

# CURRICULUM OF EDUCATION

B.Ed. (Hons.) Elementary  
ADE (Associate Degree in Education)

Syllabus:  
**ENGLISH-II**



(Revised 2012)



HIGHER EDUCATION COMMISSION  
ISLAMABAD-PAKISTAN

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Technical Support: Education Development Centre (EDC); Teachers College, Columbia University

## Introduction

As part of nation-wide reforms to improve the quality of teacher education, the Higher Education Commission (HEC) with technical assistance from the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and two-year Associate Degree in Education (ADE).

The process of designing the syllabi and course guides began with a curriculum design workshop (one workshop for each subject) with faculty from universities and colleges and officials from provincial teacher education apex institutions. With guidance from national and international subject experts, they reviewed the HEC scheme of studies, organized course content across the semester, developed detailed unit descriptions and prepared the course syllabi. Although the course syllabi are designed primarily for student teachers, they are useful resource for teacher educators too.

In addition, participants in the workshops developed elements of a course guide. The course guide is designed for faculty teaching the B.Ed. (Hons) Elementary and the ADE. It provides suggestions for how to teach the content of each course and identifies potential resource materials. In designing both the syllabi and the course guides, faculty and subject experts were guided by the National Professional Standards for Teachers in Pakistan 2009 and the National Curriculum 2006. The subject experts for each course completed the initial drafts of syllabi and course guides. Faculty and student teachers started using drafts of syllabi and course guides and they provided their feedback and suggestions for improvement. Final drafts were reviewed and approved by the National Curriculum Review Committee (NCRC).

The following faculty were involved in designing this course guide: Sardar Nasim Akhtar Khan, GCET (M) Rawalakot; Safina Rouf, GCET (F) Muzaffarabad; Humaira Abbasi, University of AJK; Shumaila Azmat, BoC Balochistan; Talat Jahan Ara, GCE Quetta; Ghulam Mustafa, GCE Uthal; Asima Idrees, Sardar Bahadur Khan Women University, Quetta; Syed Muhammad Aamir, RITE (M) Peshawar; Shehla Sheikh, Gomal University, DI Khan; Tarranum Kehkasan, RITE (F) Kohat; Uzma Dayan, IER University of Peshawar; Ijaz Ali, IER University of Peshawar; Habib Elahi Sahibzada, Hazara University, Mansehra; Maria Bint Shahid, Fatima Jinnah Women University, Rawalpindi; Sajid ul Islam, Allama Iqbal Open University, Islamabad; Sadia Mubeen, GECE (F) Hussainabad, Karachi; Muhammad Hasil Pato, GECE Mirpurkhas; Maqsood Ahmed Sahito, GECE (M)Mithi; Rasheed Channa, GECE (M) Hyderabad; Syed Saleha Shah, BoC Sindh; Ayaz Ali Mughal, University of Sindh, Hyderabad; Abdul Sattar Gopang, University of Sindh, Hyderabad; Imtiaz Ahmed, University of Karachi; Dr. Mussaret A. Sheikh, Fatima Jinnah Women University, Rawalpindi.

Subject experts guiding course design: Dr. Hina Ashraf, AIR University, Islamabad; Dr. Graeme Cane and Shaista Bano, Aga Khan University, Centre of English Language, Karachi.

Date of NCRC review: 3 March 2012

NCRC Reviewers: Ms. Qaisera Sheikh, Beacon House University; Mr. Allah Noor Khan, Gomal University.

## **Syllabus: English II (Communication Skills)**

SEMESTER: Year 1/Semester 2  
DURATION (Hours): 48 hours (16 weeks)  
CREDIT VALUE: 03 credits  
PREREQUISITES: Successful completion of semester 1 courses

### **COURSE DESCRIPTION**

This is the second English course for prospective elementary school teachers. It aims to develop skills for effective communication and presentation using clear and appropriate English. The course comprises five units which focus on developing effective communication strategies, making oral presentations, understanding intonation patterns and their role in determining the meaning of a message or text, and how to present information in speech and writing. The first five weeks are devoted to developing student teacher language confidence and interpersonal skills. This is followed by task-based projects which incorporate all four language skills in order to develop their proficiency in English language.

### **COURSE OUTCOMES**

After completing this course, pre-service teachers/teachers will be able to:

- use English confidently and independently
- discriminate between formal and informal language use
- communicate effectively in speech and writing with different audiences for a variety of purposes
- communicate their own ideas clearly by applying their knowledge of grammar and usage in written and oral presentations
- identify the main stylistic features of descriptive, narrative, persuasive and argumentative texts

### **LEARNING AND TEACHING APPROACHES**

To make student teachers independent users of language, it is essential to involve them in the learning process. The course requires an integrated approach to language teaching which enables learning of all the four skills of language (i.e. listening, speaking, reading and writing) in natural settings. The learning and teaching approach should be balanced so that student teachers not only learn about language, but also how to use English in different contexts. The teachers and students are encouraged to respond through group and pair work, active learning strategies such as role plays, debates, presentations, brainstorming, etc.

Although student teachers may lack the necessary background at the beginning of the course to communicate in English, instructors will use English as the language of instruction. Instead of switching to Urdu or other languages when there is a problem, instructors will use alternative strategies such as slowing down, repeating a text, asking others to explain, or using simpler vocabulary.

**SEMESTER OUTLINE**

<b>UNIT 1: EFFECTIVE COMMUNICATION (3 weeks/9 hours)</b>	
The first unit aims at building student teacher confidence and understanding the factors that lead to communicating a thought, an idea or a message clearly and effectively. From a sender to receiver, encoding to decoding a message, the communication cycle comprises various verbal and non-verbal elements as well as calling on the interpersonal skills of individuals. However, various factors may lead to the creation of a gap in oral and written communication. These factors are explored in depth in this unit.	
<b>Week 1</b>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>• Communicating effectively</li> <li>• The communication cycle and process</li> <li>• Communication barriers</li> </ul>
<b>Week 2</b>	<b>Language Development of English Language Teachers (ELT)</b> <ul style="list-style-type: none"> <li>• Understanding group dynamics</li> <li>• Understanding ELT as a self directed learner</li> <li>• Developing Language awareness by using CLT activities</li> </ul>
<b>Week 3</b>	<b>Organizing a message</b> <ul style="list-style-type: none"> <li>• Grammatical accuracy in speech and writing</li> <li>• Coherence and clarity</li> <li>• Opening statement/topic sentence &amp; key words</li> </ul>
<b>UNIT 2: MAKING ORAL PRESENTATIONS (2 weeks/6 hours)</b>	
This unit draws the attention of student teachers to the design and delivery of an effective presentation by giving essential tips and allocating sufficient time for practice sessions. A good presentation requires organized planning and preparation, careful selection of language and vocabulary, the correct body language and rapport with the audience. With an understanding of these requirements, the student teachers should be able to develop sufficient confidence to handle the various tasks required in giving a clear and cogent oral presentation.	
<b>Week 4</b>	<b>Effective presentations</b> <ul style="list-style-type: none"> <li>• The ingredients of a successful presentations</li> <li>• Structuring a presentation – the key stages</li> <li>• Using visual displays to present key facts and figures</li> </ul>
<b>Week 5</b>	<b>Presenting in a logically organized and interesting manner</b> <ul style="list-style-type: none"> <li>• Using PowerPoint or overhead transparencies for presentations that describe a process/phenomenon</li> <li>• Tips to hold your audience's attention</li> <li>• Preparing for a presentation</li> <li>• Delivering a five-minute presentation</li> </ul>

<b>UNIT 3: SOUND PATTERNS, TONE AND PURPOSE (4 weeks/12 hours)</b>	
<p>In this unit, student teachers will be given a one-week refresher to re-learn and articulate basic sounds (consonants and vowels) and sound patterns of English language through practical activities. The unit, furthermore, suggests some critical awareness of intonation patterns in listening and reading texts and how the meaning changes with variation in tone.</p>	
<b>Week 6</b>	<p><b>Sound patterns and tone</b></p> <ul style="list-style-type: none"> <li>• Vowel and consonant sounds and clusters</li> <li>• Phonemes and syllables</li> <li>• Stress and intonation</li> </ul>
<b>Week 7</b>	<p><b>Modes of communication</b></p> <ul style="list-style-type: none"> <li>• Audience and purpose - Visual texts: pictures and video clips</li> <li>• Identifying purpose and audience in different texts</li> <li>• The language of media – differentiating between audience and purpose</li> </ul>
<b>Week 8</b>	<p><b>Audience specific</b></p> <ul style="list-style-type: none"> <li>• Writing for different audience</li> <li>• Presenting informally vs. formally</li> <li>• Communicating through different mediums</li> </ul>
<b>Week 9</b>	<p><b>Understanding the purpose</b></p> <ul style="list-style-type: none"> <li>• Reading for meanings</li> <li>• Reports/Descriptive vs. narrative texts</li> <li>• Argumentative vs. persuasive texts</li> <li>• Writing/Presenting persuasively</li> </ul>
<b>UNIT 4: PERSUADING AUDIENCE (3 weeks/9 hours)</b>	
<p>Once the purpose and goal of a message have been identified, the major task is to ensure the audience follow the thought presented. By giving practice through various modes of communication like formal speeches, public announcements, news broadcast and presentation of a CV, this unit offers opportunities for student teachers to become familiar with the needs of modifications in language and structure according to the requirements of the audience. It also incorporates a section on writing persuasively to make requests and compose applications or letters.</p>	
<b>Week 10</b>	<p><b>Public speaking</b></p> <ul style="list-style-type: none"> <li>• Speech/presentation: extemporary and prepared</li> <li>• Public announcements</li> <li>• News broadcast</li> </ul>
<b>Week 11</b>	<p><b>Being interviewed</b></p> <ul style="list-style-type: none"> <li>• Résumé/CV</li> <li>• Interview skills</li> <li>• Interviewing for a job/internship</li> </ul>
<b>Week 12</b>	<p><b>Persuasive writing</b></p> <ul style="list-style-type: none"> <li>• Writing persuasively</li> <li>• Applications</li> <li>• Letters of advice/direct request</li> </ul>

<b>UNIT 5: COLLECTING &amp; PRESENTING INFORMATION</b> (4 weeks/12 hours)	
Student teachers will examine learning differences, both normal variation in learning styles and disabilities and disorders. Student teachers will consider the role of the school and the instructor in managing and accommodating learning difference in classroom practice in addition to the perspectives on national educational policy in Pakistan on accommodating diverse developmental needs.	
<b>Week 13</b>	<b>Collecting information</b> <ul style="list-style-type: none"> <li>• Power reading/study skills</li> <li>• Note-taking; summarizing</li> <li>• Synthesizing information</li> </ul>
<b>Week 14</b>	<b>Graphical information</b> <ul style="list-style-type: none"> <li>• Reading graphical information: data presented through charts, graphs, etc.</li> <li>• Converting a report to a chart/graph</li> <li>• Summary and outline</li> </ul>
<b>Week 15</b>	<b>Collecting and presenting data objectively</b> <ul style="list-style-type: none"> <li>• Small scale research project</li> <li>• Developing a questionnaire</li> <li>• Gathering data and presenting findings</li> <li>• Reporting results</li> </ul>
<b>Week 16</b>	Project presentation Revisions

## SUGGESTED TEXTBOOKS AND REFERENCES

Eastwood, J. (2005) *Oxford Practice Grammar*, Karachi: Oxford University Press.

Swan, J. *Practical English Usage* (3<sup>rd</sup> editions) Oxford University Press

Thomson and Martinet, *A practical English Grammar (Intermediate)* Oxford University Press

Howe, D.H. & Kilpatrick, L. (2008) *English for Undergraduates*, Oxford: Oxford University Press

Write better, Speak better (2005) Editors of Readers Digest. Readers' Digest Association

The following websites provide a wealth of resources:

<http://www.bbc.co.uk/worldservice/learningenglish/>

<http://learnenglish.britishcouncil.org/en/>

<http://www.teachingenglish.org.uk/>

Grammar software free download

<http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-english-portable/>



### **GRADING POLICY**

A variety of assessments should be used to assess student learning. It is recommended that course work count towards at least 50% of the final grade. Instructors will advise student teachers about which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid and end of semester exams.



**ST Training Solutions**

Success Skills Series

**SHIRLEY TAYLOR  
& ALISON LESTER**



# **COMMUNICATION: Your Key to SUCCESS**

UNLOCK THE SECRETS THAT WILL INCREASE  
PRODUCTIVITY AND PROPEL YOU TO A BRIGHTER,  
MORE FULFILLING FUTURE

# WHY IS COMMUNICATION IMPORTANT?

*"It's phenomenal what  
openness and communication  
can produce. The possibilities  
of truly significant gain, of  
significant improvement, are so  
real that it's worth the risk such  
openness entails."*

Stephen R. Covey

## **Don't take communication skills for granted**

We've all been communicating since the day we were born. Does this mean we don't have anything to learn about communication skills? Certainly not! Communication can be studied and continuously improved. Being able to communicate effectively is a great gift, yet I'm sure many people would agree that we often take it for granted.

Advances in technology over the last couple of decades have transformed the way we work, enabling us to communicate faster, more efficiently and more effectively. It's ironic, then, that this technological evolution has brought about a decline in the art of effective communication. E-mail has quickly become an essential means of communication with clients and colleagues. However, many of us would have to admit that we sometimes send an e-mail when we absolutely know it would be better to pick up the phone, or perhaps just walk over to a colleague's desk to pass on a message. (You too, right?) So it's no real wonder that with so many of us 'hiding' behind e-mail, we are damaging our own ability to communicate orally, be it on the phone or face to face. Overuse of e-mail is decreasing our effectiveness when we actually do open our mouths. Personal interaction is at the heart of developing truly effective business relationships. And developing relationships is what will make us more successful in business.

The power of speech and sight cannot be underestimated, but many young people are actually starting their working lives not knowing how to communicate with their colleagues, employers and clients. They are more comfortable sending text messages than they are speaking. Many people lack the confidence to speak up when face to face, let alone in groups or meetings. They don't know the right words to use or how to express themselves clearly. Then they wonder why they are not given more responsibilities and are overlooked for promotion.



### Fast Fact

Employers understand the positive relationship between communication and an organisation's success. The ability to communicate effectively is therefore often listed as a required attribute in many job advertisements.

## Every day, all day, we are communicating

Sometimes we forget that even when we choose to say nothing, we are still communicating something. Sitting at our desks, concentrating, we are saying, "I am focused on work." Staying quiet in a meeting, we are communicating anything from "I'm too shy" to "I need time to think" to "You're all a bunch of numbskulls." When we do choose to use words, either by speaking or by writing, we deliver a wide range of messages as well, some of which may be unintended.

These days, we are expected to speak up more than ever, liaising with colleagues and clients, peers and superiors, both by telephone and in person. With open-plan offices and so much emphasis on teamwork today, there is a lot to learn about communicating with other people. So with communication taking up almost 100 per cent of our working day, this should show us the vital importance of learning how to get it right. Whatever your job, your age or experience, developing your communication skills must be the top priority.



### **Aha! Moment**

Even when I'm not aware of communicating, I am communicating. My silence speaks, my body speaks, my face speaks. Even my clothes speak. It will help me to be aware of what I'm saying when I'm not saying anything.

## **Why do you need effective communication skills?**

There is a huge and very obvious difference between people who make an ongoing effort to improve their communication and those who feel they know what they need to know and will stick to it. What attitude does this second group of people take when things go wrong? Do they often blame other people? "If only *they* had expressed themselves more clearly. If only *they* had listened more carefully. If only *they* had said that in the first place. If only *they'd* asked questions when they weren't so sure." Sound familiar? Do you work with people like this?

Or, perhaps, are you yourself one of them? Probably not, since you're reading this book! But we wouldn't be human if we didn't sometimes try to blame other people for our own lapses. What makes the difference is becoming aware of when we do it, and learning to take responsibility for our own communication ups and downs.

So you need to improve your skills, quite simply, because absolutely everyone does. Communication is the heart of every organisation. Everything you do in the workplace results from communication. Therefore, good reading, writing, speaking and listening skills are essential if you are to complete tasks and achieve goals. As you develop your career, you will find various reasons why successful communication skills are important to you, for example:

- **To secure an interview.** You will need good communication skills to make sure your application letter is read and acted upon.
- **To get the job.** You will need to communicate well during your interview if you are to sell yourself and land the job you want.
- **To do your job well.** You will need to request information, discuss problems, give instructions, work in teams, interact with colleagues and clients. If you are to achieve co-operation and effective teamwork, good human relations skills are essential. Also, as the workplace is becoming more global, there are many factors to consider if you are to communicate well in a diverse environment.
- **To advance in your career.** Employers want staff who can think for themselves, use initiative and solve problems — staff who are interested in the long-term success of the company. If you are to be seen as a valued member of the organisation, it is important not just to be able to do your job well, but also to communicate your thoughts on how the processes and products or services can be improved.



### Try This

Make an exhaustive list of the tasks and responsibilities of your job, and show yourself how many types of communication you are required to use each day. Each of these can be improved!

## Communicating in an ever-changing workplace

When we, the authors, first started working, snail mail was the only mail! Then there was the fascinating introduction of telex, and then fax, which sped things up greatly. Along came e-mail, and suddenly we were sending messages in as close to real time as we thought possible — until the onslaught of instant messaging! It seems that this should be the

apex of telecommunication development, but today's workplace is still in a constant state of change.

If we are to meet the numerous challenges we will inevitably face, effective communication is vital. Here are some of the key reasons why we need effective communication skills in this rapidly-changing workplace:

- **Advancing technology.** The Internet, e-mail, fax messages, voice mail, instant messaging, teleconferencing, videoconferencing, wireless devices. All this technology has transformed the way we communicate: people can work together almost effortlessly whether they are in New York or New Zealand, Singapore or Seattle, Beijing or Bangkok; in a car, an office, a hotel or at home; even in an airport or an aeroplane. With every phone call or e-mail, your communication skills are revealed for everyone to see.





- **Global communication.** More and more businesses are now multinational, working on a global scale across national and international boundaries. Today's workforce includes increasing numbers of people from different ethnic backgrounds, either within the same office or working together between regions. If you are to communicate effectively in this environment, you must understand other people's backgrounds, beliefs and characters.
- **The information age.** With a vast increase in the amount of information in the business world, you must be able to make quick, effective decisions based on the information you receive. You must also know how to find, assess, process and communicate information efficiently and effectively. With so much information available, it is a constant challenge to get your recipient's attention so that they will read your message and respond appropriately.
- **Team-based business environments.** The traditional management hierarchy has changed, and team working is now the norm. In such team-based environments, it is important to study individuals and understand how groups work together. We must learn to listen and watch other people carefully so that we can interpret all the verbal as well as non-verbal cues we receive.



### **Danger Zone**

Just because you are on top of things now doesn't mean that things won't change. You have to be constantly examining every interaction and every communication, and seeking ways to improve. Learning more about effective communication will help you adapt quickly to changing environments.

To learn more about how to improve your interpersonal skills in this electronic age, read Heather Hansen's *Powerful People Skills*, also in the Success Skills series.

Let's consider the ways some very successful communicators go about the business of communicating.

## **What makes a great communicator great?**

When we ask people to tell us who comes to mind when they think of a great communicator, we often get answers like Oprah Winfrey for her ability to identify with people and make them feel comfortable talking about their lives; Lee Kuan Yew for his success in motivating Singapore into its pre-eminent economic position in Asia; Mahatma Gandhi for the clarity and consistency of his commitment to the rights of his people; Steve Jobs for his ability to lead innovation and get his message across; not forgetting, of course, Shirley Taylor and Alison Lester!

What about you? Think for a moment about all the people you consider to be great communicators. They may be celebrities, politicians, speakers, people on television or in movies, or people in your personal or working life. Maybe you feel really connected when talking to your grandmother, or really understood and motivated listening to your tennis coach during practice.



### **Try This**

Think of people you consider to be effective communicators. What is it that makes them so effective? Note down all their qualities.

Take a moment to compare your list with ours. We're sure they're pretty similar.

**A good communicator knows:**

- his/her subject matter
- his/her strengths and weaknesses
- the appropriate words to use
- the most effective questions to ask

**A good communicator has:**

- a clear voice
- solid self-esteem
- energy, passion and enthusiasm
- good body language
- good listening skills
- clear summarising skills

**A good communicator knows how to:**

- use words that the listener can relate to
- keep an open mind
- adapt his/her approach when necessary
- make the listener feel comfortable and valued
- empathise with the listener
- give a considered response
- make connections and build rapport

It's a long list of skills, but don't worry! We'll be talking about all these things as we progress through this book, and will show you how you can improve your own skills in each of these areas.

If you are communicating with someone who possesses all the qualities you just noted down, imagine how you'll feel on the receiving end. Fantastic, right? You will understand exactly what the communicator meant. You will know exactly what you need to do. Everything will seem much clearer. You will feel confident to get on with your job. You will feel appreciated. You will feel motivated.



### **Myth Buster**

I have lots of qualifications and am now studying for a Masters. This will serve me well for getting and keeping a job.

Think again! You can acquire great knowledge, but unless you can communicate it to others, it is of very limited value.

## **Benefits of effective communication**

Just in case you need a bit more fuel to feed your fire, here are some of the many benefits that you and your organisation can achieve from effective communication:

<b>Reduced:</b>	<b>Increased:</b>	<b>Better, smoother:</b>
stress	productivity	decision-making
conflict	sales	problem-solving
rumours	profits	workflow
mistakes	motivation	relationships
misunderstanding	co-operation	professional image

Your working environment will be much better if everyone in the organisation works on their communication skills, but you'll also feel the benefits even if you are the only one actively working on them. Above all, you'll have the personal satisfaction of knowing that you are being responsible and positive, and taking your success into your own hands. Secondly, you'll find that many of your relationships will improve, and you'll be able to reassess those that don't. Finally, you may find that you are leading by example, and others will follow suit.

## **The five stages in the communication cycle**

There are five main stages in the communication cycle. Naturally, things can go wrong at each stage, so it pays to take a look at this process in detail to avoid as much misunderstanding as possible.

Stage	Problems that can occur
<p><b>1. The sender</b></p> <p>You are the originator of the message. The way you communicate your message can be affected by your:</p> <ul style="list-style-type: none"> <li>• attitude towards the person you will be communicating with and the situation</li> <li>• immediate surroundings</li> <li>• culture</li> <li>• emotions</li> <li>• job status</li> <li>• education</li> <li>• language skills</li> </ul>	<ul style="list-style-type: none"> <li>• You don't think before you speak or write.</li> <li>• You don't have a clear idea of what you want to say.</li> <li>• You don't understand the issue.</li> </ul>
<p><b>2. The message</b></p> <p>This is the idea you wish to communicate. It will comprise oral and/or written messages. In compiling your message, you must consider various factors:</p> <ul style="list-style-type: none"> <li>• what must it include?</li> <li>• how will it be interpreted?</li> <li>• how will it affect your relationship?</li> </ul>	<ul style="list-style-type: none"> <li>• You choose language that the reader will not understand.</li> <li>• Your tone is inappropriate.</li> <li>• Your point is unclear.</li> <li>• Your message is not well structured.</li> </ul>

Stage	Problems that can occur
<p><b>3. The medium</b></p> <p>The medium is the method you choose for your message, be it a face-to-face conversation, a phone call, an e-mail message, a text message, or a letter in the post. A key factor in choosing the appropriate medium may be the urgency of the message.</p>	<ul style="list-style-type: none"> <li>• You choose the wrong method.</li> <li>• Transmission is interrupted or distorted.</li> <li>• You send the message at the wrong time or to the wrong place.</li> </ul>
<p><b>4. The recipient</b></p> <p>The recipient will be affected by the same factors as the sender — attitudes, surroundings, culture, emotions, etc. The message may be distorted if the sender has not taken care to craft the message appropriately, resulting in it being misinterpreted. Culture and time differences also affect the risk of misinterpretation.</p>	<ul style="list-style-type: none"> <li>• The recipient’s vocabulary or frame of reference doesn’t correspond to the one you used in your message.</li> <li>• The recipient focuses on how you say something rather than on the message itself.</li> <li>• If the message is too long, the recipient may be too busy to focus on it, and may miss your point.</li> </ul>
<p><b>5. Feedback</b></p> <p>Without feedback, you will not know if the communication process has been successful. There could be an immediate response in oral communication, such as a nod or a smile in meetings.</p>	<ul style="list-style-type: none"> <li>• No feedback is received.</li> <li>• Feedback is received too late.</li> <li>• Adequate time is not allowed for feedback.</li> <li>• Feedback is distorted by emotion or circumstances.</li> </ul>



### Fast Fact

How well you communicate is determined not only by how well you say things, but by how well the things you say are received. Learning how others communicate will help you improve this.

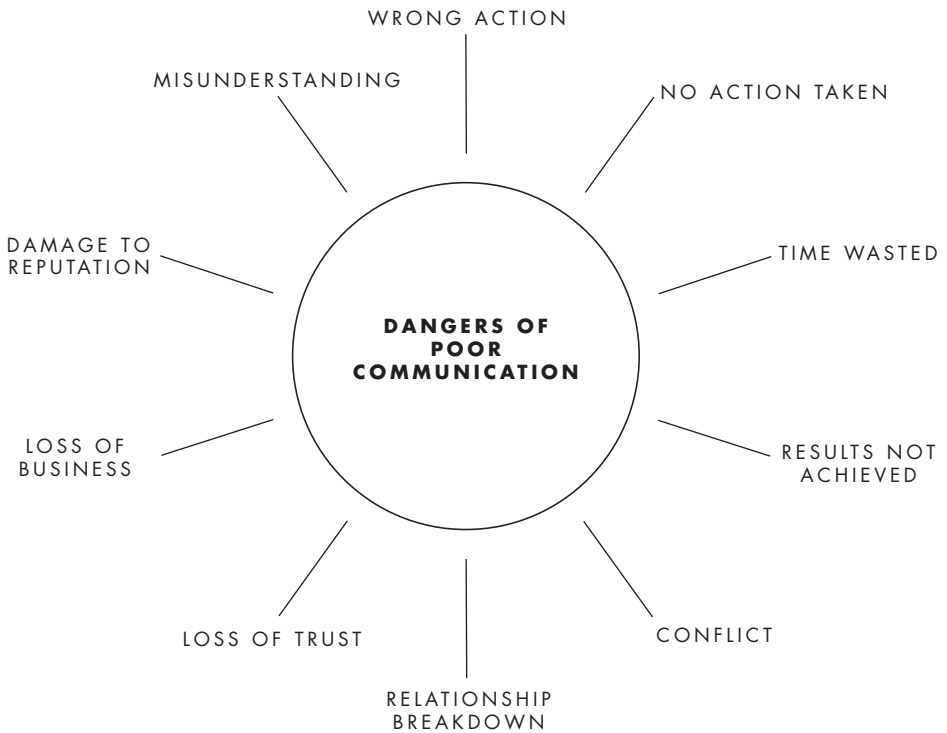
## The dangers of not communicating well

Some people work in such difficult environments that they feel making an effort to change will just be too exhausting. They're too busy. They're too stressed. Or they're too scared, and what they fear is the unknown. But when communication breaks down, all sorts of things can go wrong, and what's worse, these things can take a long time to fix, since they often have to be completely unpicked to be understood.





If you are still wondering if working on your communication is truly worth the effort, let's take a look at how much more risky it is to do nothing. By not improving, you open yourself up to a long list of potential problems:



When communication breaks down for you, it has an effect on your team as a whole. A link in the chain is broken. Even an unresolved conflict between you and only one other colleague can have far-reaching effects in the business. People are sensitive, and the office will feel the tension. Doing what you can to maintain communication flow and effectiveness will benefit everyone. It's absolutely true that "A stitch in time saves nine"!



### **Aha! Moment**

A breakdown in communication can lead not only to personal problems but also to problems for my organisation.



### **Myth Buster**

Some people are just born great communicators.

It's unusual for someone to be endowed with all the attributes of a great communicator. You might naturally be a good listener, but weak in expressing yourself, while a good friend might be super at telling stories but quick to judge. Becoming a successful all-round communicator is always a work in progress.



## **Star Tips for understanding effective communication**

1. Make a point to learn and continually develop your communication skills.
2. Develop better relationships by increasing your personal interaction.
3. Don't underestimate the power of speech and sight.
4. Avoid misunderstandings by considering each stage in the communication cycle.
5. Take care not to blame other people for your own communication weaknesses.
6. Remember that a breakdown in communication between two people can affect the whole organisation.
7. Don't let a first impression close your mind to the potential of a relationship.
8. Remember: you can speak volumes even when you don't open your mouth.
9. Adapt to your constantly changing work environment by aiming for effective communication skills.
10. Remember that improving communication is always a work in progress, and you will benefit from continual upgrading.