

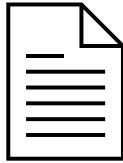
VOLUME 1

LIFE SKILLS

Dr. S. Ravi Kiran

Dr. B. S. Ravi Kumar





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Life Skills

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Preface

Learners who want to be good students or breadwinners at work need a variety of life skills. The basic skills of reading, writing, and arithmetic, which are typically taught in professional education at the college level, are, of course, the most significant. Being literate, on the other hand, does not guarantee a smooth transition to self-sufficiency and employment.

A individual must know how to write a cover letter and resume, as well as how to prepare for and participate in a job interview, in order to obtain employment. The person must be able to provide job-related skills. To keep a job, a person must possess a variety of social skills, including the ability to get along with co-workers, negotiate with bosses and other authority figures, and provide prompt, responsible, and reliable work. Providing for a family often necessitates knowledge of budgeting, rentals, credit, insurance, taxation, and other aspects of everyday life, all of which were once referred to as survival skills. Other types of skills needed for an individual to be a successful spouse and parent include personal relationships, parenting, fitness, and nutrition, to name a few.

It was important to define the word "life skills" to narrow down the spectrum of the quest for such items. "life skills" are among the "self-development, communication skills, job and financial skills development, education, interpersonal and family relationships development, and stress and anger management." identified by the Department of Education. Because of the broad definition, grantees were able to develop a wide range of services, including basic academic skills, pre-employment training, computer literacy, and social skills.

The word "life skills" is described in this book in terms of outcomes, i.e., the overall goal of life skills programming is to

help people live more effectively and perform better in their various roles as families, community, and workforce members.

Obviously, both education and treatment services contribute to achieving these goals; nevertheless, we view life skills as complementing rather than replacing academic, degree, and treatment programs.

The term "life skills" has been described in a variety of ways in this book. First, we have narrowed down the topics that we'll be looking at.

A life skills curriculum, by this description, is all-encompassing rather than concentrating on a single subject, such as parenting. This distinguishes it from fields like customer education, physical education, pre-employment training, and cognitive thinking services. All of these are specialized rather than comprehensive areas from which life skills programming can extract materials.

The expected faculty is included in our concept of life skills as a program subject. The life skills program, as described in this book, is an educational program that a faculty member can teach in an educational environment. It's a mental process. Therapists, psychologists, unit or cottage staff, and physicians are not permitted to use it. As a result, services that are called "life skills," but are only therapy or rehabilitation programs have been omitted from this book. For the purposes of this book, life skills refer to a training curriculum that includes several components derived from the four categories mentioned above: social skills, job preparation, personal development and management, and practical living skills.

In recent years, life skills have emerged as a critical yet underappreciated component of cognitive education. Adult offenders and young offenders also lack the psychological, survival, personal management, and job skills required to operate in the family, community, and workplace. Academic

and preparation alone would not be enough if they lack those abilities.

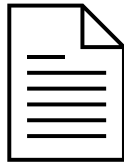
Using this book as an important part of the curriculum while teaching life skills in a cognitive environment allows for many opportunities to get the student group together. Learners not only bring new abilities to the training program, but they also demonstrate their natural ability to society.

After reading and disseminating the book's usefulness to the learners, faculty members may profit from the book's excitement and spirit, and their own sense of the value of the jobs they do in helping their students prepare for post-release lives can be renewed.

Students need a lot of motivation to assume that the skills they are studying will be useful in their future lives.

We hope that this book on Life Skills (Volume 1) will lead to more life skills programming in the cognitive sense, to stronger life skills programs for the learners, and to their ultimate success in the years ahead.

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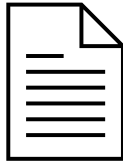
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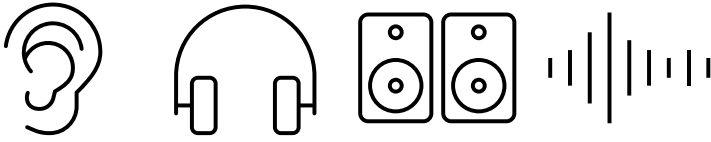


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Module 1

listening

Module 1: a. Listening



The ability to hear and interpret messages accurately by conversation is referred to as listening.

Listening is essential for any successful interaction. Without the ability to listen carefully, messages are quickly misunderstood. This growing result in a lack of touch and annoyance or anger on the message sender.

If we have a communication capacity, so listening is what we can aspire in any situations.

Good listening skills also support our personal lives, including a more significant number of peers and social networks, increased self-esteem and trust, more robust education, better health, and overall well-being.

Studies have shown that listening closely will reduce blood pressure when chatting.

It is not like listening to Audience

The echo that goes through our head is the sound of hearing. It is a physical mechanism that takes place spontaneously because we have hearing issues. However, listening takes more than that: concentration and commitment are essential, both mental and physical.

Hearing involves paying attention to the story and how it is told, utilising expression and expression, and using one's body. That is to add, understanding both spoken and non-verbal signals. The degree to which we interpret and appreciate these signals depends on our capacity to listen effectively.

It is not a passive mechanism to listen. The Audience should and should participate in the process at least as well as the speaker. This phase of becoming thoroughly engaged is defined with the term 'active listening.'

The Listening Goal

It is a handy way to listen effectively. Why is it so critical to listen?

Listening has various potential uses that will rely on the situation and quality of conversation for hearing.

- To emphasize communicating messages and to prevent distractions and preconceptions.
- To achieve a complete and correct interpretation of the views and ideas of the speakers.
- To analyse what is said objectively. (See our Critical Thinking link for more details).
- To observe the non-verbal cues that support the interpretation.
- To display curiosity, concern, and emphasis.
- To promote a whole, accessible, and frank conversation with the speaker.
- The speaker must first cultivate an attitude of selflessness.
- To obtain a general, accepted understanding of the two sides and to embrace them.

Mainly, we concentrate on formulating forms of answering while listening. It is not a listening tool. To make the speaker more comprehensive, we can concentrate entirely on what is meant and how it is said.

10 Successful Listening Strategies

1. Want to listen.

It is a choice to listen. It is also an essential first step to avoid talking and start listening.

2. Let our agenda go.

We must sacrifice our agenda and assumptions to hear someone. Target our concentration by eliminating all obstacles and notions to be genuinely aware and build room for various viewpoints in our head.

3. Be odd.

Effective listening demands that we are interested in how others see the universe. Try to learn what we can, pose open questions, and view the universe through the sharp lens of the other.

4. The eyes listen.

Pay attention to all the visual indices and establish eye contact with the speaker. People would enjoy our concern and engage more effectively with us. We will more interpret the signals and grasp the significance of what is conveyed by practice.

5. Hear the whole post. Listen.

Before we reply, make sure that we hear and comprehend the whole post. Typical misbehaviour is to listen only to what we want to hear and then start rehearsing. We answer as soon as the dialogue ends. (Or perhaps worst, to disrupt by answering what we believe we would hear.)

6. Be careful. Be patient.

Some people take more time to find the correct expression, to comment or to explain an issue. Allow them time to reflect through and fill out their post. Wait, wait, wait, and then wait.

7. Respectfully listen

A primary principle, mainly as we listen, is reverence for the freedom to differ.

Differences can lie in the views shared or in the manner of communication used. Remember, we own non-verbal queries talk for us, mainly though we cannot interact orally. Listen, do not criticise, understand.

8. Feel empathy.

This is especially relevant when people talk personally or painfully. Empathy is sad about something more than it is. Empathy means that we must first consider and sense the thoughts and fears of someone to recognise and share the message.

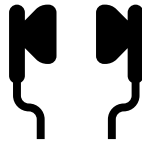
9. Manage our feelings and responses.

If what other people say triggers an intense reaction in us, be alerted to hear their words' intentions and their whole meaning. Do not let the breeze blow into our sails with anyone. Remember that our responses are regulated. We cannot hinder the breeze, but we can let it drift-free!

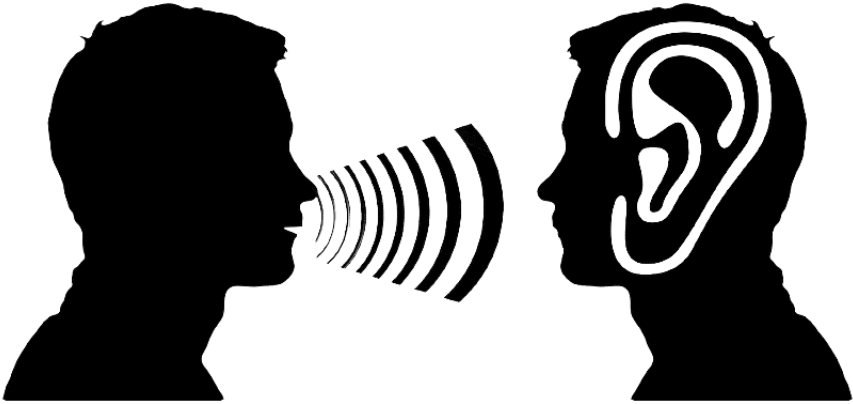
Even though we feel like our buttons are pressed, keeping our cool is a strong ability to help us reach our objectives in any part of our life. It is tough to listen to getting defensive and furious.

10. Comprehension exam.

Refer to our understanding regularly to summarise what we learned. We can also draw a better image of what is being said by posing questions to explain the interpretation.



Module 1: b. Listening and comprehension



Speaking is greatly overestimated as part of languages study. Therefore, we want to learn to speak and speak the language we learn. This is undoubtedly the number one priority among most language students. The dilemma is how this can be done and how communicating in a language learning program can be implemented. Talking and speaking well at an early stage will lead to agitation, stress, delay, and real fluency.

We must learn well first to talk well.

They are learning better as we encounter more people who ask us to use the language. Some people tell us they know well, but they cannot communicate well. However, we also find that this is not always the case as we examine it a little more.

There are certainly people who cannot talk clearly and read well. Many people understand the language spoken well and listen in some instances with absolute ease but are having difficulty communicating.

Many individuals who appear to be capable of using the language do not even know whether we speak to them or do not hear or comprehend a dialogue about them or films. In other terms, the listening understanding of these individuals is not strong.

Understanding the listener, not listening, is the most incredible language talent. All other capabilities can come if we can reach a substantial

degree of understanding. That is going to happen. The proper grammar and use will be included. When we have so much exposure to the language that when Native speakers communicate to us and not only when they talk to us personally, we would be able to speak outstanding when we have sufficient opportunities to use it.

Listening offers comprehension of vocabulary

Listening has several other advantages: organising is very straightforward. We do not just listen to the language while we listen. When we pass the first stage of listening to essential tales, we continue to appreciate a book, read about the country's culture, or join a political or historical podcast. When we make dishes, push our motorcycle, work out, or go for a stroll, we may have a fascinating language partner. When we do these things, we obviously cannot arrange to bring a language instructor with us.

It is not that we are not chatting. Instead, we are talking. Currently, we organise online conversations with our tutors until we have a certain degree of understanding. A wide variety of issues will now be understood and explored in detail. We are conscious of our challenges, our hesitations, and questions as we talk. Through our hearing and reading, we work with them. We may also organise a ride into the nation where the language is spoken if we are fortunate enough.

Even reading in any sense is listening, so we want to subvocate while learning in a foreign language. Somehow, as we learn, we sense the language.

We believe it is too much to talk at the outset and too much to talk correctly. Too much emphasis is placed on individuals to accurately establish a language at a period where they may not be able to do it when they have not adequately exposed themselves.

The learner's mind generates false perceptions. Learners may be so scared to make errors. We can begin to devise ourselves second. We may hesitate to speak. They can talk more naturally and confidently if they have good understanding skills.

It is a little bit of a hair and a tortoise. It is not always the one who can tell stuff early on who becomes the language's fluent speaker. It is also the one that knows the most language, has the most excellent repertoire and has listened much of the time.

We are concerned with understanding skills, both listening and reading, but we must first know how to listen. Hearing and reading capabilities are as follows:

- Take account in both listening and reading
- To sum up and paraphrase
- Techniques for scanning and skimming reading
- Large and comprehensive reading techniques

Listening is described as "consideration of what is said." It is not an act of listening alone but of concentrating on the spoken tones. It always exists whether the recipient wishes to attend or be affected throughout the contact process. A lion has a stake in our lives, that is, 52%, leaving 32% to listen. Reading and writing were respectively 9% and 7% weighted. Listening is a principal management tool long recognised.

Understanding Listening

Listening understanding may be interpreted as a thoughtful consideration of what is stated and demands and recognises that the content is preserved. Listening is a challenge since it is a live event, and the Audience must understand in the present moment.

Listening understanding can be acquired as a 'receive-retain-registry-reflect' methodology in the scholarly study provision.

The hearing process: (As explained by P.D. Chaturvedi & Mukesh Chaturvedi)

- Attention undivided
- Audience
- Intelligence
- Identifying
- Assessment
- Conceptualisation

The forgotten art is classified into different categories depending on the listener's care. The below are the types of listening:

Please listen carefully: as we focus and make notes for more learning. This is known as listening. The mind and the journal are synchronised. The careful listener keeps close attention and is not interrupted temporarily. There is no consideration or preference for the speaker. The retained volumes are maximal in Active Listening, and the listeners will interpret the text in the expected context. Careful listening allows more debate and learning to be shared.

Reflective hearing: Whether the material listened to induces reflection in the listener's head and brings the mind to another stage of thought. Simply said, reflective listening is a hazardous condition when the Audience must pay full attention, especially when the input hears is responsible for feeling and thinking. It induces introspection and often removes attention. The speaker must take note of the terms and examples they represent. There is no adverse consistency, but in academic and business listening, it is not essential.

Selective Hearing: The Lecturer attends a seminar and calls the amount of the roll. Just when our turn to talk is approaching, our mind gets into focus mode. To put it right, we become "selfish" or "selective listeners." The Audience is worried that the entire talk does not matter and that we only have to 'hold' a chosen section. Anything is understood, but only chosen words are given careful consideration.

Pretended Listening: 'I cannot hear us at all, but I have to let we think I am.' We are well conscious that a whole lecture/speech is often prevented, or a little time is taken away from us. However, the listener or participant is not conscious of our deviation from the dignified terms. The process of nodding heads, the use of 'false' notices and the retention of intelligent phrases show that we pay complete attention. Otherwise, the truth is the opposite. This is the pretence of hearing which in structured cases is not advised. The terms are worth hearing anytime they are spoken.

Listening skills: Barriers and Ways to Improve Understanding

"We cannot force me to do it if I do not want to listen to us". Apart from that basic pronouncement, certain obstacles may be considerably

regulated by the speaker and listener's involvement. These hurdles are usually linked to contact barriers. However, it may be more fruitful to address the barriers to effective listening. It is a "voluntary" practices variable like can readily influence that

Lack of concentration: Participant's differential position- Corporate establishment is not 'help.'

- Listen more easily than speak
- Be mindful of the President and not of the voice
- Too quick listening
- The psychological locks / worries / fixes
- The mind of the listener or speaker psychological complexes
- Poor restraint
- Premature assessment and rapid findings
- Focuses instead of the whole speech on the selected segments
- Partial introduction by a speaker of the topic
- Barriers to society and language
- Change in view resistance (By the Listener)

Infrastructure and professional services Listening practices How to boost our perception

Take notices: A listener must appreciate the speaker's 'reinforcements.' We should listen and do what is transmitted on a personal basis. One should take care of the outlined concept immediately at academic and professional levels. Whenever the speaker repeats something, writes on the board, or says the words on the computer in an on-screen slide, the Audience can keep this in mind. These are the points to be related after the speaker exits to establish a summary. We must note that the notification only occurs after notification is taken. We cannot recall or send anyone a message unless we have not seen it.

- ❖ Note Taking techniques are so essential to understanding skills that ignoring them allows reception and retention low in most situations.
- ❖ Do not focus on content or selective listening: A fair mind should not worry about the choices or differences. There should be careful listening, and the emphasis should not be on the speaker

but the text. The speaker as an individual, however, should be valued, not at the expense of material.

- ❖ Divide the speaker's thoughts and should not give in to prejudice by applying a material to the listener's meaning, cast-color-religion-region-race. This does not indicate that the speaker's appearance or character is irrelevant. It proposes that mental locks against the worthy speakers be removed.
- ❖ Received melodies are sweet, but the unheard melodies are sweet: There are too many connotations to be 'read' by us as a speaker expresses his ideas. Listen to modulations and motives of expressions-feelings-tone-pitch-voice. "Hear what is left Undiscussed.' Use the eyes, too.
- ❖ The 'emotive substance' is not carried away: In both technical and academic listening, one must bear in mind that being too emotional will minimize or spoil the goal of understanding the material.

Do not be a saint: A hearer would not have to be a speaker's sponge. Excessively concentrated compounds are also less known. Be careful but keep our mind open for our contemplation.

Think of the Speaker and empathy (not like the speaker).

Responsible listening: As we call for responsible conduct, this is an ethical concept. However, we cannot be effective speaker without being good listener. Audience Understanding means developing our communication abilities and being a listener. It is an essential ability to communicate receptively and expressively.

"Hearing" as the "Master Art." We cannot think about emphasizing or de-emphasizing spoken words or the sound wave. It is more complex than reading. They are 'virtually visible to our hearings' and are 'a gone term' until spoken and ignored by me. Nothing has a 'Play Again' button in all life. Listening is not visibly registered, as opposed to reading. The book we have will not mind if two-three sentences have been skipped, and all of them we can learn at our ease again. If we are not listening to me, we see and think about a single expression of incompetence.

8 Key Listening Comprehension Skills Assessed through Listen wise Quizzes:



Literal Recognition: Evidence, Data, or Knowledge Issues directly listed in the audio tale

Vocabulary understanding: Concerns on the importance of the vocabulary mentioned in the audio tale

Making assumptions: Questions that invite students to conclude when listening to audio stories to interpret what is said and above and beyond the literal significance.

Core Meaning: It questions that require students to define the key idea or nature of an audio tale

Objective Determination: Questions telling students to identify an audio tale

Conclusions drawing: Questions that ask students to conclude a description of details in an audio tale

Reasoning analysis: questions that need students to examine the reasoning behind an argument in a story about audio

Finding evidence: Questions requesting students in an audio story to find comments or facts that confirm arguments or assumptions

Both Listen-wise quizzes: Test the first four fundamental communication abilities. The second set of four higher-level credentials is tested in a subset of exams (those associated with secondary standards-aligned lessons).



Module 1: C. Probing Questions



Probing Questions: Definition, Comparisons and Examples

Knowing how to pose the correct questions while trying to learn new knowledge is a helpful experience that will help speed up the method. Probing questions is intended to help both the person asking the query and answering it to understand the facts better. The questions themselves, as well as the responses, offer depth and perspective. In this post, we define probing questions, evaluate them to become illuminating questions, discuss scenarios in which probing questions might be helpful, and include 20 probing question examples.

What do we mean by probing questions?

Probing questions is about towards elicit in-depth reflection regarding a specific topic. It usually is open-ended, which implies new arbitrary responses. They are structured to facilitate introspective thinking to explore their personal feelings and thoughts on a given issue.

Questions that need to be probed vs questions that need to be clarified

Illuminating questions and asking questions that are radically distinct in essence and purpose, considering their relative similarity. Clarifying queries, unlike questioning questions, provide responses that are founded on evidence. Clarifying questions are ordinarily short and are meant to explain the issue at hand. These forms of inquiries also yield practical knowledge that encourages human to ask more probing related questions.

Some examples of clarifying questions are:

- Did we summarise what we said correctly?
- Is it what we wanted to say?
- What criterion did we use to make our decision?
- What kind of resources is employed?
- When is it acceptable to use questioning questions?

Probing queries can be used in a variety of situations, including the ones mentioned below: After a presentation, if we feel that someone is avoiding divulging something

- Guaranteeing that we have a full understanding of the story
- Facilitating possible brainstorming solutions
- Thinking from someone's thinking process
- Encouraging students to think critically in a classroom environment.
- When determining a potential client's requirements,
- When learning something new

20 examples of probing questions

Such samples of probing questions are as follows:

1. Do we feel that that is right?
2. How did we come to this conclusion?
3. How do we know this to be true?
4. Is this problem unique to this organization?
5. What are the intangible effects?
6. What are the long-term effects?
7. What are this situation's pros and cons?
8. What do we think is at the root of the problem?
9. What do we think is the best-case scenario?
10. What does this remind us of?
11. What is the connection between these two things?
12. What is our biggest fear regarding this?
13. What is our prediction?
14. What should we ask ourselves to further our understanding?
15. What sort of impact do we think this will have?
16. What was your intention?
17. What would need to change for us to accomplish this?
18. What would we do if the opposite were true?
19. When have we done something like this before?
20. Why do we think that is?

1. Do we feel that that is right?

This query probes the other person to evaluate the assumptions they have reached, whether it is meant as an ethical question or to assess the veracity of something.

2. How did we come to this conclusion?

Asking others to repeat their thought process will clarify the questioner and themselves despite being a straightforward query. Expertise shall be employed to overturn engineer challenges and recognise trends previously just picked up subconsciously.

3. What proof do we have that this is correct?

The aim of investigating questions is to test conclusions and principles. This query involves more than merely checking the party's claims veracity. It often inquires as to how they arrived at those conclusions.

4. Is this an issue that only this enterprise has?

To put it another way, are the opponents up to the task? What are we doing that they are not? This query encourages the other person to seek clarity and search for solutions outside of their case.

5. What are the intangible effects?

Most symptoms are immediately noticeable. However, there are occasions where the implications are less clear. Are there any effects that would go undetected for a long time?

6. What would be the long-term consequences?

While every consequence of actions and solutions are often considered, it is crucial to continue to see beyond the immediate benefits.

7. What are the advantages and disadvantages of this situation?

It is easy to concentrate on the good and bad sides of a scenario while approaching it. This query encourages the other individual to understand and discuss both sides.

8. What do we assume is the cause of the issue?

There is everything that laid the foundations for any challenge. Simultaneously, this query is an abstract and offers an insight into a real problem and how to solve it.

9. What is the best-case situation, in our opinion?

Soliciting others for a safest-case situation is almost very effective by asking about the worst-case scenario. What do we expect to achieve here if everything goes according to plan? Is it worth it?

10. What does this remind us of?

A solid logical thought technique that helps us to draw distinctions is comparison. Innovative solutions to complex issues may be established by analogy and contrast.

11. What is the connection between these two things?

As previously reported, building partnerships is a perfect way to come up with fresh and exciting ideas. On the other hand, this query is intended to go a step forward in determining what the relationship is and why it occurs.

12. What is our strongest apprehension concerning this?

Most difficult situations will expose lot more details. It becomes valuable instruments for expressing and identifying worries and effectively understanding anxiety that might be less terrifying than it seems in mind. In any situation, the individual who is being challenged is expected to look forward.

13. What is our prediction?

The prediction may be a particular technique. It brings together intelligence and emotion to form a theory. While we should not focus on them entirely, they will help us get a better view of a circumstance by forcing us to think ahead.

14. What should we ask ourselves to further our understanding?

In other terms, what new questions do we have now that we have this information? This query is intended to delve further into a subject and promote analysis of all aspects of it.

15. What influence do we expect this would have?

The question is to forecast rather than emotions. What effect would this scenario have on the climate and other people? Can the outcomes have a good or detrimental impact?

16. What was our intention?

The difference between intent and execution may be significant, which is why this question can be so instructive. What was the strategy, exactly? Were we able to get away from it? Have we come into a new line of thinking that has taken us somewhere else?

17. What would need to change for us to accomplish this?

Change is needed for progress and growth in general. Instead of dwelling on alternatives, this issue aims to inspire people to understand the mechanism and compromises needed to accomplish the proposed target.

18. What would we do if the opposite were true?

This query is meant to elicit and offer insight. What would we do if the case were reversed?

19. What was the last time we did anything similar?

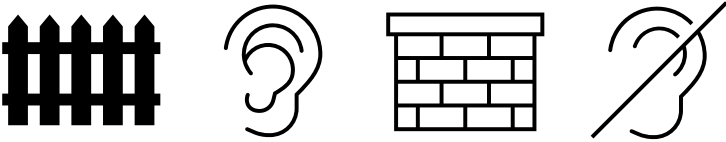
When we live through a problem like this before? Have we ever been good before? These questions focus on an individual's skills coupled with experience and willingness to present proof-based options.

20. Why do we think that is?

This sort of probing query is intended to evoke the other party's thoughts and convictions. How did they arrive at this conclusion? What makes them think it is true?



Module 1: D. Barriers to Listening



When we listen to a conversation, it is regular to formulate an answer when they are yet to talk. This indicates that we are not paying attention to the conversation instead of thinking about what to answer.

Effective listeners are vulnerable to criticism what is being said before wholly comprehending the meaning that the speaker is seeking to express. Therefore, observations are drawn, and assumptions regarding the speaker's context are formed that might be incorrect—misunderstandings and deterioration of coordination result from this and other forms of inadequate listening.

Moreover, if we are not preparing a response while listening, people are unknowingly being preoccupied with something else. During a talk, how many of us have had thoughts like "What am I going to have for my dinner" "Will I have time to finish that report?" or "I hope I am not late picking the kids up" We tend to get distracted by not paying careful attention to the discussion at that point of time. In other words, we do not pay any attention to what is being said.

When it comes to listening, we may quickly develop poor habits, several obstacles, and unhealthy eavesdropping behaviours, allowing us to discuss to fix them. Listening becomes an essential communications ability and a foundation for many other communication skills; improving our listening skills will help us develop our personal and professional lives.

Common Listening Obstacles

Many factors will obstruct our ability to listen. We should be mindful of these obstacles, which are poor behaviours, to improve our listening skills. Efficient listening may be hampered by a variety of obstacles and poor practices, such as:

Starting to listen to several conversations simultaneously, such as flipping on the television or radio while pretending to hear someone else speak, being on the phone with one individual while conversing with someone and being distracted by an overriding noise in that place of conversation.

We discover communicator enticing or unappealing. We are further concerned about how we feel towards them and the individual's presence rather than about what we will do. We will mentally disagree with the speaker and be quick to critique, either verbally or in our mind if we do not like the speaker.

We are bored, and we are uninterested in the discussion being debated.

Not being able to concentrate and easily irritate, trying to fiddle with our hair, fingertips, notebooks, etc., or looking out of the window before concentrating instead on the speaker.

Feeling sick or exhausted, starving, thirsty, or in search of a bathroom break.

Identifying rather than empathizing entails comprehending what is being said while not placing oneself in the speaker's shoes. We tend to talk to ourselves in mind, and we spend more time listening to our ideas and sensations - switching the subject from 'I' or 'me' to 'they' or 'you' may be challenging. Listening effectively entails exposing our eyes to other people's perspectives and trying to be empathetic. (For more details, see our page [What is Empathy?](#))

Sympathizing instead of empathizing. Sympathizing is not the same as empathy; We sympathize while we feel guilty for someone else's experiences; to empathize, we place ourselves in the other person's shoes.

We are prejudiced or biased because of our ethnicity, gender, age, faith, dialect, and past experiences.

We have prejudices or biases - good listening requires us to be open-minded to other people's thoughts and opinions; this may not imply we have to approve. However, we can listen and understand.

We make conclusions, such as that somebody is not clever or eligible, so there is no sense in responding to what they have been to suggest.

Previous life experiences – we are both affected by our past life experiences. Personal interactions, exactly how early initiations, including welcomes, get accepted prior interactive experiences, influence how we react to others. When we stereotype others, we lose our objectivity and, therefore, our capacity to pay attention efficiently.

Preoccupation – Since we have too much in our minds, we can forget what is being said when we are too preoccupied with our worries. When we are sad or angry over something, this is particularly relevant.

Holding a Settled Mind - We have our values and principles correct and listening to others who disagree with us may be difficult. The willingness to have an open mind - to accept that other people think of it differently than we do and use the experience to understand better the speaker is the key to solid listening and leadership skills in general.

Signs of Poor Listening that are not Verbal

Although there is some space for error in all nonverbal cues, the following are typical indicators of negligence during our listening:

Inability to maintain eye contact with the speaker – Active audiences make eye contact with the speaker. However, the absence of eye interaction may be a symptom of hesitancy.

Slouching, lying back, or tossing in a chair are both choices. Bending ahead of a table or constantly changing stance are both signs of bad posture. When anyone is paying attention, they turn marginally towards the voice.

Fidgeting, doodling, staring at a phone, yawning are all examples of being irritated.

Inappropriate facial gestures and a lack of head shakes. When an audience is interacting through a presenter, they frequently shake their head, which is a virtually involuntary means of motivating the speaker and displaying interest. A lack of head nods may indicate that no one is listening. The same may be said about facial expressions; sensitive listeners use smiles as feedback channels and demonstrate their interest.

More Indicators of Ineffective Listening

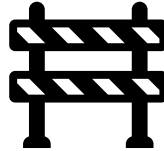
The below are few other characteristics of poor listening:

Sudden Changes in Subject: Once a hearer is confused, the person might immediately assume something unrelated to the speaker's topic and try to shift the discussion to the new topic.

Selective Listening: Whether an audience believes what they understood key things or the essence of whatever the presenter wants to express, selective listening is known. They filter out what they consider to be critical information and either avoid listening or get overwhelmed as a result. (See also: Listening Styles)

Daydreaming: When a listener encounters something that triggers a series of random thoughts in minds, it becomes overwhelmed by the environment to develop a "far-away" look.

Advising: Certain individual tends to get into a dialogue early and start giving suggestions until they grasp the speaker's dilemma or worries entirely.



Module 2

Speaking

Module 2: a. Pronunciation



In its broadest meaning, pronunciation is the appearance and arrangement of the primary symbols of expression segmental phonemes and speech sounds in patterns of tone, loudness, and length. Pronunciation is considered an operation is influencing the performance of encoding level, condition, external presence of message being the input to the decoding stage, in the simplest model of that exact communicating mechanism in language, encoding, message, decoding. That is what an individual does and what the listener perceives and, in the case of appraisal, evaluates. It is integral to language that it must be considered in every broad conversation of the subject.

Usually, queries of pronunciation are presented by value assessments in broader and more common use. Orthography, or proper spelling, is matching to orthoepy or correct pronunciation. "How do we pronounce (spell) that word?" is also a plea for proper pronunciation (spelling) from someone confused or else an inquiry for proof which respondents fail to pronounce (spell) the word correctly, communicates a particular language or speech idiom. Mispronunciation is the only one that is audible and therefore distracting; they add "noise" into the contact mechanism, lowering its performance.

The Pronunciation Act

The creation of speech is essentially the same as developing every other signal, except for an apparatus for creating sensations in the environment that influence the hearer's perception organs. Speech differs from the sound of noise- or instrumentals device. The speech

organs may change the quality of the sound produced and its pitch, loudness, and duration. Speech tends to be performed on various rhythms, one for ah, another for sh, and so on, each in usage or a split second at a time, all softened out through a steady flow.

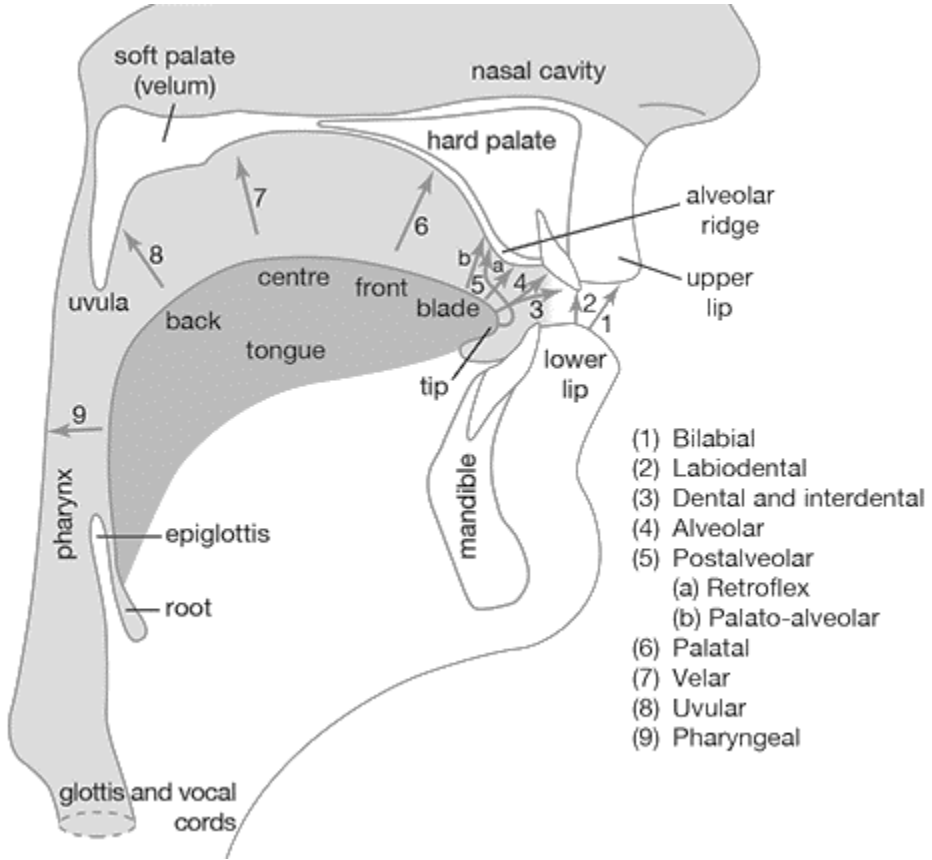


Fig. 1: Human vocal organs and points of articulation

The position of human vocal organs and potential articulation points for speech are illustrated in this image. Encyclopedia Britannica, Inc. is the source of this information.

The word "pronunciation" typically refers to differences in the value of speaking patterns and stresses and tones wherever applicable. Speech tone, which includes nasality or a gasping voice, is unnoticed because of defining characteristic sounds. This definition is simply applicable to

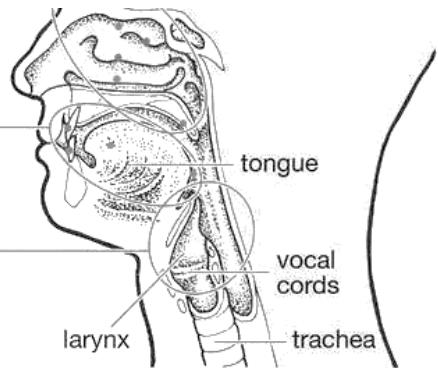
lengthy periods of expression, such as sentence intonation. It is possible to say that someone has exceptional grammar but lousy intonation.

Phonetics, also known as the science of pronunciation, is the study of speech development. It is worth remembering that, while the speaker's demonstrative, kinesthetic, and optical senses can control the organs of expression, the ear is the primary monitor, and listen to children understands to converse verbally in the language of the community in which they cultivate up deprived of articulation guidance. The consonant articulations in languages like English are somewhat neat and steady, while the vowel articulations are more minor. In specific languages, such as Spanish, the condition is inverted. The basic pattern of articulation is reasonably precise in specific languages but not in others. The accuracy of articulation, which is counter to the spirit of the language, cannot make English pronunciation smoother but rather obnoxiously conspicuous.

as "M" and "N"

shape and size of these structures determine the quality of vowel sounds "A," "E," "I," "O," and "U"

important area for producing "K" and "G" sounds



The vocal cords (as seen from above)

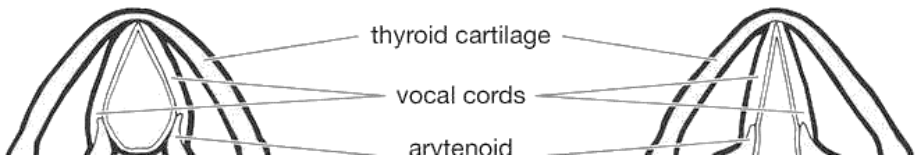


Fig. 2: Voice-Producing Apparatus

Sections of the human anatomy generate the vocal tone. Encyclopedia Britannica, Inc., Encyclopedia Britannica, Inc., Encyclopedia Britannica, Inc.,