



ROLE OF VERBAL SKILLS IN COMMUNICATION OF ENGLISH LANGUAGE

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ABSTRACT

Communication is an unending process of communication which involves various skills such as speaking, listening and understanding. Especially verbal skills plays vital role in the process of communication in English Language. The spoken form – at least the segmental – was always recognized as an important part of language learning. One of the first to draw attention to the primary of oral speech. People who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing. Effective verbal or spoken communication is dependent on a number of factors and cannot be fully isolated from other important interpersonal skills such as non-verbal communication, listening skills and clarification. The concept of communication aims at outlining a holistic, contemporary and efficient of spoken communication, the need for which in the present Indian higher education context was argued, which develops the skills of listening and speaking, with special focus on concomitant nonverbal skills. Such as a model will be essentially interactive in its nature. Exhibiting necessary pragmatic sensitivity to the content and out comes of any ongoing oral-communication to inform a course that can provide the basic enabling skills required to function effectively in the real and professional worlds. **Procedure:** Communication in the real world and the workplace is, therefore, understood as a dynamic, ongoing, complex, two-way process of sharing meaning, whereby, basically, a message is exchanged between a sender and a receiver. The channel may be oral or written, the message verbal and nonverbal. Other than the verbal information, the message is understood to comprise aural, visual and tactile messages. The sender’s encoded message and intended meaning is then decoded and understood by the receiver, though not always as intended by the sender. Feedback, which is an important element in the communication process, reverses the process- and conveys the response back to the sender. Especially, in English Language how we communicate depends on the purpose behind our communication. Purpose is related to needs and our needs for communication may be unconscious or conscious. In face-to-face (spoken) communication, the verbal forms of communication reveal our conscious purposes while the nonverbal forms express our unconscious purposes. Verbal communication (language) is a conscious effort to produce and send a message using sounds, symbols, words and visuals.

Conclusion: The concept of communication has been viewed from different perspectives, giving rise to different models of communication. Communication, as described by the models, was, firstly, a simple, linear process of total, unimpaired, transmission of content from a sender to a receiver. Communication is a complex and composite of several features, involving several elements. All or any of these can affect the flow of communication or cause a breakdown, the following are the various elements involved in **Communication:** The increased interaction among people brought about by globalization has emphasized the need for better communication skills. It lays emphasis on the communicative ability of the pupils. In communication, it was pointed out, that what employees need today are better spoken skills, since most professional interaction is carried out in the spoken form. Spoken skills, it is argued, are particularly important at the workplace as they form the main channel of communication for the development of interpersonal skills.

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INTRODUCTION

Effective verbal or spoken communication is dependent on a number of factors and cannot be fully isolated from other important interpersonal skills such as non-verbal communication, listening skills and clarification. The concept of communication aims at outlining a holistic, contemporary and efficient of spoken communication, the need for which in the present Indian higher education context was argued, which develops the skills of listening and speaking, with special

focus on concomitant nonverbal skills. Such as a model will be essentially interactive in its nature. Exhibiting necessary pragmatic sensitivity to the content and out comes of any ongoing oral-communication to inform a course that can provide the basic enabling skills required to function effectively in the real and professional worlds.

While verbal language/speech may be viewed as the process of consciously creating and producing sounds or words to convey meaning, the notion of communication itself should be viewed more from a larger perspective, broadly, as the process of sharing meaning. Communication may, therefore, be cognitive as well as affective, involving verbal as well

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nonverbal elements and the listener as much as the speaker. The act of communication is fundamental and universal to all human and living things. Animals and other living creatures also communicate, although only nonverbally. Communication, by way of both verbal and nonverbal language, however, is species specific only to Homo sapiens or human beings.

Most of us do not think seriously about language because everyone of us is familiar with one language or the other and because it appears to us as if speaking was as natural as breathing. But this is not fact. Breathing is a natural process essential for life whereas speech is a skill developed by man in the course of his long story of evolution. Language is the chief medium of communication among human beings. It is oral, organized and meaningful.

Communication-Origins and Views

The earliest known views on communication can be traced back to the Classical Age. And Aristotle. Stating in pre-literate oral cultures, communication was first understood in the western world as the oral art of persuasion, giving rise to the skill of rhetoric and public speaking.

The Aristotelian model- also called the Rhetorical model, where persuasion or rhetoric was the prime goal of communication – was, essentially, cognitive and message-oriented. By the late 18th century, the mind-soul dualism of the faulty psychology school had given rise to a completely different view of communication. In this view, communication was seen as the mechanism through which human relations develop between two persons who are in tune with each other. Communication, thus, came to be viewed as an affective, person-oriented exchange.

By the early 19th century, however, views on the purpose of communication changed to include entertainment. The division had become threefold. The first was to inform-an appeal to the mind. The second, to persuade-an appeal to the soul and the emotions-and the third, to entertain.

In the 20th century, the scope and purpose of communication became broader.

Language, it is understood now, is used primarily to ...

1. Establish and maintain social relations
2. Give and exchange information
3. Persuade others to think or act in the way one does
4. Apart from the 'inform-entertain goal, the purposes of communication include:
 - Gain, maintain or exert power over others
 - Make decisions about what we think and do
 - Express our imagination and ourselves to others, and
 - Make sense of the world and our experience of it.

Models of communication

The concept of communication has been viewed from different perspectives, giving rise to different models of communication. The Carl Hovland model, for example, reflects the Aristotelian view of communication as persuasion and its influence on the psychological behavior of listeners, while the Claude-Shannon model studies communication as a mathematical problem.

Most early models of communication, however, tended to present a partial and simplistic view of the process of

communication. Communication, as described by the models, was, firstly, a simple, linear process of total, unimpaired, transmission of content from a sender to a receiver.

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The receiver was supposed to have the speaker and underplay the role and contribution of the receiver in the process of communication .

Berlo's Model of Communication

Berlo's model of Communication is significant in this context in providing, way ahead of time, abroad orientation and wide scope to the elements involved in the process of communication. Berlo's (1960) widely known S-M-C-R model divides the process of communication into four major components, giving us a more comprehensive picture of communication. In this model, the sender and the receiver are rooted in the same sources which include communication skills, attitudes, knowledge, social system and culture.

Though Berlo's model presumes intra-cultural communication as the norm, the fact that he brings in attitudes, knowledge, social system and culture as sources employed, as well as the dependence on all the senses as channels in communication, makes his model an initial one that informs the present study. The inclusion of attitudes and the reliance on all the sense in Berlo's model usher in the features such as the use of face, gestures, posture, and voice in nonverbal communication into communication for the first time in discussions of communication in the present study.

Conscious Communication

Especially, in English Language how we communicate depends on the purpose behind our communication. Purpose is related to needs and our needs for communication may be unconscious or conscious. In face-to-face (spoken) communication, the verbal forms of communication reveal our conscious purposes while the nonverbal forms express our unconscious purposes. Verbal communication (language) is a conscious effort to produce and send a message using sounds, symbols, words and visuals. It is intentional.

Unconscious Communication

In speech, other natural media operate in parallel to the main medium of words. These media –using the language of the body- include factors such as facial, gestures (body language) and stress, volume and tone of voice. Less obviously it also includes how we stand and sit or dress. All these say something about the speaker and how he/she feels. Such nonverbal communication has been defined as, 'the exchange of information and meaning through facial expressions, gestures and movements of the body.

The communication process

Communication in the real world and the workplace is, therefore, understood as a dynamic, ongoing, complex, two-way process of sharing meaning, whereby, basically, a message is exchanged between a sender and a receiver. The channel may be oral or written, the message verbal and nonverbal. Other than the verbal information, the message is understood to comprise aural, visual and tactile messages. The sender's encoded message and intended meaning is then decoded and understood by the receiver, though not always as intended by the sender. Feedback, which is an important

