

Sreenivasa Institute of Technology and Management

Studies : Chittoor.

Autonomous

NAAC Accredited and NBA Accredited (CSE, ECE, EEE & MCA)

I B.Tech I/II Semester

R-23

Code: 23HSM112



COMMUNICATIVE ENGLISH
LAB MANUAL



Sreenivasa Institute of Technology and Management Studies,
Chittoor

Autonomous

NAAC Accredited and NBA Accredited (CSE, ECE, EEE & MCA)

Subject: Communicative English Lab

Code: 23HSM112

Lab Manual

I B.Tech I/II Semester

Regulation-23

Name of the student:

Roll No:

Branch:

Faculty Incharge:

Designation:

Department:

**SREENIVASA INSTITUTE OF TECHNOLOGY AND MANAGEMENT STUDIES
(AUTONOMOUS)
DEPARTMENT OF SCIENCE & HUMANITIES**

I B.Tech I/II sem

23HSM112	COMMUNICATIVE ENGLISH LAB	L	T	P	C
	(Common to all Branches of Engineering)	-	-	2	1

COURSE EDUCATIONAL OBJECTIVES:

The main objective of introducing this course, *Communicative English Laboratory*, is to expose the students to a variety of self-instructional, learner friendly modes of language learning students will get trained in the basic communication skills and make them ready to face job interviews.

LIST OF TOPICS:

1. Vowels & Consonants
2. Neutralization/Accent Rules
3. Communication Skills & JAM
4. Role Play, Conversational Practice and TED talks
5. E-mail Writing
6. Resume Writing, Cover letter, SOP
7. Group Discussions-methods & practice
8. Debates-Methods & Practice
9. PPT Presentations/Poster Presentation
10. Interviews Skills

SUGGESTED SOFTWARES:

1. Walden Info tech
2. Young India Films

REFERENCE BOOKS:

1. MeenakshiRaman, Sangeeta-Sharma. Technical Communication. Oxford Press. 2018.
2. Grant Taylor: English Conversation Practice, Tata McGraw-Hill Education India, 2016
3. Hewing's, Martin. Cambridge Academic English (B2). CUP, 2012.
4. T. Balasubramanyam, A Textbook of English Phonetics for Indian Students, (3rd Ed) Trinity Press.

WEB RESOURCES:

1. www.esl-lab.com
2. www.englishmedialab.com
3. www.englishinteractive.net
4. <https://www.britishcouncil.in/english/online>
5. <http://www.letstalkpodcast.com/>
6. https://www.youtube.com/c/mmmEnglish_Emma/featured
7. <https://www.youtube.com/c/ArnelsEverydayEnglish/featured>
8. <https://www.youtube.com/c/engvidAdam/featured>
9. <https://www.youtube.com/c/EnglishClass101/featured>
10. <https://www.youtube.com/c/SpeakEnglishWithTiffani/playlists>
11. https://www.youtube.com/channel/UCV1h_cBE0Drdx19qkTM0WNw

COURSE OUTCOMES:

On successful completion of the course the student will be able to		PO
CO1	Understand the different aspects of the English language proficiency with emphasis on LSRW skills.	PO1
CO2	Apply communication skills through various language learning activities.	PO5
CO3	Analyze the English speech sounds, stress, rhythm, into nation and syllable division for better listening and speaking comprehension.	PO6
CO4	Evaluate and exhibit professionalism in participating in debates and group discussions.	PO2
CO5	Create effective resonance and prepare themselves to face interviews in future.	PO10

CO-PO Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	3	-	-	-	-	-	-	-
CO3	-	-	-	-	-	3	-	-	-	-	-	-
CO4	-	3	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	3	-	-
CO	3	3	-	-	3	3	-	-	-	3	-	-

List of Topics:

1. Vowels & Consonants
2. Neutralization/Accent Rules
3. Communication Skills & JAM
4. Role Play or Conversational Practice
5. E-mail Writing
6. Resume Writing, Cover letter, SOP
7. Group Discussions-methods & practice
8. Debates - Methods & Practice
9. PPT Presentations/ Poster Presentation
10. Interviews Skills

1. Vowels & consonants

Aim: To make the students to understand phonetics for effective pronunciation, stress, and intonation in speaking and in listening.

Importance of Speaking Phonetically Correct English:

In the English language, the letters and the sounds we utter are different. To master English pronunciation, we should learn sound system, the structure of the words, their stress patterns and the rhythm of the sentences or phrases. English is spoken all over the world and each country has its own way of using the language. We Indians follow standard British English and recognize 'Received Pronunciation' (RP) as our model.

What is meant by phonetics?

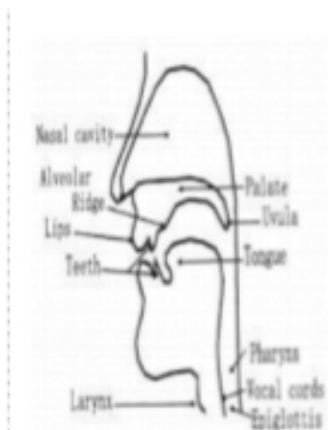
"The science that deals with the speech sounds of the language is known as phonetics." There are 44 sounds in the English language. They are divided into two types. They are vowel sounds (20) and consonant sounds (24).

SPEECH MECHANISM – ORGANS OF SPEECH :

The various speech organs are involved in producing English sounds. Air from the lungs is pushed through these organs, which articulate the sound.

We draw air from the lungs, air passes through wind pipe, then through the larynx where the vocal cards are situated. Vocal cards are two small bands of elastic tissue. They play a vital role while allowing the air to pass through them. The space between these vocal cords is known as the glottis. The air then passed through the cavity or the mouth/nose. The tongue, teeth, teeth ridge, lips and soft palate are the speech organs. The mouth also plays an important role in shaping the sounds.

Organs of Speech



Vowel Sound: A speech sound that is produced without stoppage of air is called vowel sound. Vowel sounds are divided into two kinds. They are pure vowels (12) and impure vowels/Diphthongs (8). Again pure vowels are of two types. They are short vowels (7) and long vowels(5).

PHONETIC SYMBOLS

SHORT VOWEL SOUNDS:(7)

/ ʌ / -strut, love
/ ə / -about, again,
/ ɪ / -city, minute
/ ʊ / - book, good
/ e / - dress, head
/ ɒ / - odd, wash
/ æ / - trap, bad

LONG VOWEL SOUNDS :(5)

1. / ɑ: / - start, father
2. / i: / - fee, feel
3. / u: / - two, food
4. / ɔ: / -thought, law
5. / ɜ: / -nurse, learn

DIPHTHONGS: (8) A combination of two short vowel sounds.

/ eɪ / -face, day
/ aɪ / -price, high
/ ɔɪ / -choice, boy
/ ɪə / -near, here
/ eə / - square, fair
/ ʊə / -pure, cure
/ aʊ / -mouth, now
/ əʊ / -goat, show

Consonant Sound: 'A speech sound that is produced with stoppage of air is called consonant sound.' There are 24 consonant sounds and classified on the basis of (a) the place of articulation and (b) the manner of articulation.

CONSONANT SYMBOLS: (24)

/ k / - king, link
/ g / - gun, bag
/ tʃ / - chin, bench
/ dʒ / - jam, junk
/ z / - zoo, buzz
/ ʒ / - vision, measure

/ t / - tap, hot
 / d / - doll, dog
 / θ / - thank, thin
 / ð / - that, then
 / n / - net, nest
 / p / - pop, pot
 / f / - fan, rough
 / b / - bat, about
 / m / - man, mummy
 / j / - yes, yak
 / r / - run, rat
 / l / - lion, malt
 / v / - van, vent
 / w / - water, wow
 / ʃ / - fish, bush
 / s / - son, fast 23. / h / - hat, hot 24. / ŋ / - sing, sink

Voice of Articulation: Voice of articulation is divided into two types they are voiced and voiceless.

Voiced: A voiced sound is produced with vibration of the vocal cords in the larynx.

Voiceless: A voiceless sound is produced without vibration of the vocal cords in the larynx.

Note: All vowel sounds are voiced sounds. Consonants are divided into voiced (15) and voiceless (9).

Voiceless consonant sounds formula: / p /, / t /, / k /, / f /, / θ /, / s /, / h /, / tʃ /, / ʃ /
= 9

Rules for correct pronunciation:

The inflexional endings -s or -es are pronounced into three ways i.e., /s/, /z/, /iz/.

Rule-I: The inflexional endings -s or -es before letter sounds voiceless except

/s/, /tʃ/, /ʃ/ then -s/-es should pronounce /s/ sound. Ex: bats, hats, thanks

Rule-II: The inflexional endings -s or -es before letter sounds voiced except

/z/, /dʒ/, /ʒ/ then -s/-es should pronounce /z/ sound. Ex: bags, fans, wonders, trends

Rule-III: The inflexional endings -s or-es before letter sounds as

/s/, /tʃ/, /ʃ/, /ʒ/, /dʒ/, /ʒ/ then -s/-es should pronounce /ɪz/ sound. Ex: passes, benches, bushes, buzzes, judges, mirages.

The inflexional endings -ed/-d in the past and past participle forms of the verb is pronounced into three ways i.e., /t/, /d/, /ɪd/.

Rule-I: /t/ after voiceless sounds except /t/.

Ex: worked, asked, and wished.

Rule-II: /d/ after voiced sounds except /d/.

Ex: framed, called, and killed.

Rule-III: /ɪd/ after alveolar plosives, /t/, /d/.

Ex: banded, loaded, and ended.

2. Neutralization/Accent Rules

STRESS

English is known as a stressed language.

Stressed languages are languages spoken with differing degrees of emphasis on the words and syllables in the sentences.

The content of this page is not intended to be a set of rules but rather an attempt to show that native speakers of English use regular patterns of stress when speaking.

Although stress and intonation are an important part of English pronunciation, learners must remember that it would be impossible for anyone to speak naturally with a set of rules in mind.

By far the best way to improve one's pronunciation is through constant contact with native speakers of English, either through conversation, by watching films and news channels, or listening to the radio.

However, the patterns of stress outlined below may be useful to learners, for example when preparing a discussion or a presentation, and help them to feel more comfortable.

WORD STRESS

In English we accentuate or stress **ONE** syllable in a word.

We pronounce that syllable louder than others.

There are words with just one syllable (e.g. mind), and words with one **STRESSED** syllable and one or more **WEAK** syllables (e.g. remind, reminder, reminding).

In the examples below, bold letters indicate stressed syllables.

1) When a noun or adjective stems from a one-syllable word, (for example art, mind), the stress usually stays on the original word.

art artist

break breakable

friend friendly

paint painter

come become

mind remind

2) To differentiate between a noun and a verb with the same spelling, stress position changes.

noun verb

a decrease to decrease

an insult to insult

an object to object

a protest to protest

a record to record

a rebel to rebel

a suspect to suspect

a transfer to transfer

3) In compound nouns (two words merged into one) the stress is on the first part:

- bookshop
- football
- notebook
- toothbrush

4) The stress is generally at the end of words ending in -eer.

- auctioneer
- engineer
- pioneer
- volunteer

5) Stress usually falls AFTER prefixes :

- demolish
- dismiss
- prepare
- untie

6) Stress usually falls on the syllable BEFORE the following letters:

(The words below are just some examples - there are many more.)

Before

-tion/-sion Before

-ic/-ical Before

-ity/-ety

-graphy

-ody/-ogy Before

-ient, -cient

-ience,

-ial, -ual

-ious,

Attention

Automatic

Authority

Convenient

Competition	Democratic	Majority	Efficient
Demonstration	Historic	Paternity	Experience
Explanation	Fanatic	Society	Essential
Invitation	Elastic	Variety	Official
Obsession	Biological	Geography	Potential
Permission	Illogical	Custody	Individual
Position	Philosophical	Rhapsody	Intellectual
Quotation	Political	Morphology	Conscientious
Repetition	Radical	Psychology	Judicious

STRESSED WORDS WITHIN SENTENCES

Not all words receive equal stress within a sentence in English.

Content words are stressed. Content words include:

Nouns (e.g. school, station, train)

Normal verbs (e.g. run, work, speak)

Adjectives (e.g. beautiful, tall, friendly)

Adverbs (e.g. quickly, noisily, badly)

Function words are unstressed. Function words include:

Determiners (e.g. a, an, the)

Auxiliary verbs (e.g. can, have, may, will, etc.)

Conjunctions (e.g. and, but, as, etc.)

Pronouns (e.g. you, he, she, us, it, them, etc.)

Even if the listener does not hear some quickly-pronounced function words, the meaning of the whole sentence should be clear. This is how native speakers of English communicate.

Emphasis is put on the most important words.

For example: "Would you like a cup of tea?"

It is a general rule of English that when there is a sequence of equal stresses, the last stressed word should be the strongest, or the loudest - which in the above case would be tea.

Try to imagine receiving a text message like "train delayed home late".

You understand that this means: 'The train has been delayed. I will be home late'

Only content words are used in the message but the meaning is quite clear.

In English, words are stressed according to the meaning the speaker wants to convey.

For example, depending in which word in the following sentence is stressed, the meaning changes:

- Are you going to the cinema tonight? (or is it someone else?)
- Are you going to the cinema tonight? (or not?)
- Are you going to the cinema tonight? (or somewhere else?)
- Are you going to the cinema tonight? (or another night?)

During a conversation, learners should listen for stressed content words in order to understand the meaning of the whole sentence.

Likewise, they should practice stressing content words in their speech so that other people will understand them.

3. Communication Skills & JAM

Aim: To make the students to know about JAM elements to listen, speak, read and write fluently in English and proficiently in presentation.

Just a minute or JAM is an impromptu speech test conducted with the limit of one minute. As a student and as a budding technocrat you will be asked to speak on the spur of the moment more number of times than you are asked to make prepared presentations.

ELEMENTS OF JAM:

It is a quite common scenario to see a speaker experiencing nervousness when asked to speak suddenly. This is all the more so because organizing your ideas in a sequential order and expressing them with suitable vocabulary is a little difficult for person who doesn't have any practice of doing. Effective impromptu speaking is a skill that can be honed through constant practice and deliberate continuous training given to the brain. Voice character like pace, pitch, tone, and pronunciation and enunciation have to be focused on properly.

Pace:

Speaking with faster speed will affect the clarity of the matter presented.

Simultaneously, speaker speaking at very slow pace will create boredom among the audience. So speaking at a moderate speed is essential.

Pitch:

Do check the size of the audience, the dimensions of the room and any distractions

(physical). Then fix the pitch that is audible to all the audience.

Tone:

If you want to hold the attention of the audience, you need to show variations in

your voice. Monotonous speech is always boring. Simultaneously, too many variations in a minute may pose a problem for understanding the content.

Pronunciation and enunciation:

You have learnt the rules of pronunciation and intonation. Follow the rules of pronunciation, word stress, and intonation. This gives enunciation (clarity) to your speech.

Steps to follow:

The first step is to go back to background knowledge and gather all the necessary ideas related to the topic given to you. Once you gather all the necessary ideas, organize them in a sequential order.

Do's:

Be ready to speak in any given situation

Visualize every opportunity as a suitable opportunity to express yourself

Relate every topic to your life experiences.

Organize your ideas and stick to the topic.

Be creative and express new ideas every time

Follow sequential order

Be brief and to the point

Maintain good flow of sentences

Be cautious of time

Use positive, appropriate suitable vocabulary.

Don'ts:

Shy away from expressing your ideas

Seclude yourself from any situation in which you are present

Detach your life experiences from what you are thinking and talking

Deviate and talk about anything not connected to the topic

Repeat the points

Jumble ideas that fail to give any coherence

Drag the topic that will take away audience's grip

Give too many or two long pauses

Go on and on without looking at the time

Use negative, ambiguous jargon, unknown language.

Topics:

My first day in the college

A good friend according to me

Indian culture is great

Cricket according to me

Downfall of the IT industry

My favorite programme on TV

My favorite hero

Reasons for banning plastic bags.

4. Role Play or Conversational Practice and talks

Definition:

Situation & Role Play involves creating scenarios or situations in which participants take on specific roles to simulate real-life interactions, challenges, or experiences.

Purpose:

Skill Development: The primary goal is to develop and enhance various skills, including communication, problem-solving, decision-making, empathy, and interpersonal skills.

Application of Knowledge: It provides a practical application of theoretical knowledge in a controlled environment.

Components:

Scenarios: Designed situations that participants act out, often mirroring situations they might encounter in real life.

Roles: Participants assume specific roles or characters within the given scenario.

Debriefing: A discussion or reflection session following the role play to analyze actions, outcomes, and learning points.

Applications:

Professional Training: Widely used in workplace settings to train employees in handling various situations, such as customer interactions, negotiations, or leadership challenges.

Education: Commonly employed in classrooms to simulate historical events, practice language skills, or understand complex concepts.

Therapeutic Settings: Used in counseling and therapy to address interpersonal issues, practice coping mechanisms, and explore different perspectives.

Benefits:

Active Learning: Encourages active participation and engagement, making learning more dynamic.

Experiential Learning: Provides a hands-on, experiential way of learning that goes beyond traditional lectures or reading.

Safe Environment: Allows participants to make mistakes and learn from them without real-world consequences.

Examples:

Customer Service Training: Simulating customer interactions to train employees on effective communication and problem-solving.

Medical Training: Simulating patient care scenarios for medical professionals to practice decision-making under pressure.

Language Learning: Role-playing conversations to improve language proficiency in practical contexts.

Tips for Effective Role-Playing:

Clear Objectives: Define specific learning objectives for each role play.

Feedback: Establish a feedback mechanism to provide constructive input to participants.

Variety of Scenarios: Include a range of scenarios to address different skills and challenges.

Challenges:

Overcoming Self-Consciousness: Some participants may initially feel self-conscious about acting in front of others.

Balancing Realism: Striking a balance between creating realistic scenarios and maintaining a safe learning environment.

"Situation & Role Play" is a versatile and effective method for honing skills, gaining practical experience, and fostering a deeper understanding of various concepts and challenges. It is widely used in different fields as a powerful tool for experiential learning and skill development.

Situation/Scenario:

- **Context:**

- Describe the setting or background of the scenario.

- **Participants:**

- List the individuals or roles involved in the role play.

Objectives/Purpose:

- **Goals:**
 - Outline the specific objectives or goals for the role play.

Roles:

- **Assigned Roles:**
 - Specify the roles each participant is assigned to play.
- **Characteristics:**
 - Note any specific traits or characteristics each participant should embody.

Dialogue/Interaction:

- **Key Conversations:**
 - Highlight important conversations or interactions that took place.
- **Challenges:**
 - Identify any challenges or obstacles encountered during the role play.

Reflection/Observations:

- **Individual Performances:**
 - Reflect on how each participant performed in their role.
- **Communication Styles:**
 - Analyze communication styles and effectiveness.
- **Problem-Solving:**
 - Evaluate problem-solving approaches demonstrated.

Lessons Learned:

- **Successes:**
 - Note successful strategies or approaches observed.
- **Areas for Improvement:**
 - Identify aspects that could be improved in future role plays.

Key Takeaways:

- **Insights:**
 - Record any insights gained from the role play.
- **Applicability:**
 - Consider how lessons learned can be applied in real-world situations.

Next Steps:

- **Action Items:**

- List any specific actions or follow-up steps based on the role play.

Feedback:

- **Peer Feedback:**

- Include feedback from other participants.

- **Self-Reflection:**

- Note your own reflections on the role play.

Overall Evaluation:

- **Effectiveness:**

- Evaluate the overall effectiveness of the role play in meeting its objectives.

Feel free to adapt this template based on the specific details and focus areas of your situations and role-play activities.

5. E-Mail WRITING

Aim: To make the students to know about Email writing.

E-mail writing involves composing, sending, storing and receiving messages over an electronic communication system. An email stands for an electronic mail. E-mail writing is preferred over other forms of communication as it is cheaper and faster.

E-mail Writing

In today's world, e-mail is the most common form of communication. E-mail writing helps us to get the solution instantaneously. E-mail writing involves composing, sending, storing and receiving messages over an electronic communication system. An e-mail stands for an electronic mail. E-mail writing is preferred over other forms of communication as it is cheaper and faster.

Categories of E-mails are of three types:

Semi-Formal e-mail

Formal e-mail

Informal e-mail.

Semi-Formal E-mail:

An e-mail written for a colleague or a team-mate within a project comes under this category. The language used is simple, friendly, and casual. Modesty and dignity must be maintained.

Formal E-mail:

Suppose we are writing or composing an email for any type of business communication. It will come under the category of formal e-mail. Formal e-mail writing will be an e-mail written to companies, government departments, school authorities or any other officers.

Informal E-mail:

An informal e-mail is written to any relatives, family or friends. There are no particular rules for informal e-mail writing. A person can use any language of his or her choice.

Advantages of E-mail Writing

It is a cheaper form of communication.

E-mail helps to contact or send information to a large group of people.

It provides a written record of the communication.

E-mail writing is an instantaneous form of communication.

It can be used anytime and anywhere.

Disadvantages of E-mail Writing

We need to have the internet to receive or send e-mails.

Viruses are easily spread via e-mail attachments.

One can get many junk e-mails.

There is no guarantee if the reader reads the e-mail or not.

The details can be used for identity theft

6. RESUME WRITING & COVER LETTER

Aim: To make the students to write a resume about him/her effectively, this helps him/her for getting a job.

What is a resume?

A resume is a selective record of an individual's background. It is basically a professional employment seeking document that presents a summary of an individual's education, professional training, experience, skills, abilities, achievements and references.

But there is no one right design for a resume. The design of a resume largely depends on a person's background, employment needs, and career goals in the area of specialization.

Points to remember:

We should make sure our details that we want to mention depending upon the needs of the company that we are applying for:

Format & Style:

Be consistent and simple with your style, fonts, spacing etc, Chronological –Recommended

Lists employment history in chronological order starting with the most recent Functional

Highlights skills and accomplishments and dates

Format combines Chronological & Functional

Content:

Use job and industry specific keywords

Describe accomplishments

Be specific in describing your duties

Key Word Examples: Action Word Examples:

Data Analysis Achieved

Recruiting Demonstrated

Advertisement Established

Customer Services Implemented

Appropriate Vocabulary:

Use short phrases

Do not use personal pronouns (I, me, etc)

Use action words that focus on accomplishments

Use appropriate grammar and correct spelling

Components:

Personal contact information

Name, Address (complete), phone numbers, email

Objective

Concise and specific to the job Do not make it vague.

Experience

Provide complete information, i.e. position titles, company name, location and dates of employment

Current job ---write in present tense . . .previous jobs in past tense

Begin phrases with action words (e.g. supervised, implemented, organized, etc.)

Emphasize your experience which matches employer's needs

Skill Set

List by type, e.g. languages (state fluency), computer skills

Cover Letters:

Content

The purpose of the Cover Letter is to sell your resume to the employer. It is placed in front of your resume.

Provide enough information to interest them . . .do not overdo it

Give a concise overview of your experience and how it relates to the job

Be confident and express appreciation

Thank You Letters

The purpose is to express your gratitude to the employer for their time. These are sent after the interview process.

Thank them.....Briefly

Highlight your strengths and emphasize the match between you and the position

Be enthusiastic and appreciative

Dos & Don'ts:

Dos:

Use white or light color bond A4 size paper, print on one side.

Use standard fonts (size 11-14), i.e. Times New Roman, Arial, Calibri.

Keep it simple and justify the text.

Use bold, underline, italics to stress major points.

Be honest.

Keep it current-update periodically.

Don'ts:

Do not be too wordy, lie or exaggerate.

Make sure you have an email address appropriate for business.

Do not include photograph.

Do not state personal data like physical appearance, marital status, etc(optional)?

7. GROUP DISCUSSIONS-METHODS & PRACTICE

Aim: To make the students to express one's opinions or views on the given topic eloquently and differently in group. This improves leadership abilities and positive attitude of the candidate.

What is meant by group discussion?

Group Discussion is an effective way to look at an issue from various angles. When a topic is discussed in a group, all the participants come out with their own ideas. It makes it easier to come to conclusion as we get the overall view of a problem. Recently of course, GD has emerged as a tool to measure one's behavioral, emotional and psychological attributes.

Purpose of Group Discussion: It is conducted to assess the Managerial Attribute of the candidates on parameters like:

Communication Skills

Leadership Skills

Rational Thought Process

Analytical and Rational Thinking

Group Behavior

The idea is to observe how a person speaks, what he speaks, his level of confidence, his ability to listen and convince others, and his behavior towards colleagues.

Process of Group Discussion:

In a typical Group Discussion, there are usually 8-12 people who discuss a topic for about 15-25 minutes.

There are no specific instructions on how the topic should be discussed, who should speak first or how the group should behave.

Topics for Group Discussions:

One can expect three kinds of topics in a GD i.e. Factual, Controversial and Abstract.

These are pretty general and broad-based and concern something that any student can discuss.
Structure of Group Discussion:

A Debatable Topic is presented either in writing on a blackboard or is stated verbally by the person representing the organization. This person is called the Moderator or Coordinator.

Skills Required for GD:

Communication Abilities: The ability to communicate effectively your view point is a key ingredient to being successful. The emphasis is effectiveness- how well the others have understood your point.

Team Skills: They are all about managing people- either one to one or increasingly in a team setting.

Analytical Skills: How quickly, clearly and dispassionately you can analyze a given situation.

Awareness/ General knowledge: A thorough knowledge of your political, social, economic, business and other environment is required.

Tips for Effective Participation in Group Discussion:

Keep your knowledge of current affairs – ‘hot’ topics up to date.

If it a fresher’s interview for an industry or bank then one should gather knowledge about their mission.

It may be useful to hold mock group discussions with friends or classmates.

Preparedness and self- confidence is the key to success in a group discussion.

Speak clearly and loudly enough for everyone to hear what you are saying

Group Discussion Dos & Don’ts:

Do’s:

Be clear about your thoughts.

Believe firmly on what to say.

Be concise on your delivery of thought.

Play different roles according to the situation.

State statistics to support your viewpoint.

Read editorials of Leading News papers and Magazines.

Watch discussion on BBC, Star Plus and other channels.

Try to summarize every situation.

Don'ts:

Be too humorous.

Speak for long.

Try to raise irrelevant issues.

Use too many examples to support your views.

Bluff statistics.

Elaborate on just one area of any issue.

Accept others' views without thought.

8. DEBATES-METHODS & PRACTICE

Aim: To enable the students to know about debate etiquette to perform effectively.

A debate is a contest or event where two or more speakers speak for and against an issue and try to persuade each other using logical argumentation. A debate is judged by one or more judges on how well thought out a person's arguments are and how well he presents himself in terms of language.

Main features of a debate:

The main features of a debate are logical consistency, factual accuracy, persuasive skills, analytical skills, and spontaneity in presenting examples and proofs. When you are presenting your argument supporting or opposing a particular topic, you need to maintain some consistency and not drift from one idea to another. You are also supposed to see to it that the argument has logical consistency and does not create any doubt in the audience. You can be successful in doing this only when you present suitable examples and convince opponents and audience with your sincere and honest arguments.

Analytical skills in debate:

Debating is an art in which analytical skills are very important. Some of them are listed as follows:

When you select a topic, do gather necessary and available information from various sources.

Arrange it in an order that suits you better.

Try to connect the available information logically in a sequential order.

Whether it is a problem or a case study, define it clearly.

Try to identify the cause-and-effect logic.

Think of a possible solution as there might be many.

Identify suitable, effective and viable solutions.

Analytical ability is all about visualizing, articulating and solving complex problems, and offering better solutions for unsolved problems. This ability of logical thinking makes you better equipped for taking good decisions.

Rules to follow:

All the participants should be well informed about the format and each participant's role. The participants should adhere to the rules and guidelines of the format.

The time given to each speaker is fixed and the speaker should organize each minute properly. Proper time management is beneficial.

Addressing the chair has to be polite and due respect has to be paid to adjudicators if there are any.

All the speakers must use only parliamentary language and if they do otherwise they will be penalized or expelled from the debate.

No speaker is allowed to use any props to support their argument or oppose the opponent's argument.

Every statement by the speaker has to be supportive argument. You cannot leave any statement without being supported only because you think it is obvious.

Any argument unchallenged by the other group is taken as established and considered as an advantage to the group that proposed it.

Collect out the ideas related to the topic through various ways and depending on the time you have, organize them properly and present them effectively.

To present your ideas effectively be clear confident and audible. To make your speech interesting you can always use good, healthy humor. Maintain your voice characteristics and follow the rules that we discussed in role plays and oral presentations.

Non-verbal communication is also very important. Until it is an emergency, do not make noisy sounds or raise your hands. Making proper eye contact with all the participants, audience and the judges is necessary your body language and verbal language should supplement and complement each other.

Non-Verbal Communication:

Along with communication, non-verbal communication is very significant as a debate is a formal performance. The appearance makes first impression, so formal clothing with little jewelry and minimum make-up is advisable. The posture has to be straight, comfortably seated, hands in the lap

or on the table. Anyway, do not lean on the table. you should maintain proper eye contact with the participants and audience.

Do's:

Give vent to your ideas.

Follow all the rules of the debate.

Be polite in expressing yourself and remember you are supposed to use parliamentary language only.

Be clear and logical while arguing.

Be quick to the point and use be fitting language.

Be tolerant, empathetic and assertive.

Be natural but do control your emotions.

Use hands to express an idea.

Maintain good eye contact with all the members of the opposite group.

Sit comfortably but politely.

Take care regarding correct pronunciation, optimum speed and proper sentence construction.

The judge has all the capacity to expel anyone who violates the rules beyond control.

Don'ts:

Arrest/control/suppress your ideas.

Attempt to dominate/rule over or interrupt others.

Use unparliamentarily language.

Use non-words and beat around the bush.

Be impatient, rude or submissive.

Look annoyed or express extreme emotions.

Thump the table or point out at others with your index finger.

Avoid eye contact or stare continuously.

Sit carelessly, legs crossed or shaking your legs.

Put on an accent; be too fast or too slow.

Use abusive humor that will hurt anyone. Activity sheet:

Computer games useful/not useful to children.

America—a dream land or a land of troubles.

Greenhouse effect—who should be blamed. Developed countries/underdeveloped countries.

Satellites—development/disaster of space.

Mobile is a boon or bane.

Cinemas impact on youth.

9. PPT Presentations/poster presentation

Aim: To make the students to know how to present poster presentations in an effective manner.

A poster session is the presentation of research information by an individual or members of a research team. Poster presentations or sessions have become a major format of communication at academic conferences or meetings. Check with the sponsoring conference, association, or agency for guidelines and deadlines for submission.

Poster Elements:

Title - Includes author, institution.

Abstract - Summary of hypothesis, process and findings. Introduction - Rationale, purpose, hypothesis.

Methods - Procedures used to conduct study, collect and analyze data. Data/Results - Analyses and findings illustrated by graphs, charts, tables, pictures. Conclusions - Statement of the main research outcome(s).

Acknowledgements - People who have supported researcher such as an advisor, Collaborators and grant support.

Reference(s) :

Work cited, using discipline specific format (MLA, CBE, APA, etc...).

How will the writing style on my poster be different from the writing style in my Research paper? In general, you will need to simplify your wording. Long, complex sentences are difficult for viewers to absorb and may overwhelm them so much that they give up and move on to the next poster. Writing for posters must be concise, precise, and straightforward. And it must avoid jargon (the use of big words or field-specific terms in order to make your writing sound "smarter").

Here is an example:

Wording in a paper

This project sought to establish the ideal specifications for clinically useful wheelchair pressure mapping systems, and to use these specifications to influence the design of an innovative wheelchair pressure mapping system.

10. Interviews skills

Aim: To make the students to know the interview process to face confidently and effectively for getting a job.

What is an Interview?

Interview is an interaction between two or more persons usually with a question – answer pattern. Selecting the right candidate for the right job is not easy, unless interviewer interacts with the candidate personally. Usually it is a final stage of a selection process. It can expose candidate strengths, weakness, thinking ability and communication skills etc; it tests all relevant aspects of a candidate.

There are some basic reasons why interview is important. They are:

Verification of the data given in the resume can be done easily.

Make it easy to assess how interested the candidate is in the job.

It gives an opportunity for the interviewer to find out a candidate's intelligence quotient.

Makes it easy to find out the right candidate and encourage him/her to accept the job.

There are four broad areas which a candidate can focus his/her preparation on prior to an interview.

Know Yourself:

The candidate needs to ensure that he/she has to answers all the following queries that can be asked (or variations) on this subject.

How have I demonstrated the skills required in this position?

What are my strengths and weaknesses?

What are my short term and long term goals?

Apart from my skills and experience, what else can I bring to this job?

Know the Job:

The candidate must ensure that he completes the following as part of the preparation for the interview.

Acquire a copy of the job description from the employer (HR Personnel)

Check with acquaintances working in the same field – have a clear idea of what the job entails.

Know the Organization:

Where is it located?

How big is it?

What are its products / services and who does it serve – their major clients/ markets?

How is the organization structured? What is its history?

Have there been any recent changes, new developments? Has it been on the news for anything good recently?

Prepare for frequently Asked Questions (FAQs):

Tell me about yourself. (And other variants of the question)

What are your career goals, short and long term? Where do you want to be in 5 years?

Why do you want to work with us?

What do you consider to be one of the biggest achievements of your life?

What was the one failure that affected you the most and how did you handle it?

What salary do you expect?

Do you want to ask us any questions?

What is unique about you, why should we recruit you?

How have you contributed to events organized in your college?

How do you keep yourself updated with what's happening around you?

What are the websites you frequent? What books do you read?

What are your favorite pastime /hobbies?

Pre-Interview preparation:

Dress appropriately and look confident. Wear clothes you comfortable in.

Be punctual. If you are late, apologize – do not excuse.

Give thoughtful answers to all the questions that the interviewer asks you. Speak clearly and be professional in your speech. Your answers must be precise and to the point.

Be concise; ask for time to collect your thoughts if needed.

Show you are in interested in the job and the organization without sounding desperate.

Non – Verbal Communication during the Interview:

Sit up straight with your shoulders back and hands resting in your lap.

A firm, upright hand shake is appropriate and projects confidence.

Make eye contact when you shake.

Place both feet on the floor.

Maintain eye contact to demonstrate interest and enthusiasm.

Use limited hand gestures to emphasize key points.

Be aware of nervous movements such as tapping of your foot or playing with a ring.

Try to smile when responding to question (when appropriate)

Use open palms as this signifies openness and honesty.

Use right hand movements to give out information when talking and the left hand when you want to receive.