



Ethiopian TVET-System



customer contact works support LEVEL-II

Based on August 2012GC Occupational standard

Module Title: -Communicating Effectively Using the English Language(55 hrs)

TTLM Code: - EIS CCS2TTLM 0919v1

This module includes the following Learning Guides

- LG38: Analyzing communication process**
LG Code: -EIS CCS2M12 LO 01 – LG38
- LG39: Communicating actively**
LG Code: -EIS CCS2M12 LO 02 – LG39
- LG40: Identifying and using Paralanguage**
LG Code: -EIS CCS2M12 LO 03 – LG40



Instruction Sheet	LG38: Analyzing communication process
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- **Identifying Communication pathways (2 hrs)**
- **Identifying Elements of communication** in each pathway (2 hrs)
- **Identifying Barriers** to communication (4 hrs)

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, **you will be able to –**

- **Communication pathways** available are identified in accordance with the contact center standard operating procedures.
- **Elements of communication** in each pathway are identified and appropriate action are takes as per establish practice.
- **Barriers** to communication in a customer contact center are identified and actions are taken as per company policies.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 20.
3. Read the information written in the “Information Sheets 1”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-check 1” **in page -.**
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).
6. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
7. Submit your accomplished Self-check. This will form part of your training portfolio.



Communication Pathways

Communication is the blend of two words: **communication** and **pathways**. The word “**Communication**” has come from the Latin word “**communis**”, which means common. Thus, communication signifies sharing of ideas in common.

To put in simple language, it is the process of transmitting information and understanding from one person to another or from one unit to other unit with a view to getting the desired response from the receiver. Through this process two or more persons exchange ideas and understanding among themselves to achieve the desired effect in the behavior of another person.

It is a two-way channel for transmitting ideas, feelings, plans, commands, instructions, reports and suggestions that influence the attitude towards an organization’s objectives. The communicator’s goal is to convey the meanings or ideas without distortion. According to W. H. Newman and C. F. Summer, “**Communication is an exchange of facts, ideas, opinions or emotions by two or more persons.**”

When communication takes place between two or more parties concerning business affairs, it is known as business communication. So the main objective of business communication is to exchange information, wishes, attitudes etc. relating to business activities. Through business communication, parties like owners, managers, employees, customers, investors, suppliers, bankers and general public exchange information relating to business activities.

On the other hand **pathways** refer to the methods of transmitting messages to our audiences. There are different methods/ways of transmitting messages. Thus, **communication pathways** include: verbal, written, email and other electronic methods, supervisors and subordinates, agent to customers. Selecting the right pathway to transmit messages, ideas, emotions, information, etc. is necessary to fulfill required objective.

Verbal Communication: Communication, in which words (spoken or written) are used to transmit information, is called verbal communication. It can be done in two ways:

- **Oral communication:** E.g. Face to face conversation, telephonic conversation, lectures, speeches, conferences, etc.
- **Written communication:** E.g. Letters, emails, newsletters, SMS, etc.



Non-verbal Communication: The communication between parties in which words are not used as a means for interchanging message, i.e. except words, other means are used like sounds, symbols, actions and expressions. Communication takes place non-verbally through:

- **Body language**, E.g. Gestures, postures, body movements, etc.
- **Paralanguage**, E.g. Pitch variation, tone, speaking speed, word stress, etc.
- **Sign language** E.g. Hand movement, facial expressions, etc.
- **Time language** E.g. time used to communicate our message.
- **Space language**, E.g. Space maintained between the parties to communication, during the conversation.

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

Information Sheet-2	CONTENT – 2 Identifying Elements of communication in each pathway (2 hrs)
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Elements of communication

Business communication starts with the transmission of information related to business and ends with the feedback from the receiver. The sender transmits messages with a view to exchange understanding with the receiver. This understanding depends on positive response from the receiver. In business, two-ways communication is always desirable as it ensures feedback from the receiver. However, the success of business communication depends on some aspects or elements. The elements are discussed in short below:

1. **Two or more parties:** Business communication must involve at least two parties. One party acts as the sender of message and another is the receiver of that message.
2. **Encoding:** The sender of the message selects appropriate words or non-verbal techniques to convert the idea into the message, which is called as encoding.
3. **Meaningful message:** The second important elements of communication are message or information that the sender wants to communicate. Messages may take the form of feelings, wishes, attitudes, ideas, facts, information or any other perceivable matter. The messages that a sender wants to send, should be meaningful to the receiver.
4. **Business related information:** Information that the sender transmits should be related to business. Similarly the feedback from the receiver should also be business based.
5. **Media or channel:** Media or Channel is the route or path through which messages is sent or received. Channel of medium is a pre-requisite of communication. It is the means of transmitting messages from sender to receiver. Communication media can be verbal and nonverbal. The **verbal media** may be of oral and written. Verbal media of communication include telephonic conversation, fax, newspaper, books, journals etc. On the other hand, **non-verbal** may also include communication gestures, and body language, facial expression etc. *The sender must select appropriate media for successful communication.*
6. **Decoding:** The act of interpreting message by the receiver is termed as decoding. The receiver's outlook, experience, and attitude play a vital role in decoding message.
7. **Feedback:** The final element of communication is feedback. It is the response or reaction of the receiver regarding the sender's message. Feedback describes how the message is being interpreted by the receiver. It is regarded as the instrument for evaluating the success of communication process.

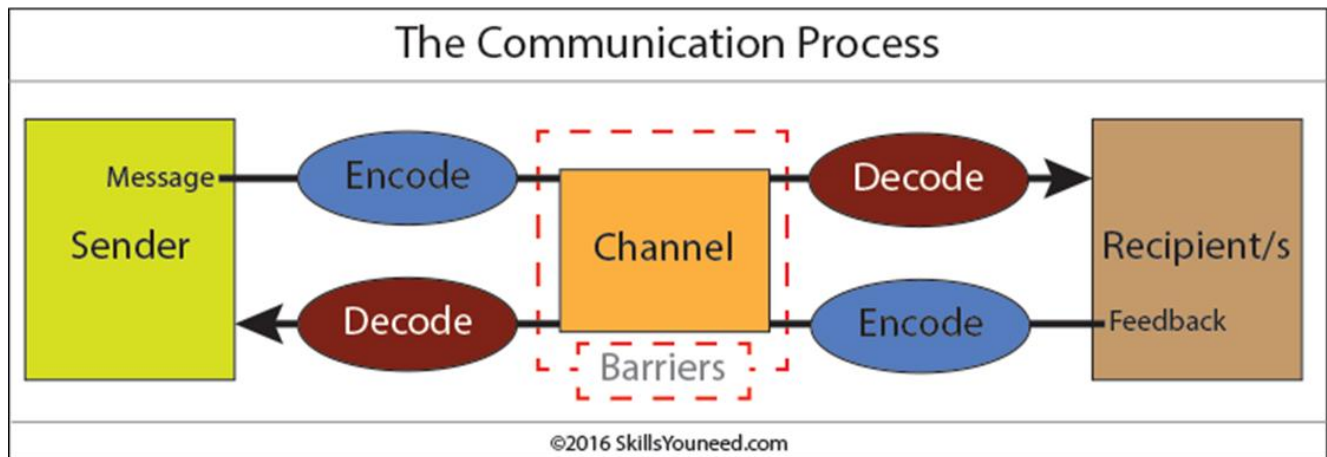
Besides, Noise and context:

Noise - It is not a separate step in the process. It may be present at every step and make the communication less effective or ineffective. Noise distorts the message and conveys ideas not intended by the sender resulting in chaos, confusion and complexity.

Context: it is the quality of the message to be transmitted to our audience. If the transmitted message lacks quality, it will not achieve the required targets.



From the above discussion, we can say that business communication is a specialized part of communication that deals with the exchange of message relating to the business activities. Success of business and economic activities depends on effective communication and the above stated elements. See below the chart of communication process.



Self-Check -2	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Explain elements of communication in brief.

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

Information Sheet-3	CONTENT-3 Identifying Barriers to communication (4 hrs)
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Barriers to Communications

An effective communication is a communication between two or more persons wherein the intended message is successfully delivered, received and understood.

In other words, the communication is said to be effective when all the parties (sender and receiver) in the communication, assign similar meanings to the message and listen carefully to what all have been said and make the sender feel heard and understood. In the business context, the communication is effective if the information shared among the company employees contributes towards the organization's commercial success.

The effective communication includes not just the way you use the words but also covers several other skills such as, non-verbal communication, ability to understand your own emotions as well as of the other person with whom you are communicating, engaged listening, ability to speak assertively, etc.

In general, Effective communication in the organization enables the employees to deepen their connection with others and improve teamwork, decision-making, and problem-solving capacity. The communication is a skill which is learned, and an individual can gain spontaneity in it by putting in his extra efforts and participating in more public conversations.

On the other hand, there are different communication barriers(also called "noise") or obstacles which affect the effectiveness of the communication process. These are:

- 1) **Semantic Barriers**
- 2) **Organizational Barriers**
- 3) **Psychological or Emotional Barriers**
- 4) **Personal Barriers**

1) **Semantic Barriers** - it refers to the misunderstanding between the sender and receiver arising due to the different meanings of words, and other symbols used in the communication. The semantic barriers usually arise when the information is not in the simple language and contains those words or symbols that have multiple meanings. Following are the **main language barriers**: bad expressions, words with different meanings, technical jargons, denotations and connotations, un-clarified assumptions, faulty translations.

2) **Organizational Barriers** - The **Organizational Barriers** refers to the hindrances in the flow of information among the employees that might result in a commercial failure



of an organization. Followings are **organizational barriers**: rules and policies, hierarchal positions, organizational facilities, and complex organizational structure.

- 3) **Psychological or Emotional Barriers** - refers to the psychological state i.e. Opinions, attitudes, status consciousness, emotions, etc. of a person that deeply affects the ability to communicate. The communication largely depends on the mental condition of a person, if the person is not mentally or emotionally sound, then he cannot communicate effectively either as a sender or a receiver. The main kinds of **Psychological or Emotional Barriers** are: lack of attention, premature evaluation, poor retention, loss by transmission, distrust, emotions, etc.
- 4) **Personal Barriers** - relate to the factors that are personal to the sender and receiver and act as a hindrance in the communication process. These factors include the life experiences, emotions, attitudes, behavior that hinders the ability of a person to communicate. The most **common personal barriers** are: selective attention, lack of knowledge, lack of listening skills, lack of vocabulary, etc.

in the organizational context, both the superiors and the subordinates have their personal barriers that impede them to communicate effectively. These (Personal) barriers are :

- 5) **Barriers Related to the Superiors in the organization** - less faith on subordinates, fear of challenge of authority, etc.
- 6) **Barriers Related to the Subordinates in the organization** –lack of incentives, unwillingness to communicate with the superiors, etc.

Self-Check - 3	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:



1. Explain each barriers of communication by giving examples.
2. What are communication barriers? Explain them

Note: Satisfactory rating - 5 points

Unsatisfactory - below 5points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Instruction Sheet	LG39: Communicating actively(27 hrs
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Identifying and selecting d/c between verbal and other types of communication (4 hrs)

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- Manifesting proficiency in oral/written/listening and grammar skills (20 hrs)
- *Using **Active listening techniques (2 hrs)***
- Translating verbal communication into written/electronic communication (1 hr)

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, **you will be able to –**

- Difference between verbal communication and other communication types are properly identified and selected as per company and customers’ requirements.
- Proficiency using the English Language is manifested through oral, written, listening and grammar skills.
- Active listening techniques to enhance the transmission of messages are used to develop message reception.
- Translation of verbal communication into written/electronic communication as per written standards.

Learning Instructions:

8. Read the specific objectives of this Learning Guide.
9. Follow the instructions described in number 3 to 20.
10. Read the information written in the “Information Sheets 1”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
11. Accomplish the “Self-check 1” **in page -.**
12. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).
13. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
14. Submit your accomplished Self-check. This will form part of your training portfolio.

Information Sheet-1	CONTENT-1Identifying and selecting d/c between verbal and other types of communication (4 hrs)
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Verbal Communication and Non-verbal Communications



The Verbal Communication is a type of oral communication wherein the message is transmitted through the spoken words. Here the sender gives words to his feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations, and conversations.

The effectiveness of the verbal communication depends on: *the tone of the speaker, clarity of speech, volume, speed, body language and the quality of words used in the conversation.* In the case of the verbal communication, the feedback is immediate since there are a simultaneous transmission and receipt of the message by the sender and receiver respectively.

The sender must keep his speech tone high and clearly audible to all and must design the subject matter keeping the target audience in mind. The sender should always cross check with the receiver to ensure that the message is understood in absolutely the same way as it was intended. Such communication is more inclined to errors as sometimes the words are not sufficient to express the feelings and emotions of a person.

The success of the verbal communication depends not only on the speaking ability of an individual but also on the listening skills. How effectively an individual listens to the subject matter decides the effectiveness of the communication. The verbal communication is applicable in both the formal and informal kind of situations.

The Non-Verbal Communication is the process of conveying meaning without the use of words either written or spoken. In other words, any communication made between two or more persons through the use of facial expressions, hand movements, body language, postures, and gestures is called as non-verbal communication.

The Non-Verbal Communication, unlike the verbal communication, helps in establishing and maintaining the interpersonal relationships while the verbals only help in communicating the external events. People use non-verbals to express emotions and interpersonal attitudes, conduct rituals such as greetings and bring forward one’s personality.

The non-verbal communication in the form of signals, expressions add meaning over the verbals and help people to communicate more efficiently. It supplements whatever is said in words, such as people nod to acknowledge and move their hands to give directions.

The non-verbal communication defines the distance between the communicators and helps them to exchange their emotional state of mind. Also, it regulates the flow of communication,



for example, an individual can give signals to convey that he had finished speaking or else he wants to speak.

Sometimes, the non-verbals acts as a barrier to communicating effectively as the recipient could not understand what the sender is trying to say and may interpret it wrongly.

The selection between the two depends on the users of communication, conditions in which messages are transmitted, type of audience, etc. and used as per company and customers' requirements

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:



1. Explain the difference between **Verbal Communication** and **Non-verbal Communications**

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

Information Sheet-2	CONTENT-2 Manifesting proficiency in oral/written/listening and grammar skills (20 hrs)
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To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language’s grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and



speaking) and written (reading and writing) components as well as academic and non-academic language.

Language ability, in oral and writing, is necessary to understand the idea of the communicator. When communicating with individual, proficiency in oral skills, written skills, listening skills, and grammar skills are important.

a) Oral skills includes: phonemes (vowel sounds & consonant sounds), overcoming fillers, sentence construction, organization, conversational cues, etc.

e.g. sentence construction: The weather is cold enough to freeze water.

b) Written skills includes: spelling, organization, paragraphing, punctuation, transition markers, sentence construction, jargons, etc.

e.g.

- **Spelling:** beautiful, Ethiopia, pencil, book, lunch, enough, misspelled, etc.
- **Organization:** My name is Darartu. I found your letter on my table. Etc.

c) Listening skills includes: concentration, overcoming prejudice, avoiding assumption, etc.

Below is an example of active listening.

Beti: I'm sorry to dump this on you, but I had a fight with my sister and we haven't spoken since. I'm upset and don't know who to talk to.

^{a)}
Jon: No problem! Tell me more about what happened?

^{b)}
Beti: Well, we were arguing about what to do for our parents' anniversary. I'm still so angry.

^{c)}
Jon: Oh that's tough. You must feel upset that you're not speaking because of it.

^{d)}
Beti: Yes, she just makes me so angry. She assumed I would help her plan this elaborate party—I don't have time! It's like she couldn't see things from my perspective at all.

^{e)}
Jon: Wow, that's too bad. How did that make you feel?

^{f)}
Beti: Frustrated. Angry. Maybe a bit guilty that she had all these plans and I was the one holding them back. Finally, I told her to do it without me. But that's not right either.

^{g)}
Jon: Sounds complicated. I bet you need some time to sort out how you feel about it.

^{h)}
Beti: Yes, I guess I do. Thanks for listening, I just needed to vent.



d) Grammar skills includes: subject verb agreement, tense and aspect, preposition, modifiers, conditionals, etc.

e.g.

Sentence verb agreement:

- *Alemu and Betiare* good friends.
- *Both L-I & L-II trainees are invited.*
- Not only he but also she was sick.
- Either Mamush or her sister has gone abroad.
- Neither Tuffa nor his sister has gone abroad. , etc.

Tenses:/present, past, or future/

- She comes to school every day. /The sun rises in the east./ I am writing a letter.
- She dialed. He saw her yesterday. She was sick while she was in the class.
- I will give you your results tomorrow./I shall be twenty years old next month.

Preposition: / at, in, on, by, since, for, under, above, through, from, etc.

- They succeeded in escaping.
- He is talking of trainees.
- He was born at 8:00 p.m. on Saturday.

Modifiers: /nearly, almost, only, at least, much, many, both, a great deal of, few, a few several, most, little, a little, a little of, some, any, none, too, enough, that, who, which, whose, when, why, etc./:

- Nearly all the trainees have gone.
- Are you tall enough to reach that bulb?
- The place is not too far to walk to.

Conditionals: / if clauses/

- i. Possible/probable/ - If I get the message, I will let you know.
- ii. Unlikely /impossible/ - If I had the money, I would buy it.
- iii. Impossible – If I had eaten that fruit, I would have died.



Self-Check -2	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Explain these skills by giving examples

- Oral skill
- Written skill
- Listening skill
- Grammar skill

2. Exercises: Decide which one of the choices (a, b, c, & d) is the best to complete the sentence.

1. The old school is likely by this time.

a. To have torn down	c. to be tearing down
b. To tear down	d. to have been torn down
2. I when my mother came to wake me up.

a. slept	b. have slept	c. was sleeping	d. am sleep
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3. This work be finished not later than this afternoon.

a. may	b. could have	c. might	d. must
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4. Belayneh to his office nearly every day.

a. walks	b. walk	c. is walking	d. has walked
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5. The books here for sale since last week.

a. were	b. are	c. have been	d. had been
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6. It is the bandits who for all the damages.

a. has to blame	b. have to blame	c. is to be blame	d. are to be blame
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7. She was watching TV when she the bad news.

a. heard	b. hear	c. had heard	d. was hearing
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8. Lazy students seldom if ever tests.

a. have passed	b. had passed	c. pass	d. passed
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9. There is always danger of panic when a theatrefire.

a. catch	b. catches	c. caught	d. is catching
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10. He mounted his horse and away.

a. rode	b. ride	c. has ridden	d. was riding
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11. I sandwiched between two fat men in the bus.
a. am b. was c. have d. had
12. They for war on a large scale.
a. prepare b. have prepared c. had prepared d. are preparing
13. Light faster than sound.
a. travel b. travels c. travelled d. is travelling
14. left the window open. a. she can be b. she must be c. she's d. she is
15. He the queue to enter the theatre.
a. Jumped b. is jumping c. was jumping d. has been jumping
16. Please pardon so friendly with you, sir.
a. I am b. I was c. for being d. my being
17. I suggest that the meeting held next week.
a. shall b. will c. be d. will be
18. The public not to leave litter in the parks.
a. is requested b. are request c. is request d. requesting
19. She's often for her twin sister.
a. has mistaken b. had mistaken c. mistaken d. mistook
20. The garden with weeds. a. is choked b. has choked c. was choking d. had choked
21. Valuable archaeological discoveries can sometimes quite by chance.
a. are made b. were made c. be made d. be making
22. She insists that her brother alone. a. go b. goes c. is going d. will be going
23. Before Louis Paster died he the new science of bacteriology.
a. should have founded b. was founded c. has found d. had found
24. The famous pilot is said about one million miles.
a. to have flown b. to fly c. would fly d. will fly
25. The Police that the children died in an accident.
a. believes b. is to believe c. believe d. are believeing
26. Hirut is going to married as soon as she her studies.
a. will complete b. has completed c. had completed d. completed
27. I would have hurried if they were waiting.
a. I have been b. I knew c. I know d. I had known
28. Since we got married twenty years ago,three children.
a. we've had b. we had had c. we had d. we had been having
29. She was able to answer all the questions correctly after she the passage for the second time.
a. has read b. had read c. has been reading c. had been reading



30. A frightful dream made Belay wake up the night.
 a. by b. through c. in d. at
31. My brother wrote a very interesting essay home management.
 a. with b. of c. in d. on
32. If he the means, he would have helped you.
 a. had had b. had c. has had d. has
33. The exam by 5:30 a.m. tomorrow.
 a. will began b. will have began c. will have begun d. will already begin
34. The policeman people that he has seen only once.
 a. usually remembers c. was usually remembering
 b. is usually remembering d. had usually remembered
35. The new clinic is likely by now.
 a. to have been finished c. to be finishing
 b. to finish d. to have finished

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____



Information Sheet-3	CONTENT-3 Using Active listening techniques (2 hrs)
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“Communication begins with Listening!”

Communication is the sum total of all the things one person does when he wants to create understanding in the mind of another. It is a bridge of meaning. It involves a systematic and continuous process of telling, listening and understanding.

In today's high-tech, high-speed, high-stress world, communication is more important than ever, yet we seem to devote less and less time to really listening to one another. Genuine listening has become a rare gift—the gift of time. It helps build relationships, solve problems, ensure understanding, resolve conflicts, and improve accuracy. At work, effective listening means fewer errors and less wasted time. At home, it helps develop resourceful, self-reliant kids who can solve their own problems. Listening builds friendships and careers.

- Active listening is a skill that can be acquired and developed with practice. However, active listening can be difficult to master and will, therefore, take time and patience to develop.
- 'Active listening' means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker.
- Active listening involves listening with all senses. As well as giving full attention to the speaker, it is important that the 'active listener' is also 'seen' to be listening - otherwise the speaker may conclude that what they are talking about is uninteresting to the listener.

Interest can be conveyed to the speaker by using both verbal and non-verbal messages such as maintaining eye contact, nodding your head and smiling, agreeing by saying 'Yes' or simply 'No' to encourage them to continue. By providing this 'feedback' the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly.

- Listening is the most fundamental component of interpersonal communication skills.
- Listening is not something that just happens (that is hearing), listening is an active process in which a conscious decision is made to listen to and understand the messages of the speaker.
- Listeners should remain neutral and non-judgmental, this means trying not to take sides or form opinions, especially early in the conversation. Active listening is also about patience - pauses and short periods of silence should be accepted.

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- Listeners should not be tempted to jump in with questions or comments every time there are a few seconds of silence. Active listening involves giving the other person time to explore their thoughts and feelings, they should, therefore, be given adequate time for that.
- Active listening not only means focusing fully on the speaker but also actively showing verbal and non-verbal signs of listening.
- In general active listening means not engaged in bad listening habits such as:
 - Being stuck in your own head
 - Not showing respect for the speaker
 - Only hearing superficial meaning (not hearing underlying meaning)
 - Interrupting
 - Not making eye contact
 - Rushing the speaker
 - Becoming distracted
 - "Topping" the story (saying "that reminds me of the time...")
 - Forgetting what was said in the past
 - Asking about unimportant details
 - Focusing too much on details and missing the big picture
 - Ignoring what you don't understand
 - Daydreaming
 - Only pretending to pay attention
- **Active listening techniques includes:** providing feedback, questioning techniques, checking, affirming, etc.

Tips to develop effective listening skills:

- Face the speaker and maintain eye contact.
- Be attentive, but relaxed.
- Keep an open mind.
- Listen to the words and try to picture what the speaker is saying.
- Don't interrupt and don't impose your "solutions."
- Wait for the speaker to pause to ask clarifying questions.
- Ask questions only to ensure understanding.
- Try to feel what the speaker is feeling.
- Give the speaker regular feedback.
- Pay attention to non-verbal cues.



Self-Check - 3	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List Active listening techniques

Note: Satisfactory rating - 5 points

Unsatisfactory - below 5points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet- 4	CONTENT-4 Translating verbal communication into written/electronic communication (1 hr)
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Translating verbal communication

Communication—whether written, verbal, nonverbal, visual, or electronic—has a significant impact on the way business is conducted. The basic process of communication begins with a observationof fact or idea by a person. That person (the sender) may translate the observation into a message, and then transmit the message through some communication medium to another person (the receiver). The receiver should then understand the message as intended by the sender and provide appropriate feedback to the sender indicating that the message has been understood or not.

When spoken languages or verbal communication requires translation into written communication as reporters, the translator should be prudent no to make mistakes. It needs much attention, grasping the main messages, understand the content of all messages, try to show the picture as it was, not to mislead the audience, not to protrude from the main idea, etc. It requires active listening skills, grammar skills, writing skills etc.

Besides, when translating verbal communication into written/electronic communication, the translator should use appropriate design and format.



Instruction Sheet

LG40: Identifying and using Paralanguage

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Identifying the importance of voice and accent (4 hrs)
- Using correct vocal techniques (4 hrs)
- Modifying Messages to suit conversational cues (2 hrs)
- *Using **Paralinguistic cues (10 hrs)***

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, **you will be able to –**

- The importance of voice and accent in the contact center industry is identified.
- Correct vocal techniques are used to enhance the message reception.
- Messages to suit conversational cues are correctly modified to convey ideas.
- Paralinguistic cues appropriate to customers and workplace situations are used as per established procedures.

Learning Instructions:

15. Read the specific objectives of this Learning Guide.
16. Follow the instructions described in number 3 to 20.
17. Read the information written in the “Information Sheets 1”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
18. Accomplish the “Self-check 1” **in page -**.
19. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).
20. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
21. Submit your accomplished Self-check. This will form part of your training portfolio.



Information Sheet-1	CONTENT-1 Identifying the importance of voice and accent (4 hrs)
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The importance of Voice and Accent

Speaking effectively is defined as speaking in such a way that your message is clearly heard and, if possible, acted upon. There are two main elements to speaking effectively:

- what you say, and
- how you say it.

What you say means your choice of words. The words you might use when chatting to a friend are likely to be quite different from those used in a formal presentation or interview.

Similarly, **the way that you speak** will also vary in different situations. However, there are also likely to be some common factors: for example, whether you naturally talk quietly or loudly, and how you use body language.

Aspects of Effective Speaking

There are three main elements of effective speaking

- The words you use.
- Your voice.
- Your other non-verbal communication, particularly body language.

Choosing Your Words

What you say—the words you choose—matters.

If in doubt about your meaning, your audience will come back to the words that you used and double-check what you might have meant. It is therefore important to choose carefully, especially when you are saying something important. Things to consider include:

- Your audience. The words you choose will be different if you are talking to 200 people at a conference, a trusted colleague, your boss, or your children. You need to think about your audience’s overall level of understanding of the subject, and also the type of language that you use.
- Shorter sentences are easier to process and understand. Using shorter sentences also creates urgency.
- Simpler words are also easier to understand. If you cannot explain something in simple terms, you have probably not understood it yourself. This is particularly important if your audience are not all native speakers of the language.



Accents

Regional and ethnic accents are part of individual personality and add a unique element to the way that you speak. They may also, however, in some situations, create potential barriers to communication. For example, if you have a very strong accent, people from another area or country may find it harder to understand what you are saying. You may therefore need to slow down your speech to ensure that they have time to process what you are saying.

It is worth remembering, however, that words are only a part of your overall communication and message. The tone of voice and your body language also send strong messages.

Your Voice

Your voice can reveal as much about your personal history as your appearance. The sound of a voice and the content of speech can provide clues to an individual's emotional state. For instance, if self-esteem is low, it may be reflected by hesitancy in the voice. A shy person may speak quietly, but someone who is confident in themselves will be more likely to have command of their voice and clarity of speech.

It is worth taking time to improve your command over your voice, especially if you find it hard to speak in public. It can even help to boost your confidence!

It is important to get used to the sound of your own voice. Most people are more relaxed in a private situation, particularly at home, where there are no pressures to conform to any other social rules and expectations. This is not the case in public situations when there are all sorts of influences exerted upon the way people speak.

- An exercise to improve public speaking
- Try recording your own voice in an informal setting, such as at home.
- Listen carefully to how you sound. This will help you become accustomed to your own voice.



Most of us are not used to hearing our own voices and these feelings are totally normal. Get past the initial, 'Do I really sound like that?' stage and develop a better understanding of your voice.

The more you get used to the sound of your voice functioning in a slightly more formal way, the easier it is when doing it 'for real'. In conversational mode, individuals tend to speak in short phrases, a few at a time. Speaking or reading aloud helps you to become used to the more fluent sound of your voice.

An exercise to help develop your effective speaking skills:

Find a document to read, something about two pages in length - the first few pages of a book would work well.

Read your document through silently first, then read it aloud in your normal speaking voice. Don't worry if you stumble or falter, just pick up and continue to the end.

Now read it a third time, recording your voice if possible and remember:

- **Slow down:** It is a natural reaction to want to get it over as fast as possible and this often causes people to stumble over their words. Speeding up also occurs when you are nervous and usually makes you more difficult to understand.
- **Keep your head up:** Try not to tuck your chin into the book as your voice is then addressing the floor. Hold your book higher and project your voice.
- **Pause occasionally:** Let the end of a sentence or the end of a paragraph give you a chance of a small, two or three second rest. Pauses can be useful for emphasis.

Practise this exercise as often as you can.

Anyone can improve the sound of their voice and the way they speak in a matter of days through a few simple exercises, like the one above. To improve you will need to maintain a certain commitment and practice regularly for a few minutes.



Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1.

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet-2	CONTENT-2 Using correct vocal techniques(4 hrs)
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Correct vocal techniques

To develop your language ability, use correct **Vocal Communication Techniques: Strive for Variety, Intelligibility, Quality, etc.**

- **Pace** – vary the pace to keep your message interesting. Optimal rate of speaking is approximately 150 to 200 words per minute. Slow down for serious, complex thoughts; increase speed for subordinate points.
- **Inflection** – vary the emphasis you place on words. Avoid tedious, monotonous delivery. Inflection refers to variations in pitch. Imagine a storyteller reading a book to children. You would expect an almost sing-song inflection. *But too much inflection in other contexts, like the business world, can undermine credibility.* On the other hand, we all know what it's like to be nearly put to sleep by a monotone speaker who will definitely be perceived as less charismatic or even flat out boring. One of the easiest ways to ensure your voice is never boring or monotonous is to warm up daily with a few singing exercises or a song in the shower.
- **Intelligibility** - avoid dropping consonants and ends of sentences. Articulate! Tailor volume to the speaking environment.
- **Phrasing** – pause before or after key words and phrases to emphasize their importance. Phrasing should be varied and tailored to clarifying and reinforcing key message points.
- **Volume:** Research indicates that confidence, assertiveness, and boldness are reflected in louder speech.
- **Resonance** - avoid nasality by breathing from the diaphragm.
- **Pitch** - raised inflection at the end of sentences makes speakers appear tentative and reduces credibility/authoritativeness.
- **Tone** – keep your tone pleasantly, friendly and open; deliver your message in a measured speaking style. Finally, how emphatic are the statements? For example if someone says, "**I want you to do it now!**"The intense delivery can be a direct



indicator of the speaker's passion and commitment or lack of it. The tone also reveals emotions behind the words being spoken.

When you match & mirror vocal characteristics without mockery but with the intention to authentically connect with the people you are speaking with, you will be amazed at how quickly and easily you can establish vocal rapport that leads to greater understanding and more efficient paralinguistic communication.

Being aware of your own paralinguistic vocal strengths and weaknesses will allow you to subtly influence your speaking and listening so that you will be a more powerful communicator.

- **Energy and enthusiasm are keys to credibility:** They won't care to believe unless they believe you care!
- **Quality:** Quality usually refers to the vocal characteristics that allow you to differentiate one voice from another. Is a person's voice small, feminine, or shaky; thin, throaty, or aloof; tense, flat, grating, nasal, harsh, or shrill? All of these represent different vocal combinations of rate, pitch, and volume. Record yourself to get a more realistic idea of what you sound like and ask several people you trust for their opinion and feedback on your vocal quality.

Vocal qualities such as volume and tempo are also part of non-verbal communication. If a speaker changes even one of these aspects, the resulting meaning can be quite different to listeners. People who are able to adjust their non-verbal language to the needs of various situations are generally better at diffusing troublesome interactions such as arguments. This type of communication skill is known as meta-communicative competence.

The following three core elements of vocal production need to be understood for anyone wishing to become an effective speaker:

- Volume - to be heard.
- Clarity - to be understood.
- Variety - to add interest.



Self-Check -2	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Describe the correct vocal communication techniques

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet-3	CONTENT-3 Modifying Messages to suit conversational cues (1hrs)
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Messages to suit conversational cues

Some conversational cues such as: hand gestures, lip movements, and eye contact can be conveyed during conversation. Modify messages to fit these conversational cues in order to enhance understanding of audiences. Conversation cues aid in facilitating effective communication. They also help the listeners to be active during conversation by watching the movement of these cues. This means pay attention to non-verbal cues when you are making conversation with someone else.

Pay attention to non-verbal cues

Maybe the person you are talking to is looking at their watch (bad conversation etiquette!) or checking their iPhone (horrible conversation etiquette!) and as rude as both those things are, it's a sign they're really not engaged in the conversation. You might think, "So rude! They need a lesson in conversation etiquette!" when in reality, maybe you are the one that needs to steer the conversation in a way where they can feel engaged and actually feel like a part of the conversation. Most likely, these non-verbal cues are a sign that you're either having a monologue, not listening or totally monopolizing the conversation.



Information Sheet - 4	CONTENT – 4 Using Paralinguistic cues (10 hrs)
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Paralinguistic cues

Paralinguistics is the study of vocal (and sometimes non-vocal) signals beyond the basic verbal message or speech, also known as *vocalics*. In other words, Paralinguistics are the aspects of spoken communication that do not involve words. Example, Body language, gestures, facial expressions, tone and pitch of voice are all examples of paralinguistic features. These may add emphasis or shades of meaning to what people say.

Paralinguistic cues are non-verbal signs, such as gestures, body posture, facial expressions which modify or suggest the meaning of verbal communication. These are the powerful non-verbal communication elements that have the ability to make even good news sound horrible or bad news more palatable.

Some Paralinguistic cues are:

- **Fluidity**- the flow of the message. Does it seem that the speaker knows where they are going with their message? Do they use an excess of filler words such as “uh”, “well”, “you know” etc. Does their speech stumble as they search for words?
- **Articulation**- the clear pronunciation of words. Does the speaker slur words making it difficult to understand what is being said? Are they pronounced clearly and with purpose?
- **Sonority**- the quality of the voice. Is the voice pleasant to listen to? Does it sound too nasal or unpleasant in such a way that people are put off by listening to it? Is it appealing?
- **Tempo** - the speed at which the speaker speaks. Does the speaker talk too slowly so as to bore the audience or sound unintelligent? Does the speaker speak too rapidly for the listener to keep up and understand what is being said?
- **Emotions**– the emotions apparent in the speaker’s delivery. Do the emotions displayed by the speaker’s voice match the content of the message? Are they appropriate for the message?
- **Dynamic intensity**- the variation between quiet and loud, soft and forceful speech. Does the intensity of the speaker match the content of the message with regard to loudness and forcefulness?

Paralinguistic Communication Leads to More Perceptive Conversation

Paralinguistic communication is the study of voice and how words are said. When you open your mouth to speak, you reveal much about yourself that often has nothing at all to do with the words you are speaking.

Paralinguistic signals and cues refer to every element and nuance of your speech. Paralinguistic communication can be much more subtle than other forms of nonverbal communication.

For example, a loud, booming voice is not at all subtle. However, a firm voice that conveys conviction is more nuanced than a pointing finger, big gestures, or invading someone's personal space.

Figure 1:
paralinguistic cues



Paralinguistic vocal cues

- **Rate/Speed** - For example, to establish instant vocal rapport and a more subtle connection, speak at a rate or speed similar to the person you are communicating with in conversation.
- **Rhythm** - International languages have unique rhythms. It is important to note this because the global language for business today is still English. If you match the rate and rhythm of speech of the slowest speaking person, it will be easier to communicate and connect on a paralinguistic level.

Including the above concepts, paralinguistic Cues are made of contributing factors such as;

- **Volume** (Is the voice low or is it loud when speaking? Do they appear confident, sad, happy or angry? The volume supports the spoken dialogue which in turn is illustrated by body language gestures)



- **Pitch** (pitch can be low or high and a good example of this is seen when a teacher is reading a story to children to emphasize and communicate meaning)
- **Inflection - Tone** (inflection is the variation in the change of pitch to create meaning)
- **Intensity** (humor, monotony, anger, sadness adds intensity to speech)
- **Silence** (emphasizing a point or asking a question and using silence to generate impact to the spoken word)
- **Quality** (clearly spoken or a husky voice)

Using appropriate paralinguistic cues during conversation with customers and at workplace facilitates effective communication and increases understanding between communicators.

Self-Check - 4	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Demonstrate the paralinguistic cues by giving examples

Note: Satisfactory rating - 5 points

Unsatisfactory - below 5 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____