UNIT 1
WHAT IS LANGUAGE?

SOME DEFINITIONS OF LANGUAGE

a. **Edward Sapir**: Language is a purely arbitrary human and non-linguistic method of communicating

ideas, emotions and desires by means of voluntarily produced symbols.

This definition suffers from several defects:
- There is much that is communicated by language which is not covered by the words: ideas, emotions and desires.
- There are also other forms of expressing emotions other than the use of language.
- The definition does not mention the spoken aspect of language which is important.

However, Sapir makes good points in his definition.
- He mentions the fact that language is arbitrary and voluntary and is also stimulus free. (non-instinctive)

b. **David Crystal**: Language is the systemic conventional use of sounds, signs or written symbols in a human society for communication and self-expression.
- Language uses not only sounds and written symbols but also signs.
- Language is used by human society.
- Language is for communication and self-expression.

c. **Leonard Bloomfield**: In order to separate linguistics from any mentalist theory, Bloomfield rejected the classical view that the structure of language reflects the structure of thought. He believed that spoken language is the only object of study and applied different analytic procedures to study language. He showed how to analyse spoken language, dividing it into its smallest units - phonemes ("vocal features"), morphemes ("stimulus-reaction features"), and combinations of those units that make higher lexical structures.

Bloomfield also emphasized that linguists need to study spoken language rather than documents written in a language, because language changes over time and the meaning of something today might be different from what it meant in the past. The documents thus cannot be adequate representations of a spoken language.
- Lays emphasis on spoken language.
- Language changes over time and the changes can affect meaning.
- Spoken language is made up of phonemes.
- Documents cannot be adequate representations of a spoken language because of the changes that occur in spoken language.

PROPERTIES OF LANGUAGE

➢ **Displacement**:

This is a unique property human language possess. This refers to the ability of human language to communicate throughout time and across space. In animals, language is primarily an exchange between stimulus and response – the meaning conveyed by animal language only works in context. For example, when a dog barks, it is a response to whatever

prompted the barking, and that bark cannot be used to express its meaning before or after the event.

Human language on the other hand, can be used to indicate an action happening now, in the past or future. [now – specific occasion; the past – by reference e.g. Yesterday I went to Accra; the future – Tomorrow I'll do this or that.]

Language (human) can also be used to imagine things that do not exist. E.g. Ghost.

➢ **Displacement** refers to the fact that language can be used to refer to things that are outside immediate circumstance of utterance. Human language can refer to remote, immediate or future events. Animal noise or language is restricted to time (moment).

Controversy: it is said that bees communicate by signals and dances to show that there is nectar somewhere but is done immediately it is seen and therefore it cannot be displacement.

➢ **Arbitrariness**: There is no special connection or necessity between what words stand for and the words themselves. [Form and meaning]. Different words or expressions can symbolize different things or the same things not only in different languages but even in the same language.

However, there are sporadic instances in all languages of what is traditionally referred to as onomatopoeia, [connection between the form and meaning of some words], e.g. "cuckoo", "peewit", "crash" etc. in English, but the vast majority of words in all languages are non-onomatopoeic. The human language is arbitrary in that given the form, it is impossible to predict the meaning. Words have no iconic relationship to the objects they refer to.

➢ **Productivity**: Another property of language is the element of productivity. By this, it means that we are able to create new forms of language. We are able to construct and interpret new signals in the language. This property enables us to use different examples to explain one issue. It leads us to the element of flexibility – getting names of for new inventions as they occur (expanding).

Most animal communication – systems appear to be highly restricted with respect to the number of different signals that their users can send and receive. Language systems on the other hand, enable their users to construct and understand indefinitely many utterances that they never heard or read before.

➢ **Cultural Transmission**: This property enables the child to learn any language which he socializes with when he begins to speak. The mechanism for processing language in humans is language specific free therefore if a child is born to Ga parents and goes to live with Akan foster parents, that child learn to speak Akan not Ga. Any language spoken by a person depends on the language of the area where he was brought up. Animals in any situation they are put will behave the same.

➢ **Discreteness**: Every human sound can be distinguished from the other and this makes it different from one another. Each sound has a distinct quality. Because of this, there is no confusion when language is used because it conveys a specific meaning. E.g. /b/ and /p/

are produced at the same place but are not confused because there is something distinct about each of them - /t/ is voiceless but /p/ is voiced.

> **Duality**: Language is organized at two levels simultaneously. There is first, the level of sounds (phonemes) and the level of combinations of sounds. Sounds are limited but there are infinite combinations that the sounds can go into. For example, /b/, /n/, /i/ are sounds but /bin/ is a result of a combination of the different sounds. In animals, the sound of a cat, /meow/ is only one way (it cannot be altered).

> This duality of levels is, in fact, one of the most economical features of human language because, with a limited set of discrete sounds, we are capable of producing a very large number of sound combinations (e.g. words) which are distinct in meaning.

PECULIAR FEATURE OF HUMAN LANGUAGE

Human language is medium transferrable, that is one can communicate either by speech or writing. Language has both spoken and written channels. Speech uses sounds (phonemes) while written language is graphemic, (graphemes). (Note: Not all languages are written.)

FUNCTIONS OF LANGUAGE

Roman Jakobson's Functions of Language

Roman Jakobson defined six functions of language (or communication functions), according to which an effective act of verbal communication can be described.

Summary of Jakobson's Functions of Language

Target factor and Function No.	Target Factor	Source Factor	Function
1.	Context	Message	Referential
2.	Addresser	Message	Expressive/Emotive
3.	Addressee	Message	Conative
4.	Contact	Message	Phatic
5	Code	Message	Metalingual
6.	Message	Message	Poetic

The Referential Function
This function corresponds to the factor of Context and describes a situation, object or mental state. The descriptive statements of the referential function can consist of both definite descriptions and deictic expressions (deixis) – point to the time, place or situation in which a person is speaking.

The Expressive (Emotive or Affective) Function:
We need this function every time we want to express ourselves. This relates to the Addresser (sender) and is best exemplified by interjections and other sound changes that do not alter the denotative meaning of an utterance but do add information about the Addresser's (speaker's) internal state, e.g. "Wow, what a view!"
This function of language is used to express feelings and impressions. Due to this function of language, we can understand the personality of the speaker, and his/her emotions.

[Verbal communication helps us meet various needs through our ability to express ourselves. In terms of instrumental needs, we use verbal communication to ask questions that provide us with specific information. We also use verbal communication to describe things, people, and ideas. Verbal communication helps us inform, persuade, and entertain others, which are the three general purposes of public speaking. It is also through our verbal expressions that our personal relationships are formed.]

The Conative Function
This engages the Addressee (receiver) directly and is best illustrated by vocatives and imperatives. This function focuses on and is concerned with influencing the behaviour of the addressee. E.g. "John! Watch out!"

The Poetic Function
This focuses on "the message for its own sake" (the code itself, and how it is used) and is the operative function in poetry as well as slogans. The dominant function is the orientation of the message.

The Phatic Function
This is language for the sake of interaction and is therefore associated with the Contact/Channel factor. It keeps the channel of communication open. It primarily serves to establish, prolong or to discontinue communication.

The Phatic Function can be observed in greetings and casual discussions of the weather, particularly with strangers. It also provides the keys to open, maintain, verify or close the communication channel: "Hello?", "Ok?", "Hmmm", "Bye".

The Metalingual ("Metalinguistic" or "Reflexive") Function:
This is the use of language (what Jakobson calls "Code") to discuss or describe itself. For example, in the sentence "white has five letters," language is being used to talk about itself –this is a metalingual function as opposed to "white is a colour" which is actually taking about white.

Other Functions of Language: (*These are not part in Jakobson's functions of language*.)

Expressing Feelings

When we express feelings, we communicate our emotions. Expressing feelings is a difficult part of verbal communication, because there are many social norms about how, why, when, where, and to whom we express our emotions. Norms for emotional expression also vary based on nationality and other cultural identities and characteristics such as age and gender.

Expressing Needs

When we express needs, we are communicating in an instrumental way to help us get things done. Since we almost always know our needs more than others do, it's important for us to be able to convey those needs to others. Expressing needs can help us get a project done at work or help us navigate the changes of a long-term romantic partnership. Not expressing needs can lead to feelings of abandonment, frustration, or resentment

Expressing Thoughts
When we express thoughts, we draw conclusions based on what we have experienced. In the perception process, this is similar to the interpretation step. We take various observations and evaluate and interpret them to assign them meaning (a conclusion). Whereas our observations are based on sensory information (what we saw, what we read, what we heard), thoughts are connected to our beliefs (what we think is true/false), attitudes (what we like and dislike), and values (what we think is right/wrong or good/bad).

DIFFERENCES BETWEEN SPEECH AND WRITING

➤ **Historical Priority**: Speech antedates writing. No human community started writing before speaking. Speech is primary while writing is secondary. All languages are spoken but only a few are written even in the C20th.

➤ **Biological Priority**: Noam Chomsky states that all human beings have parts of our genes which enable us to learn language. The language mechanism in our brain is an innate property of all human beings. It is part of our birth. But writing is added to speech at a later stage in our lives. [The assumption that those who cannot write are primitive is false.]
In terms of communication speech is more important than writing because it is endowed to every human.

➤ **Structural Priority**: This is the ordering of the symbols that are available to speech and writing. In terms of the structure of the elements of speech, the combination is infinitive. Speech has more orderliness in the organisation of its elements than writing. E.g.

/t/, /a/, /n/   - /tan/   /b/, /a/, /t/   - /bat/
                      /ant/   /tab/

These sounds have an order which when violated communication does not take place. Sounds are ordered to a particular meaning but if they are changed haphazardly, they produce haphazard meaning.

[In writing, /gh/ is sometimes used to represent /g/ or /f/; e.g. rou**gh=** /f/; **Gh**ana = /g/. It is said that in writing, symbols are used arbitrary to represent certain meanings.]

In speech, there is one to one correspondence between sound and form (symbol).
E.g. rough - /rʌf/. speech is better organised for conveying meaning than writing.

➤ **Functional Priority**: Speech is used for a much wider range of purposes than writing. Instances when speech is used e.g. i. in delivering a lecture, ii. conversation   iii. expression of joy, pain, sadness, etc.

Mistakes made in speech can easily be retracted but in writing it cannot be easily done. Writing is more permanent than speech for future reference. Speech fades quickly but can easily be recreated at all times. Speech can be extended and this can be done through the use of telephone. Speech can also be recorded to be used for future reference. Therefore, speech can be made permanent just as writing.

CHARACTERISTICS OF SPEECH AND WRITING

	SPEECH	WRITING
1.	**Inexplicitness** (Not clear) Speech can be used to refer to things which do not relate to what is being discussed. Speech has something inconclusive about it. When two people are talking, it does not end. There are intrusions (no focus, not clear). It wonders from point to point, it is unsystematic.	**Explicitness** Writing has a focus and much more clear. It starts with a topic and ends on that same topic.

2.	**No Clear Sentence Boundaries** Pauses are used to indicate that there is a stop or not. People conversing find it difficult to know when one has ended.	**Clear Sentence Boundaries** In writing, you begin with a capital and end with a full stop (period). The sentence is contained in frame of the word which begins with a capital and the word which ends it is followed by a full stop (period).
3.	**Normal Non-Fluency** Speech is never allowed to flow uninterrupted (unchecked). This is because of the interruption when a conversation goes on between two people. It is started by one person and continued by another vice-versa. There is a lot of stopping repetition etc. peripatetic – it moves around.	**Fluency** Writing flows unchecked. It begins from point "A" and ends at point "B". There is orderliness in writing.
4.	**Monitoring Features** This is used to fill the gap between the making of the utterance and the utterance. E.g., errrrrr, hmmm, ok, you know, etc.	**Lack of Monitoring Features** Monitoring features are absent in writing.
5.	**Interaction Features** The addressee and the addresser are engaged in speech. Interaction occurs when questions are asked and pronouns are used in conversation. They indicate those who are engaged in the interaction. There is immediate feedback in speech.	**No Interaction Features** Writing has is usually read by one person alone.
6.	**Sentence Structure** Speech uses simple sentences, ellipsis, contracted forms.	**Sentence Structure** Writing uses a variety of sentence structures; simple, compound and complex sentences.

THE FOUR LANGUAGE MODES

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to **listen** first, then to **speak**, then to **read**, and finally to **write**. These are called the four "language skills"
The purpose of language learning is to improve the speakers' four skills of listening, speaking, reading and writing, with the base of a large vocabulary and good grammar, but this is not the final

purpose. The final purpose is to let speakers be able to use the language. Language arts educators have defined language arts as the study of the four modes of language. When we learn a language, there are four skills that we need for complete communication.

The four language modes can be compared and contrasted in a variety of ways:
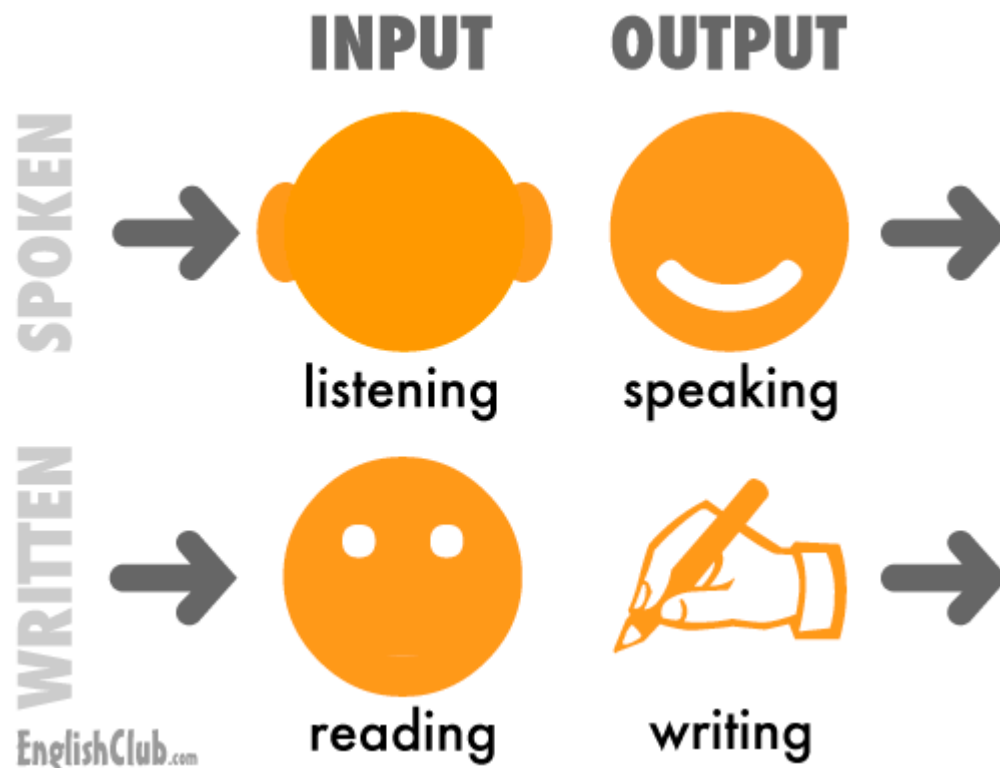
First, **oral** (spoken) versus **written**: listening and speaking are oral while reading and writing are written.

Second, **primary** versus **secondary**: the oral language modes are learnt informally at home before children come to school, while the written language modes are typically considered as the responsibility of the school and taught more formally. Listening and speaking are referred to as the **primary** language modes while reading and writing are called **secondary** modes.

The third way to compare the modes is **receptive** versus **productive**: listening and reading are receptive; speaking and writing are productive. In the receptive mode, the message is comprehended orally through listening or in writing as they read. In the productive mode, the message is produced orally or in writing.

The four language skills are related to each other in two ways:
- the direction of communication (in or out)
- the method of communication (spoken or written)

Input is sometimes called "reception" and output is sometimes called "production". Spoken is also known as "oral".

These four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling.

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UNIT 2
COMMUNICATION

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WHAT IS COMMUNICATION?

      i)   Communication is the act of conveying meaning from one entity or group to another through the use of mutually understood signs, symbols and semiotic rules.

      ii) The process of passing information and understanding from one person to another. In simple words, it is a process of transmitting and sharing ideas, opinions, facts, values, etc. from one person to one organization or another.

      iii) Communication is defined as the giving, receiving or exchanging of information, opinions or ideas in the form of words, sounds, signs, behaviours, thoughts and messages so that the information, opinion or idea is completely understood by everybody involved.

      iv) According to McFarland communication is, "a process of meaningful interaction among human beings. More specifically, it is the process by which meanings are perceived and understandings are reached among human beings."

For communication to succeed, both parties must be able to exchange information and understand each other. If the flow of information is blocked for some reasons or the parties cannot make themselves understood, then there is no communication.

IMPORTANCE OF COMMUNICATION

Communication is an indispensable activity in all organizations. No organization can think of its existence without effective communication.

➢ Communication brings people closer to each other. It bridges the gap between individuals and groups through the flow of information and understanding between them.

➢ Being able to communicate effectively is perhaps the most **i**mportant of all life skills. It is what enables us to pass information to other people, and to understand what is said to us.

➢ We use communication to share information, comment, ask questions, express wants and needs, develop social relationships, social etiquette, etc.

➢ Communication not only helps to facilitate the process of sharing information and knowledge, but also helps people to develop relationships with others. We should learn how to communicate effectively to make our lives better.

➢ In personal life, we need to communicate to deal with various concerns and problems of daily life. In professional life also, it is communication that helps us to build healthy relations and credibility with co-workers.

TYPES OF COMMUNICATION

There are several different ways we share information with one another. There are four main categories or communication styles are: verbal, nonverbal, written and visual.

1. Verbal

Verbal communication is the use of language to transfer information through speaking or sign language. It is one of the most common types, often used during presentations, video conferences and phone calls, meetings and one-on-one conversations. Verbal communication is important because it is efficient. It can be helpful to support verbal communication with both non-verbal and written communication.

2. Non-verbal

Non-verbal communication is the use of body language, gestures and facial expressions to convey information to others. It can be used both intentionally and unintentionally. For example, you might smile unintentionally when you hear a pleasing or enjoyable idea or piece of information. Non-verbal communication is helpful when trying to understand others' thoughts and feelings.

3. Written

Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information. It is helpful because it provides a record of information for reference. Writing is commonly used to share information through books, pamphlets, blogs, letters, memos and more. Emails and chats are a common form of written communication in the workplace.

4. Visual

Visual communication is the act of using photographs, art, drawings, sketches, charts and graphs to convey information. Visuals are often used as an aid during presentations to provide helpful context alongside written and/or verbal communication. Because people have different learning styles, visual communication might be more helpful for some to consume ideas and information.

THE COMMUNICATION PROCESS

The communication process is the steps we take in order to successfully communicate. Components of the communication process include a sender, encoding of a message, selecting of a channel of communication, receipt of the message by the receiver and decoding of the message.

SENDER/ENCODING → IDEA/MESSAGE → CHANNEL/MEDIUM → RECEIVER/DECODING → RESPONSE/FEEDBACK
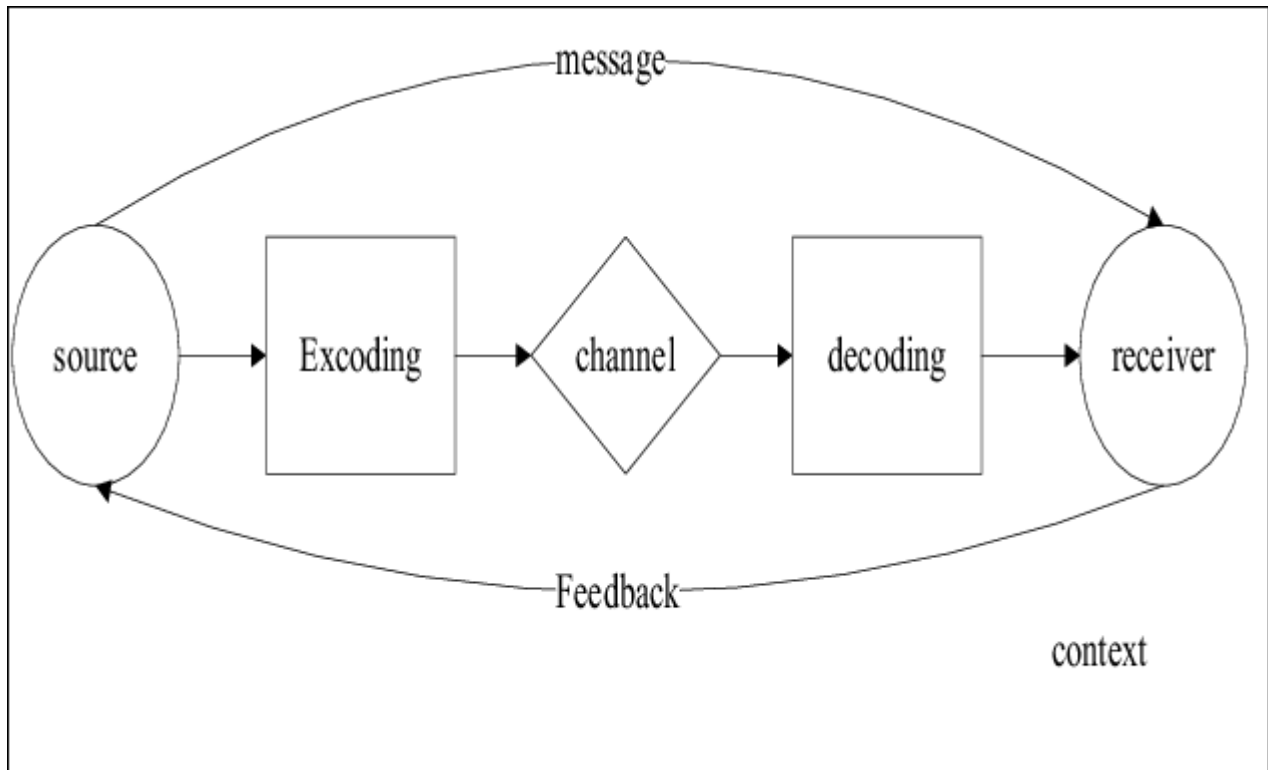
Fig 1: The communication Process

ELEMENTS OF COMMUNICATION
i. **Sender/Source/Encoder**

The communication process begins with the sender, who is also called the encoder, addresser, communicator or source. The sender has some kind of information—a command, request, question, or idea—that he or she wants to present to others. For that message to be received, the sender must first encode the message in a form that can be understood, such as by the use of a common language and then transmit it.

ii. **Message (Idea)**

The message, idea or content is the information that the sender wants to relay to the receiver. Additional subtext can be conveyed through body language and tone of voice. Put all three elements together—sender, receiver, and message—and you have the communication process at its most basic.

iii. **Channel**

The medium also called the channel is the means by which a message is transmitted. Text messages, for example, are transmitted through the medium of cell phones. If the message is not sent in the right way, many things may go wrong. For example,

     a.   The massage may be understood;

     b.   It may affect the action that the addressee will take (he/she may not take the right action.

In selecting the channel, the following must be taken into consideration:

1. Language Choice: Language has always been an important source of communication. Communication becomes difficult in situations where people don't understand each other's language. Therefore, the choice of language whether it is Spanish, English or a Ghanaian language should be carefully considered when communicating with another person. The language chosen should be understood by all participants involved in the process.

2. Language Rules: This refers to the set of structural rules governing the composition of clauses, phrases and words in a natural language. Some of these "rule" systems that govern a language include phonology, morphology, syntax, semantics, and pragmatics. The use of grammar and the choice of vocabulary should conform to the rules of the language.

3. Mode: This refers to how the message is sent. In sending the message, different modes such as speech or writing can be used. Sometimes, one may even decide to use posters/bill boards in sending the message. For example, the use of wall posters in announcing, funerals, church and social activities. During elections, several candidates mount huge bill boards and posters in their campaigns.

4. Formality: This bothers on the relationship between the people involved in the communication. It shows how to relate to the person or people you are communicating with. The relationship between a tutor and a student may not be the same as the one between two students. Therefore, the manner in which a tutor communicates with a student will differ from how students communicate with each other.

5. Genre Rules and Conventions: These are unique characteristics associated with the different forms of communication. Every genre has its unique characteristics and rules, called conventions which are associated with it. For example, in delivering a speech, the vocative address is required.

iv. **Receiver/Addressee/Decoder**

The person to whom a message is directed is called the receiver/addressee/decoder. To comprehend the information from the sender, the receiver must first be able to receive the sender's information and then decode or interpret it.

v. **Feedback/Response**

The communication process reaches its final point when the message has been successfully transmitted, received, and understood. The receiver, in turn, responds to the sender, indicating comprehension. Feedback may be direct, such as a written or verbal response, or it may take the form of an act or deed in response. (indirect).

There are two types of responses or feedback.

a. Intended Response/Feedback: This is the kind of response that the addresser/sender of the message expects from the addressee.

b. Unintended Response/Feedback: This is the response that is not expected from the addressee.

vi.   **Interference**

   The communication process is not always so simple or smooth. Some elements can affect how information is transmitted, received, and interpreted (interference).

   Interference is therefore anything that interferes with the communication process between a speaker and an audience.

- **Noise**: This can be any sort of interference that affects the message being sent, received, or understood. It can be as literal as static over a phone line or radio or as esoteric as misinterpreting a local custom.
- **Context**: This is the setting and situation in which communication takes place. Like noise, context can have an impact on the successful exchange of information. It may have a physical, social, or cultural aspect to it. In a private conversation with a trusted friend, you would share more personal information or details about yourself than in a conversation with a work colleague.

The Model of the Communication Process.
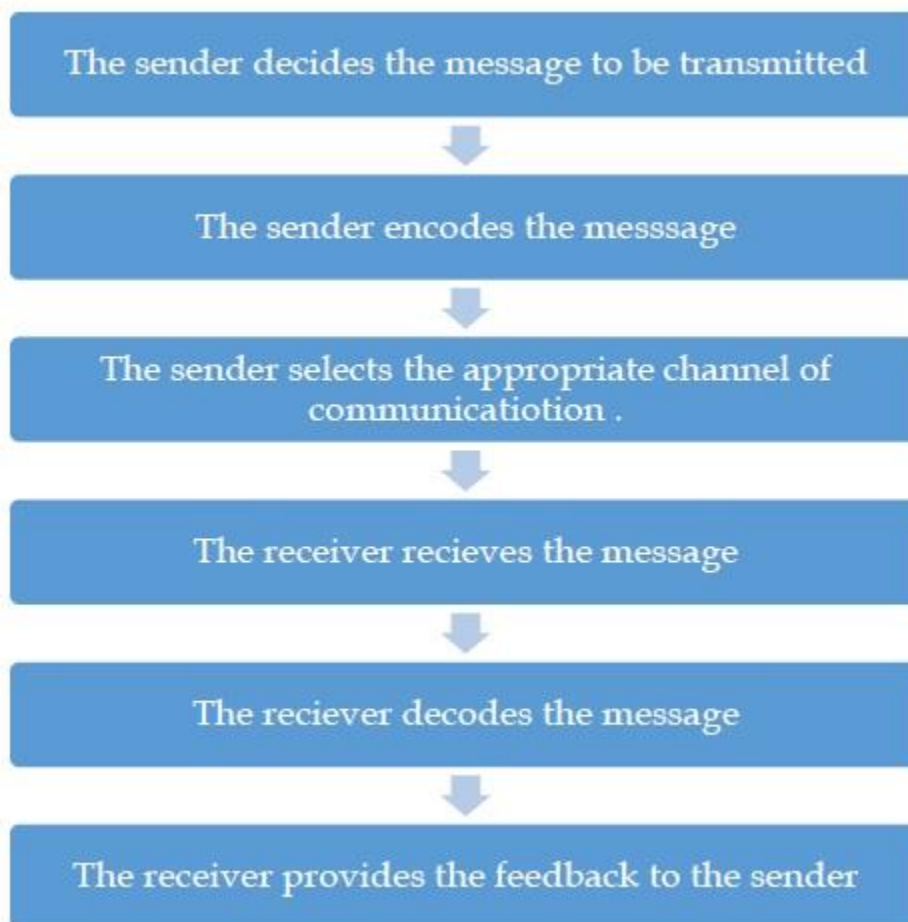
Source: Tutorials Point

TYPES OF VERBAL COMMUNICATION

Verbal communication includes sounds, words, language, and speech. Speaking is an effective way of communicating and helps in expressing our emotions in words. This form of communication is further classified into four types, which are:

1. **Intra-personal**

    Intrapersonal communication is communication with oneself using internal vocalization or reflective thinking. Like other forms of communication, intrapersonal communication is triggered by some internal or external stimulus. We may, for example, communicate with our self about what we want to eat due to the internal stimulus of hunger, or we may react intra-personally to an event we witness. Unlike other forms of communication, intrapersonal communication takes place only inside our heads.

    Intra-personal communication is usually unplanned and does not include a clearly defined goal. However, we can engage in more intentional intra-personal communication. In fact, deliberate self-reflection can help us become more competent communicators as we become more mindful of our own behaviours. For example, your internal voice may praise or scold you based on a thought or action. Intra-personal communication can take place even during inter-personal communication.

    Intra-personal communication includes the following:

    a   Receiving data – this involves the reading for information from sources such of books, magazines and journals. It also includes listening to environmental sounds.

    b   Giving meaning – This is a purely mental activity when the individual tries to understand what has been read or heard.

    c   Internal reaction or organization – The receiver reacts internally to the message received. It may be satisfying or not. This might not be noticed by a person near him/her since it is a purely internal activity.

    d   Reaction – This is the external reaction after the internal reaction or organisation has taken place. This can be down through writing, speaking, frowning or even jumping.

    e   Internal vocalization, or talking to ourselves - This is communication within oneself using internal vocalization or reflective thinking. What the person is contemplating does not come out of his mouth.

2. **Interpersonal Communication:**

    Inter-personal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages. It is communication between people. It can involve two people or a whole group: what is essential is that there are several people involved.

    Interpersonal communication can take many forms. For example, it can be verbal (speaking face to face), written (in a letter or an email, for example) or non-verbal (for instance facial expressions and body language).

Inter-personal communication can be one-way (monolineal) or two-way (bilineal)

- In **one-way communication** (monolineal), information is transferred in one direction only, from the sender to the receiver. There isn't any opportunity for the receiver to give feedback to the sender.
- One-way communication is frequently used when the sender wants to give factual information or when they want to persuade or manipulate their audience and gain their cooperation.

  Examples of one-way communication are:

  i.   communication between husband and wife;
  ii.   communication between father and children;
  iii.   communication between a teacher and his/her pupils.

- Two-way communication (bilineal – give and take), involves feedback from the receiver to the sender. This allows the sender to know the message was received accurately by the receiver. Communication is also negotiated which means that the sender and receiver listen to each other, the messages then gathers information to respond.
- Two-way communication is when one person is the sender and they transmit a message to another person, who is the receiver. When the receiver gets the message, they send back a response, acknowledging the message was received.

Examples of Interpersonal Communication in Everyday Life include the following:

i. **Telephone Conversation**: Whether we call a friend or a taxi, we are engaging in interpersonal communication. Tone of voice is as important as words when we are talking to someone verbally.

ii. Giving a presentation: This sharing of information in a formal setting is another form of interpersonal communication. We might use technologies such as slideshows to aid our communications here.

iii. Expressing our emotions through facial expressions: A subtle way of communication with others. We can say one thing with our words, but express something different through our facial expressions.

iv. Prosecution and Defence: In the law courts, the prosecution asks the accused (defence) questions and the accused person defends himself by answering the questions.

3.   Public Communication

This type of communication takes place when one individual addresses a large gathering of people. Because of the large number of people involved, it tends to be formal and social (done in public). Examples include: election campaigns, public speeches are sermons by pastors. In such cases, there is usually a single sender of information and several receivers who are being addressed.
There are instances when public communication can be bilineal or multilineal.

FORMS OF NON-VERBAL COMMUNICATION

Proxemics: using space to communicate/communication done within a particular space.

Examples:

- Standing faraway or too close to an elderly person communicates a lack of respect
- Closeness implying intimacy in some instances
- Maintaining space around us in public to warn others to keep their distance

Chronemics: communication with our perception and the use of time

Examples:

- Point in time of communication e.g. emergencies are linked to mid/late night calls

- Relation with appointed time e.g. punctuality implying hard work while lateness connotes laziness, lack of respect or no seriousness

- Time of interest e.g. different meanings are attached when references are constantly made to specific moments in time. A person who dwells on the past may be seen as lazy, unforgiving or reflective, one who refers to the present is perceived as selfish or unwise while dynamic and progressive attributes are bestowed on those who make future references.

Oculesics: communication by nature of eye contact

Examples:

- Eye contact shows interest, attention, disrespect or intimidation

- No eye contact implies disinterest or lying

- Anger being shown through a long and harsh look

Haptics: communicating through touch (place, depth and length of touch).

Examples:

- Functional professional touch

- Semi-professional touch

- Semi-polite touch

- Friendship/warm touch

- Love/intimate touch

Kinesics: communication through bodily movements.

Examples: facial expression, general movement of limbs, movement of the head and the whole body.

They are used to:

1. Intensify or exaggerate feelings

2. Mask or put up expression opposite to our emotion

3. Neutralise i.e. show no expression

4. Tone down one's feelings

Vocalics: communicating through voice or sound.

Means:

- Speech, intonation, pitch, stress and voice volume

- Non-linguistic forms: clearing of throat, laughter, crying, yawning, coughing etc.

- Vocal fillers e.g. hmmm, mmmm, eeeeh, eeeiissshh etc.

- Non-sound e.g. pause, silence

Objectics: the messages artefacts and the environment communicate to us.

- The personal: things we use to adorn ourselves

- Environmental conditions

- Aids: things used in rhetorical communication

EFFECTIVE COMMUNICATION
When both the sender and the receiver perceive the meaning of communication almost, in the same way, it is called effective communication. Effective communication occurs when there is shared meaning. The message that is sent is the same message that is received. There must be a mutual understanding between the sender and the receiver for the transmission of ideas or information to be successful

Effective communication involves using language that is appropriate to others' levels of understanding and making sure others receive the information or knowledge intended.

The 7Cs of Effective Communication. (Credit: Mulder, P. (2012). *7 C's of Effective Communication***.)**

i. **Completeness**

The message must be complete and geared to the receiver's perception of the world. The message must be based on facts and a complex message needs additional information and/or explanation. A good sub-division of subjects will clarify the message as a result of which there will be a complete overview of what is said.

ii.   **Concreteness**

Concrete business communication is also about a clear message. This is often supported by factual material such as research data and figures. The words used as well as the sentence structure can be interpreted uni-vocally. Nothing is left to the imagination.

iii.   **Courtesy**

In addition to considering the feelings and points of view of the target group, it is also important to approach the audience in a friendly and courteous manner. The use of terms that show respect to the receiver contributes towards effective communication. The same goes for the manner in which you address someone. Not everyone will be charmed if you use a familiar form of address and use of a formal address could come across as too distant. By using the word 'they' a larger audience is immediately addressed.

iv.   **Correctness**

A correct use of language has the preference. In written communication, grammatical errors must be avoided and stylistic lapses or a wrong use of verbs are not sufficient either in verbal communication. A correct use of language increases trustworthiness and the receiver will feel that they are taken seriously.

v.   **Clarity**

Clear or plain language is characterized by explicitness, short sentences and concrete words. Fuzzy language is absolutely forbidden, as are formal language and cliché expressions. By avoiding parentheses and keeping to the point, the receiver will get a clear picture of the content of the message. Briefly-worded information emphasizes the essence of the message.

vi.   **Consideration**

In order to communicate well, it is important to relate to the target group and be involved. By taking the audience into account, the message can be geared towards them. Factors that play a role in this are for example: professional knowledge, level of education, age and interests.

vii.   **Conciseness**

A message is clear when the storyline is consistent and when this does not contain any inconsistencies. When facts are mentioned, it is important that there is consistent, supporting information. When statements are varied, they will confuse the receiver.

UNIT 3
SPEECH WORK

WHAT IS SPEECH?

a.   The expression or the ability to express thoughts and feelings by articulating sounds.

b.   The faculty or power of speaking; oral communication ability to express one's thoughts and emotions by speech sounds and gestures.

c.   Speech is a language skill – one of the four skills or modes of language.

d.   Speech is central to all human interaction.

THE IMPORTANCE OF SPEECH

a.   The goal of learning a language is to communicate. Oral communication skills are fundamental to the development of literacy and essential for thinking and learning. It is the glue that puts all the components of a language together.

b.   Speech enables a person to connect directly to a large number of people.

c.   It enables us express our feelings and views on any topic.

d.   Human beings use speech to communicate and share thoughts, emotions and ideas. It involves speaking, one way that a language can be expressed.

e.   Language can be expressed in other forms – writing, singing, gestures. The most intensive period of speech development for humans is during the first three years of life, a period when the brain is developing and maturing and it develops best in the environment that is rich with sounds.

ORGANS OF SPEECH

Speech organs, or articulators, produce the sounds of language. Organs used for speech include the lips, teeth, alveolar ridge, hard palate, velum (soft palate), uvula, glottis and various parts of the tongue. They can be divided into two types: passive articulators and active articulators.

A passive articulator is a position in the vocal tract which is involved in the production of speech sounds but it does not move. Examples of passive articulators are: the upper lip, the teeth and the alveolar ridge.

An active articulator is the organ which is relatively free to move in the production of speech sounds. Examples are, the lower lip and some part of the tongue.

The study of speech organs helps to determine the role of each organ in the production of speech sounds. The speech organs include the lungs, the vocal folds, and most importantly the articulators.

ARTICULATION

All the sounds we make when we speak are the result of muscles contracting. The muscles in the chest that we use for breathing produce the flow of air that is needed for almost all speech sounds; muscles in the larynx produce many different modifications in the flow of air from the chest to the mouth.

In phonetics, the **airstream mechanism** is the method by which airflow is created in the vocal tract. Along with phonation and articulation, it is one of three main components of speech

production. The airstream mechanism is mandatory for sound production and constitutes the first part of this process, which is called initiation.

The organ generating the airstream is called the *initiator* and there are three initiators used in spoken human languages:

- the diaphragm together with the ribs and lungs *(pulmonic* mechanisms),
- the glottis *(glottalic* mechanisms), and
- the tongue *(lingual* or *"velaric"* mechanisms).

The Lungs

Before any sound is produced, there has to be a source of energy. In speech, the energy takes the form of a stream of air, which has in normal circumstances been set in motion by the lungs. The lungs look like a pair of fans in the chest. They enlarge and compress when we breathe. The air we breathe out is forced out through the windpipe to the larynx.

Once the airstream passes through the larynx, it enters the long tubular structure known as the vocal tract. Here it is affected by the action of several mobile vocal organs – in particular, by the tongue, the palate and the lips which work together to make a wide range of speech sounds. There are different types of airstreams but all human languages use the pulmonic egressive airstream, where the air is pushed out of the lungs by the ribs and diaphragm.

In describing articulation, two types of articulators are mentioned:

a. Those that are immobile (passive):
  i. upper teeth (especially the incisors)
  ii alveolar ridge (the ridge behind the upper teeth)
  iii. hard palate (the bony arch behind the alveolar ridge).

b. Those that are mobile (active)
  i. pharynx
  ii. soft palate (velum)
  iii. lips
  iv. jaw
  v. tongue

ORGANS 0F SPEECH

Fig. 1.
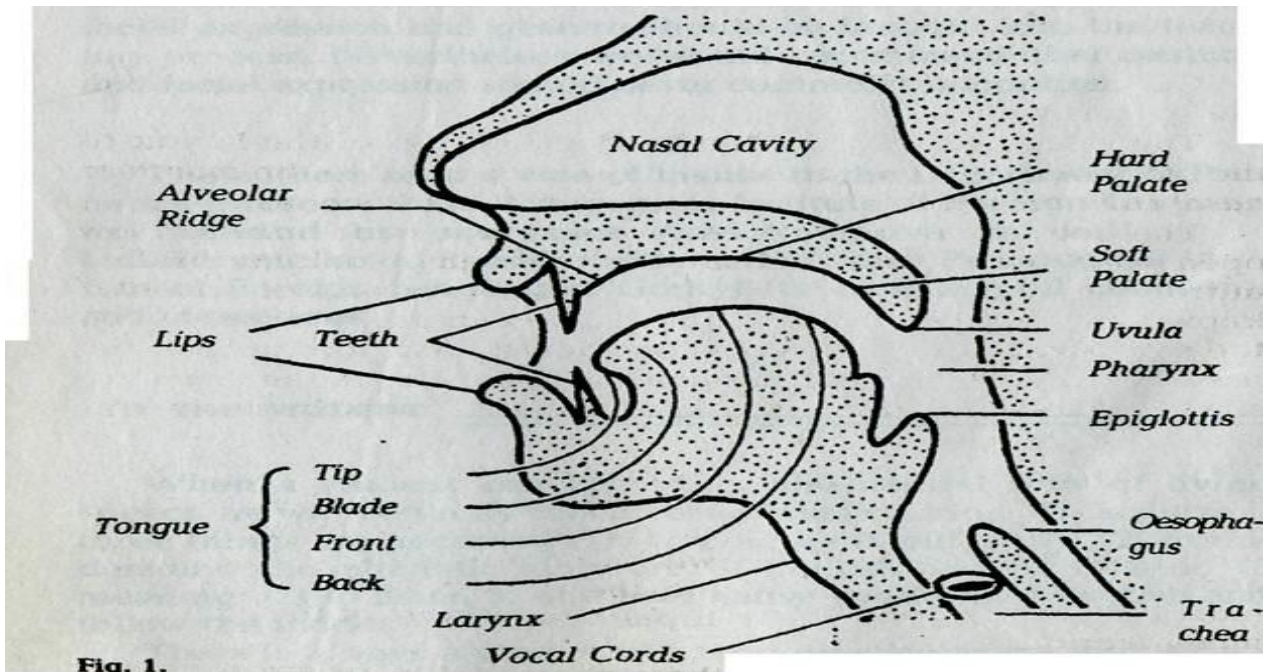
DESCRIPTION OF THE MAIN ORGANS OF SPEECH

1. The Larynx & the Vocal Folds

The larynx (also known as the voice box) houses the vocal folds, and manipulates pitch and volume, which is essential for phonation. It is situated just below where the tract of the pharynx splits into the trachea and the oesophagus. The front part of the larynx is popularly called the "Adam's apple".

(*When the larynx grows larger during puberty, it sticks out at the front of the throat. This is what's called an Adam's apple. Everyone's larynx grows during puberty, but a girl's larynx doesn't grow as much as a boy's does. Most girls don't have Adam's apples, but some do*.)

The vocal folds are folds of tissue located in the larynx (voice box) that play three important functions:
  i.   To protect the airway from choking on material in the throat.
  ii.   To regulate the flow of air into our lungs.
  iii. The production of sounds used for speech.
The opening of the vocal folds takes different positions:

  i.   Wide Apart: When the folds are wide apart they do not vibrate. These sounds produced in such position are called breathed or voiceless sounds. For example: /p/f/θ/s/.

ii.   Narrow Glottis: If the air is passed through the glottis when it is narrowed then there is an audible friction. Such sounds are also voiceless since the vocal folds do not vibrate. For example, in English /h/ is a voiceless glottal fricative sound.

iii. Tightly Closed: The vocal folds can be firmly pressed together so that the air cannot pass between them. Such a position produces a glottal stop / ʔ / (also known as *glottal catch*, *glottal plosive*).

iv.   Touched or Nearly Touched: The major role of the vocal folds is that of a vibrator in the production of speech. The folds vibrate when these two are touching each other or nearly touching. The pressure of the air coming from the lungs makes them vibrate. This vibration of the folds produces a musical note called voice. And sounds produced in such manner are called voiced sounds. In English all the vowel sounds and the voiced consonants such as /v/z/m/n/.

2. The Pharynx:

The pharynx lies between the mouth and the food passage, that is, just above the larynx. During vocalization, the pharynx serves the purpose of amplifying the sound waves produced by the vibration of the vocal folds in the larynx. The pharynx can be narrowed or widened.

3. The Roof of the Mouth:

The roof of the mouth is considered as a major speech organ. It is divided into three parts:

a. The Alveolar Ridge/Teeth Ridge: The alveolar ridge is situated immediately after the upper front teeth. The sounds which are produced touching this convex part are called alveolar sounds. Some alveolar sounds in English include: /t/d/.

b. The Hard Palate: The hard palate is the concave part of the roof of the mouth. It is situated on the middle part of the roof.

c. The Velum or Soft Palate: The lower part of the roof of the mouth is called the soft palate.
        i.   When it is lowered, the air stream from the lungs has access to the nasal cavity.
        ii.   When it is raised the passage to the nasal cavity is blocked and the air escapes through the mouth.
        iii. The soft palate may be lowered, but the mouth remains closed. In this case the air is released through the nose.

4. The Lips: The lips also play an important role in the matter of articulation. They can be pressed together or brought into contact with the teeth. The consonant sounds which are articulated by touching the two lips are called bilabial sounds. For example, /p/ and /b/ are bilabial sounds in English.
 The lips can also be rounded or spread as in the production of some vowels, e.g. /u/.

5. The Teeth:
The teeth are also very much helpful in producing various speech sounds. The sounds which are made with the tongue touching the teeth are called dental sounds. Some examples of dental sounds in English include: /θ/ð/.

6. Jaw
The jaw is sometimes called articulator; certainly we move the lower jaw a lot in speaking. **But the jaw is not an articulator in the same way as the others, because it cannot make contact with other articulators**. It controls the size of the gap between the teeth and influences the position of the lips.

7. The Tongue:
The tongue is responsible for the production of many speech sounds, since it can move very fast to different places and is also capable of assuming different shapes. The shape and the position of the tongue are especially crucial for the production of vowel sounds.

There are no obvious anatomical sections to the tongue, so to classify sounds, arbitrary divisions have to be made using the position of the tongue in relation to the upper part of the mouth. The main areas are best located when the tongue is at rest, with its tip behind the lower teeth, (Crystal, 1995). The main divisions of the tongue according to Crystal are:

> a. tip (apex): the front extremity
> b. blade: it lies opposite to the alveolar ridge.
> c. front: it lies opposite to the hard palate.
> d. centre: the part opposite where the hard and soft palate meet
> e. back: it lies opposite to the soft palate or velum.
> f. rims: the edges of the tongue

8. The Nose and the Nasal Cavity:
The nose and its cavity may also be considered as speech organs. The sounds which are produced with the nose are called nasal sounds. Some nasal sounds in English include: /m/n/ŋ/.