**3rd Lecture: Instructor: Mr. M RIZWAN**

**B.S L.S 4rth Seminar based Oral communication skills**

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**3. Models of communication, Miscommunication, Listening and merits of oral communication skills.**

**Outline:**

1. Models of Communication.
2. Why miscommunication?
3. Factors responsible for miscommunication.
4. Need of Listening skills (Active listening, barriers to listening and effective listening).
5. Merits and demerits of oral communication.
6. **Models of Communication**

The purpose of a “model” is to offer a visual representation of a concept with the intent of facilitating its understanding. Models of communication refer to the conceptual model used to explain the human communication process. The first major model for communication came in 1949 by Shannon and Warren Weaver.

Following the basic concept, communication is the process of sending and receiving messages or transferring information from one part (sender) to another (receiver).Traditionally speaking, there are three standard models of the communication process: Linear, Interactive, and Transactional, and each offers a slightly different perspective on the communication process.

1. **Linear Model**

The linear model views communication as a one-way or linear process in which the speaker speaks and the listener listens. ***Laswell’s (1948)*** model was based on the five questions below, which effectively describe how communication works:

The main flaw in the linear model is that it depicts communication as a one-way process where speakers only speak and never listen. It also implies that listeners listen and never speak or send messages.

1. **Interactive Model**

***Schramm (1955) in Wood (2009)*** came out with a more interactive model that saw the receiver or listener providing feedback to the sender or speaker. The speaker or sender of the message also listens to the feedback given by the receiver or listener. Both the speaker and the listener take turns to speak and listen to each other. Feedback is given either verbally or non-verbally, or in both ways. This model also indicates that the speaker and listener communicate better if they have common fields of experience, or fields which overlap.

The main drawback in the interactive model is that it does not indicate that communicators can both send and receive messages simultaneously. This model also fails to show that communication is a dynamic process which changes over time.

1. **Transactional Model**

The transactional model shows that the elements in communication are interdependent. Each person in the communication act is both a speaker and a listener, and can be simultaneously sending and receiving messages.

There are three implications in the transactional model:

i. “Transactional” means that communication is an ongoing and continuously changing process. You are changing, the people with whom you are communicating are changing, and your environment is also continually changing as well.

ii. In any transactional process, each element exists in relation to all the other elements. There is this interdependence where there can be no source without a receiver and no message without a source.

iii. Each person in the communication process reacts depending on factors such as their background, prior experiences, attitudes, cultural beliefs and self-esteem.

Transactional model of communication takes into account **“noise”** or interference in communication as well as the **Time** factor. The outer lines of the model indicate that communication happens within systems that both communicators share (e.g., a common campus, hometown, and culture) or personal systems (e.g., family, religion, friends, etc.). It also takes into account changes that happen in the communicators’ fields of personal and common experiences. The model also labels each communicator as both sender as well as receiver simultaneously.

1. **Need of Listening skills.**

**Listening Skills**

***"We were given two ears but only one mouth, because listening is twice as hard as talking."***

Listeners must first hear what is said. Listening skills involve identifying and selecting relevant points recognized as having meaning; that are understood and held in short - term memory. These can be related to what has gone before and to what comes after. Any information considered important is selected and stored for future reference in the long term memory.

Decoding (understanding) a message is generally easier for the listener if a person is speaking rather than reading something out loud. In addition the speaker's facial expressions, and the stress placed on words help the listener to understand the message.

***Developing effective listening skills involves two specific steps (Hartley & Bruckman, 2002). These are:***

1. To develop the ability to recognize and deal with barriers that prevents you listening with full attention.

2. To develop and use behaviors which help you to listen. Such behaviors can also serve to let the other person know that you are giving them your full attention.

Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. To listen is to pay attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem.

A person who incorporates listening with concentration is actively listening. Active listening is a method of responding to another that encourages communication.

**Active listening is composed of six distinct components**:

* **Hearing**: The physiological process of receiving sound and/or other stimuli.
* **Attending**: The conscious & unconscious process of focusing attention on external stimuli.
* **Interpreting**: The process of decoding the symbols or behavior attended to.
* **Evaluating:** The process of deciding the value of the information to the receiver.
* **Remembering**: The process of placing the appropriate information into short-term or long-term storage.
* **Responding:** The process of giving feedback to the source and/or other receivers.

**Barriers to Listening**

The following list identifies just some possible barriers to effective listening;

1. Sources of noise
2. Forming a judgment or evaluation before we understand what is being said, or ‘jumping to conclusions’.
3. Hearing what we want to hear.
4. Tuning out a point of view that differs from our own.
5. Formulating and rehearsing our response.
6. Being inattentive - thinking about something else entirely.
7. Having a closed mind- you do not want to hear what the person has to say.
8. Feeling anxious or self-conscious.
9. Judging the person, either positively or negatively.
10. Subjective biases based on ignorance or prejudice.
11. Cultural issues, e.g. listening to the differences in pronunciation of different accent, rather than the content of the message.
12. Excessive and incessant talking or interrupting. It is important that such barriers to listening are recognized and dealt with. With developing awareness, we can have more control over those barriers that are internal to ourselves, and can adopt and use more helpful listening behaviors.

**Listening Effectively Tips:**

Listening effectively is hearing and understanding what a speaker is saying and how it applies to you, and then remembering it for future use and evaluation. There are ways to improve your listening skills for lectures.

The following is a list of some basic techniques:

1. Recognize how ideas are organized. Lectures usually begin with some type of introduction, followed by a thesis statement which is supported by additional information. Most professors bring closure to their lecture by summarizing what they have covered. Learn to identify the lecture style that is used by your professor.
2. Become involved in what is being said. Be an avid listener. Constantly analyze what is being said.
3. Cut through (or screen out) distractions.

• Background noise • unusual accents, dialects, and language mistakes • speaker disorganization, emotion, or habits • unrelated material • your own inner voice

1. Organize statements into main points and supporting reasons. Using an outline form may be helpful.
2. Discriminate between relevancies and irrelevancies. Remember that not all information is important.
3. Maintain an active body state. Keeping alert and having eye-contact with the speaker will help you listen more effectively. In order to improve your listening skills, you will need to practice using the suggested techniques until they become automatic