis statement has been formulated the next step comes to prepare a material that must elaborate and develop the information intended to give through the presentation. ● Thesis Statement: A thesis statement is an important element in a presentation that spells out the subject matter and establishes its impact on the audience. It carries the central idea of a presentation. It must be written using simple language in the form of a complete and declarative statement which should not be fragmented or in a questionnaire form. 6.7 Check Your Progress Subjective: 1) What is an oral presentation? Discuss some situations when a professional may have to give it.

2) The matter of a speech and its deliverance are based on five important factors, discuss it. 3) Discuss the format that can structure a presentation most effectively. Objective: 1) Complete the line: Giving a brief idea about the issues that are going to be covered and discussed creates _____. 2) Fill in the blanks: _____ is the part of a presentation that provides a speaker with another opportunity to impress the audience. 3) True/False: A speaker can speak out a phrase or ask a question to link the 'introduction' and 'main body of the presentation. 4) Short Q/A: How is "chronological" a useful pattern for organizing the "main body" of a presentation? 5) Short Q/A: "Cause and effect" pattern shall be useful in presenting what kind of topics?

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Presentation Communication II 7.0 Introduction 7.1 Unit Objective 7.2 Modes of Delivery 7.2.1 Extemporaneous 7.2.2 Manuscript Mode 7.2.3 Impromptu Mode 7.2.4 Memorization Mode 7.3 Guidelines for Effective Delivery 7.3.1 Verbal Elements 7.3.1.1 Word Pictures 7.3.1.2 Warm Words 7.3.1.3 Similes and Metaphors 7.3.1.4 Impact Words 7.3.1.5 Smooth Flow 7.3.2 Non-verbal Elements 7.3.3 Vocal Elements 7.3.4 Visual Elements 7.4 Presentation: Managing Nervousness and Stage Fear 7.5 Unit Summary 7.6 Key Terms 7.7 Check Your Progress 7.0 Introduction In a professional environment, we carry both the kinds of communication written as well as oral. Attending or conducting a meeting or presentation or conversing with peers, explaining an idea calls for effective oral communication skills. In a face-to-face business presentation, you may get roped in to schedule it, make necessary arrangements, and conduct it too. Business presentations play an important role, and failing in conducting or arranging them is something you cannot afford to do. It takes time, effort, and planning to prepare for such oral communication.

An oral or formal presentation is a kind of talk that requires preparation and some amount of writing. Giving a formal presentation to a large audience or a short informal presentation to a small group, one may need to prepare written content for it. Speaking is an effective mode of communication. It allows one to establish a personal rapport with the listeners, convey a message quickly and impressively; get feedback from the facial expressions and non-verbal responders of the listeners quickly and adjust to it; give explanations or clarifications; and reinforce the written message. Presentations may go bad and be delivered haltingly, getting the audience in a state of confusion and no learning. A presentation delivered effectively and efficiently makes the audience feel enthusiastic at the end of it. After having discussed how to plan a presentation and its outline and structure in this unit we shall discuss the aspects of delivery and related topics in detail. 7.1 Unit Objective This Unit intends to cover: ● Choosing the mode of delivery ● Guidelines for effective delivery ● Body language and voice 7.2 Modes of Delivery A presentation delivered effectively and efficiently makes the audience feel enthusiastic at the end of it. A presentation that conveys the core idea clearly and interestingly and captures the attention is an effective one. What makes a presentation compelling? In addition to the content, it is the manner of delivery also, the success of a presentation depends. The style of presentation, vocal inflexions, facial expressions, speaking pauses, and gestures are the factors that can determine how well the presentation is delivered. Even a dull topic can turn out to be more interesting if presented well. And an interesting topic may appear flat because of poor delivery. Having something to say is not enough; a speaker must also know how to say it. Studies say audiences mostly prefer the delivery that combines some degree of formality with the best attributes of good conversation like directness, spontaneity, animation, vocal and facial expressiveness, and a lively sense of communication.

Following are discussed the main four types of the mode of delivery, significant to know for it can enable one to select the desired form. There are four modes of delivery that can be used for making presentations: ● Extemporaneous ● Manuscript ● Impromptu ● Memorization 7.2.1 Extemporaneous Extemporaneous presentation is the most popular and effective method when prepared carefully. Speaking spontaneously for a presentation does not mean the speaker must not prepare beforehand at all. Rather, the presenter must prepare the notes before and rehearse them too. He just does not need to rote the lines word by word. Speaking while thinking makes a presentation sound spontaneous, and it comes with practice. Collecting material, organising meticulously, and practising speaking the points can enable a presenter to deliver an extemporaneous speech confidently. Let us look at some of the positive and negative aspects of this mode of presentation. Advantages: ● Preparing for the presentation by collecting material and meticulously arranging it in an outline helps presenting the theme in the best possible structured way. ● Carrying out an extemporaneous presentation after a thorough preparation leads to delivering it flexibly and confidently. It enhances one's self-confidence and makes a speaker fluent with the use of language. ● Supporting material help can present the points. Their use adds weight to the statement. Appropriate selection of quotations, illustrations, statistics, etc., helps to substantiate our point. ● Delivery sounds natural and spontaneous to the audience as it allows to establish a rapport with the audience through more eye contact. ● It enables us to move freely, with ease.

Disadvantages: ● If preparation is inadequate, we can get lost and find ourselves uncomfortable. ● If we rely too much on note cards and start reading out from them instead of just consulting them for reference, then the speech will lose its spontaneity. 7.2.2 Manuscript Mode Reading a written material aloud word to word in a presentation is a manuscript mode. Adopting this model, a reader does not need to memorize the speech and recollect it. Focusing on reading from a paper in front of the audience and losing eye contact can make a presentation uninteresting, dull, and monotonous. A presenter is also a good reader, it is not certain. Going through the material several times beforehand until an absolute familiarity is attained with the text can however bring some energy in the delivery. Let us look at some of the positive and negative aspects of this mode of presentation. Advantages: ● It is a permanent and accurate record of whatever we have to say. ● There is no chance of tampering with the facts and figures. ● The material is organized systematically. We just have to keep in mind the step-by-step development of main points. ● Language gets polished because we can write and rewrite our material until we feel satisfied on all counts. Disadvantages: ● Reading from the manuscript, the speaker will get less time for making proper eye contact and can miss the feel the pulse of the audience. ● Reading to the audience restricts talking to them. It does not give scope to non-verbal communication. ● If a need arises, adaptation would be difficult. ● In the absence of effective reading skills, a speech may become uninteresting and lose the audience's attention. ● Conversational flavour along with vocal inflexion takes a back seat here, which is a great asset for a speaker. 7.2.3 Impromptu Mode Delivering an informal speech without preparation is the impromptu mode. For example, during a business lunch, a professional got invited to deliver a vote of thanks. If ever any such condition arises with you, instead of handling the situation getting panicky, get calm. Delivering an impromptu speech calls for managing the situation calmly. Think of the topic and list some points in your mind. Support your points with an example, quote, or anecdote, you can recall at that time. Then summarily restate your points and end with a smile. Delivering an impromptu speech be as brief as possible.

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Source: Meenakshi Raman and Sangeeta Sharma; Technical Communication Principles and Practice;

OUP Let us look at some of the positive and negative aspects of this mode of presentation. Advantages: ● Speaker sounds very natural because he does not get enough time to make any elaborate preparation. ● Speaker gets a chance to express his/her thoughts irrespective of what others think or say about a particular topic. ● Speaker becomes spontaneous as he/she says what he/she feels, not what ought to be said. Disadvantages: ● The presentation lacks organized development of ideas because of the shortage of time. ● There is no supplementary material (no data, no statistics, no illustrations, no figures) to substantiate the speech. ● Chances of rambling are very high. Various points may hang loose.

● There is frequent use of vocalized pauses. ● The presentation may turn out to be a failure if the speaker has inadequate proficiency in the language he/she uses. 7.2.4 Memorization Mode In this mode, speech is written out beforehand, then memorised, and then presented. It is a difficult kind of method of presentation. It involves memorization, and all are good if memorizing a speech is not possible. Hence, delivering a presentation under this model, we usually memorize the main parts and write some keywords on a card. It helps out a speaker through the actual presentation. This kind of delivery stands somewhere between extemporaneous and manuscript presentation. Let us look at some of the positive and negative aspects of this mode of presentation. Advantages: ● It helps a

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speaker to maintain eye contact with the audience throughout the

presentation. ● It allows a speaker to easily move and make use of appropriate non-verbal communication to add extra value to the speech. ● It helps to finish a speech in the allotted time. Disadvantages: ● Memorization takes too much time. ● Such a presentation can turn out to be dull and monotonous because the speaker goes exactly by whatever he has memorized. ● If the material has not been rehearsed adequately the presentation may fail in its approach and objective. ● It facilitates no flexibility or adaptation during the speech. ● IThe speaker gets flustered if he/she forgets a word, sentence, or a whole paragraph. Among all the four modes of delivery, extemporaneous is the best because of its flexible nature and its effectiveness. Hence, it is always better to use this mode to make presentations more lively, effective, and memorable.

7.3 Guidelines for Effective Delivery Success of any presentation also depends on the various elements—verbal, non-verbal (body language), vocal, and visual—used during a presentation. 7.3.1 Verbal Elements The verbal elements and their appropriate use is significant for the success of a presentation. Let's see: 7.3.1.1 Word Pictures A speaker can give his/her speech a graphic quality by painting word pictures that allow the audience's imagination to take over. Specific details allow an audience to see the scenes being described. A speaker's major job is to tell somebody something. Hence, he/she must focus on presenting the points clearly and just enough so that the listeners clearly understand the intended message. The task is not merely to get words out of the mouth, but to transfer ideas into the listeners' minds. 7.3.1.2 Warm Words Cold words can leave the audience uneasy and unsure. While warm words can make them feel secure and comfortable. Words carry power. Words conjure images, evoke emotions, and trigger responses deep within us. They suggest whether something is positive or negative. For example, read the following words: Positive emotions: Independent • Well-regulated • Free-thinking • Appropriately rewarded Negative emotions: Unaccountable • Red tape • Wishy-washy • Fat cat In the early days of instant coffee, advertisers got off to a bad start by stressing words such as 'quick', 'time-saving', and 'efficient'. All these words are without warmth and feeling. Makers of fresh coffee fought back with warm, happy, and appetizing words such as 'aroma', 'fresh', and 'tasty'. The instant coffee industry learnt the lesson and its product became 'delicious', 'rich', and 'satisfying'. Sales soon boomed.

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Similes and Metaphors Though technical presentations do not require the use of similes and metaphors, as they add some flavour and can make abstract ideas imaginable they are often used. A speaker can use the following metaphors in the speeches. ● As inflexible as an epitaph ● As cold as outer space ● Building a business is like building an empire ● As profitable as a gold mine ● Delay is the deadliest form of denial 7.3.1.4 Impact Words If the audience is not addressed directly it cannot be stirred and related to the speaker and the topic being discussed. 'We' and 'you' are the most important words of all. Remember the five-to-one rule: Every time you use the singular 'I', try to follow it with five plurals. Some words are given below that a speaker can use in a presentation or speech to get desired results: discovery, guarantee, love, proven, safely, easy, health, vigour, money, results, save, protect, interest, challenge, opportunity, excitement, enthusiasm, flourish, progress, favourable, adaptation, circumstances 7.3.1.5 Smooth Flow A speaker can make his/her speech flow smoothly and gracefully from beginning to end by using some transitional devices. They promote clarity, emphasize important ideas, and sustain our listeners' interest. Some transitional devices are discussed below: ● Bridge: A bridge is a word that alerts the audience on the changing direction and signals a move to a new thought. Some examples are:

(a) We completed the project in January. Meanwhile, other developments were taking place. (b) That was bad enough. However, there was even worse to come. ● Number item: Mentioning a number before a point keeps the listeners informed about where the speaker is in the presentation, and what number of points have been covered. The first advantage of the new plan is … The second benefit of the plan is … ● Trigger: Repetition of the same word or phrase to link one topic with another is called "trigger". For example: That was what the financial situation was like in March. Now I will tell you what it is like today. ● Interjection: To highlight the importance or placement of an idea we insert a word or phrase, such as: So what we have learned—and this is important—is that it is impossible to control personal use of office telephones. Now here is another feature—perhaps the best of all—that makes this such a terrific plan. ● Internal preview: An internal preview is orienting the audience by alerting them to the upcoming points, such as: You are probably wondering how all these changes will affect you. Well, some of them will make life much easier, and others will present some challenges. Let us look at three advantages first, and then we will look at a couple of those challenges I mentioned. ● Signpost: Signposts tell the audience where we are in our presentation, for example: When we say, 'There are four advantages, as I had already said. Having discussed the first two of them, let me move on to the third advantage', the statement would serve as a signpost to tell the audience that we have completed two and there are two more to go. ● Rhetorical question: A rhetorical question changes the direction of a discussion subtly, for example: That is what a change of image can do to a company. So how can we improve our image?

● Flashback: Giving a sudden shift/reference to the past is a flashback, it breaks what seems to be a predictable narrative. For example: Today, we are the market leader. However, three years ago, this was not the case. ● List: A list is a very simple way of combining apparently unrelated elements, for example, We made four attempts to solve the problem. ● Pause: Taking a little pause, a speaker shows that a section of the speech has been finished and now let's move to the next. It is a non-verbal method of communication. ● Physical movements: Physical movements towards a visual aid, such as a black/white board, flip chart, or screen, can be used to suggest that we are moving on to something new. ● Quotations, anecdotes, and jokes: A speaker can use a quotation, anecdote, or joke that can serve as an excellent link. Read a joke like the one given below that is giving a good link to an idea. "The Chairman told me a story of a job applicant who said, 'I like the job, sounds fine, but the last place I worked at, paid more, gave more overtime, more bonuses, subsidies, travel allowances, holidays with pay, and generous pension schemes.' The Chairman said, 'Why did you leave?' The applicant answered, 'The firm went broke.'" 7.3.2 Non-verbal Elements The appearance, facial expressions, eye contact, postures, gestures, and the space shared with the audience, all communicate our interest, enthusiasm, dynamism, intention, and confidence to our audience.

Following are given some tips that can help a speaker to know about the use the body language: ● Wear a formal dress and use simple accessories; take care of your personal hygiene ● Use facial expressions to exhibit your enthusiasm and interest; do not show your irritation or anger even when someone interrupts you or asks a question that appears to be silly to you; be polite in answering them. ● Make eye contact with all sections of the audience (avoid staring at somebody) to observe their reactions and also to show your sincerity and interest. ● Use well-timed gestures; avoid monotonous gestures ● Stand tall and straight with shoulders upright; walk/move swiftly; avoid too many and monotonous movements ● Do not come very close to the audience; maintain a distance of at least 4–12 feet ● While using blackboard, raise your voice and look at the audience in between ● Avoid fiddling with key ring or tie while presenting ● Avoid looking outside even if there is some external noise. Try to concentrate on your ideas and audience.

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Source: Meenakshi Raman and Sangeeta Sharma; Technical Communication Principles and Practice; OUP 7.3.3 Vocal Elements The Voice of a

speaker can serve as an important tool to support the verbal message. Sounding good is as important as how a speaker needs to look. The vocal elements are — the tone, pitch, rate, and volume, that reflect a speaker's attitude about the audience and the message.

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Source: Meenakshi Raman and Sangeeta Sharma; Technical Communication Principles and Practice; OUP To enhance the impact of

the presentation, concerning the vocal elements, one can refer to the following given suggestions. ● Speak with enthusiasm and sincerity
● Avoid fast delivery ● Adjust the volume of the voice ● Use silence and pauses effectively ● Avoid monotones or vocalized pauses ● Articulate each word clearly ● Use an optimal pitch 7.3.4 Visual Elements An audience remembers the facts easily if the ideas are connected to the right-brain stimulation. To stimulate the right side of the brain is to show pictures. Visual stimuli are believed to be more effective than verbal stimuli. The colour of the cover of a book comes into mind before its title and subtitle. Information provided with the use of visual support stays longer in the mind of the audience. It makes a message clear, intrinsic, and easily graspable. Visual aids like charts, tables, graphics, etc. bring a professional flavour to a presentation. The use of visual aids has already been discussed in detail in unit 5. Tips for Effective Presentations and Speeches ● Be clear with your purpose. ● Know your audience. ● Keep enough time for preparation. ● Develop interest in the topic; know more about it by reading books, newspapers, etc. listening to and discussing with people. ● Collect adequate material and then select what to present according to the purpose and time given. ● Organize and make an outline with the main points and sub-points. ● Structure your presentation into three parts: beginning, middle, and end. ● Prepare the PowerPoint slides with care keeping in mind the one minute, one slide rule. ● Keep animations to a minimum. ● Prepare illustrations, such as graphs, maps, drawings, tables, etc. accurately. Ensure that they are visible to everybody in the audience.

● Familiarize yourself with the venue and the available equipment. ● Adopt postures that reveal your confidence. Avoid monotonous postures. Do not move excessively. ● If necessary you sit and present in front of a small group. ● If necessary distribute handouts (copy of your slides or any other material) at the right time. ● Arrive early and check the arrangements and your PowerPoint slides. ● Be excited about your presentation. Think of all positive qualities in you and feel confident. ● On reaching the stage, look at the audience for a few seconds before you start speaking. ● See to it that your introduction goes smoothly. You have won half the battle if this is done. ● Use transitions effectively so as to provide a smooth flow to your speech. ● Give a feeling to your audience that you are not dictating but sharing information. ● Explain each slide adequately. Do not just flip slides. Give time for the audience to grasp its contents. ● Maintain eye contact with all sections of your audience. ● Exhibit your enthusiasm, excitement, sincerity, and interest through appropriate facial expressions. ● Use well-timed gestures to substantiate your points. ● If you sit and present in front of a small group, adopt a straight posture on your chair and lean forward while presenting. Do not sit in a relaxed posture as it will reflect a casual attitude. ● Listen to questions carefully and answer them completely.

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OUP 7.4 Presentation: Managing Nervousness and Stage Fear The thought of speaking in front of an audience makes many nervous. The fear of speaking may fear someone to have a racing heart beat, sweating, mouth drying, hands and legs shaking, knees knocking, eyes blinking, back paining, stomach aching, and memory loss.
Seasoned speakers feel nervous when they present a complex topic or give a presentation before their superiors, etc. Getting anxiety flares or being nervous for giving a presentation is not a negative thing. Learning to control nervousness, practicing good, and with experience one overcomes this fear and becomes confident. One can learn how to control nervousness, following are given some suggestions in this regard: Strategies for Reducing Stage Fright Strategies in advance of presentation: ● Develop an interest in the topic of your presentation. ● Reserve adequate time for preparation. ● Anticipate easy as well as hard questions and try to work out your answers. ● Practise your opening statement several times. ● Rehearse your entire presentation at least twice. Strategies just before the presentation: ● Arrive early; check the arrangements, equipment, and your PowerPoint slides. ● If you see some participants, look at them, greet them, and talk to them so as to ensure that you are not nervous while speaking and your voice is flowing freely. ● Take a few sips of tepid water. ● If you have time, walk around or outside the venue. ● Concentrate on your ideas. ● Relax yourself by taking deep, even, and slow breaths. Strategies when the presentation begins: ● Feel good about your presentation and walk up to the dais taking a few deep breaths. ● Do not begin immediately or in a hurry. First look at the friendliest faces among your audience and smile. ● If your legs are shaky, lean on the lectern or table on the dais and hold it. ● Remember that the audience may not realize your nervousness as much as you feel it. ● Never comment on your nervousness during your presentation (some speakers say 'I feel nervous, let me have some water please'). ● Do not show explicit signals, such as clearing your throat, drinking a full glass of water, wiping your forehead, etc., which display your nervousness to the audience.

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7.5 Unit Summary ● Presentations may go bad and be delivered haltingly, getting the audience in a state of confusion and no learning. A presentation delivered effectively and efficiently makes the audience feel enthusiastic at the end of it. ● There are four modes of delivery that can be used for making presentations: Extemporaneous; Manuscript; Impromptu; Memorization ● Success of any presentation also depends on the various elements—verbal, non-verbal (body language), vocal, and visual—used during a presentation. ● Learning to control nervousness, practicing good, and with experience one overcomes this fear and becomes confident. 7.5 Key Terms ● Extemporaneous presentation is the most popular and effective method when prepared carefully. ● Reading a written material aloud word to word in a presentation is a manuscript mode. ● Delivering an informal speech without preparation is the impromptu mode. ● In the memorization mode, speech is written out beforehand, then memorised, and then presented. 7.6 CheckYour Progress Subjective: 1) What are different modes of delivery that can be used for making presentations? Explain each mode. 2) What are the different guidelines for effective delivery in regard to the verbal elements? 3) What are the different guidelines for effective delivery in regard to the vocal elements? 4) What are the different guidelines for effective delivery in regard to the non verbal elements? 5) Explain the strategies following which one can learn to control the nervousness that comes before a presentation.

Objective: 1) True/False: Delivering an informal speech without preparation is the impromptu mode. 2) Complete the line:The five-to-one rule says: _____. 3) Fill in the gap: Reading a written material aloud word to word in a presentation is a _____. 4)

Short Q/A: What makes a presentation compelling? 5) Short Q/A: What is an impromptu mode

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speaker to maintain eye contact with the audience throughout the

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