





## **Importance of communication**

Your ability to communicate clearly and share thoughts, feelings and ideas will help you in all your relationships. For example, you can inform about something or you can also influence others through communication. Communication skills are needed to:

- **Inform:** You may be required to give facts or information to someone. For example, communicating the timetable of an exam to a friend.
  - **Influence:** You may be required to influence or change someone in an indirect but usually important way. For example, negotiating with a shopkeeper to reduce the price or helping a friend to overcome stress due to exam or any other reason.
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- **Express feelings:** Talking about your feelings is a healthy way to express them. For example, sharing your excitement about doing well in your exams or sharing your feelings with your parents and friends.

## **Perspectives in communication**

Perspectives are ideas, views, or fixed ways of thinking. These sometimes affect our communication. For example, if you have a fixed idea that your teacher or father is strict, even when they are being friendly, you may think they are scolding you even though they are polite. In the same way, others may also have fixed ideas about you, which affect whatever you say to them.

### **Factors affecting perspectives in communication**

Sometimes, we are not able to communicate clearly because of barriers that stop us from sharing and understanding messages. Some of these are summarised in Table 1.1.

**Table 1.1: Factors affecting Perspectives in Communication**

<b>Factor</b>	<b>How the factor can become a barrier</b>
<b>Language</b>	In case of use of incorrect words, unfamiliar language and lack of detail, language can act as a barrier to communicate what one wishes to convey. For example, language can act as a barrier when an Indian who only knows Hindi and Chinese who has the knowledge of Mandarin only want to interact with each other.
<b>Visual Perception</b>	Visual perception is the brain's ability to make sense of what we see through our eyes. For example, completing partially drawn pictures with visual perception whereas they may be something else.
<b>Past Experience</b>	Letting our earlier experience stop us from understanding or communicating clearly. For example, "This shopkeeper cheated me last time. Let me be careful or "I scored low marks in my Maths exam, so I am scared to ask and answer questions in class."
<b>Prejudice</b>	Fixed ideas, such as thinking "No one in my class likes me" may stop a student from communicating openly in the class.
<b>Feelings</b>	Our feelings and emotions, such as lack of interest or not trusting the other person affect communication. For example "I am not feeling well, therefore, I don't want to talk."
<b>Environment</b>	Noise or disturbance in the surroundings may make communication difficult. Example, talking to a friend in a function where there is loud music being played by the orchestra.
<b>Personal factors</b>	Personal factors include your own feelings, habits and ways of thinking. For example, fear, and low confidence may make communication difficult.
<b>Culture</b>	Signs' which have a different meaning in different cultures, such as showing a thumb may mean 'good job' done for some people but may be insulting to others.

## Oral Communication Vs Written Communication

BASIS FOR COMMUNICATION	ORAL COMMUNICATION	WRITTEN COMMUNICATION
Meaning	Exchange of ideas, information and message through <i>spoken</i> words is Oral Communication.	Interchange of message, opinions and information in written or <i>printed</i> form is Written Communication.
What is it?	Communication with the help of words of <i>mouth</i> .	Communication with the help of <i>written</i> form.

Literacy	<u>Not</u> required at all.	<u>required</u> for communication.
Transmission of message	<u>fast</u>	<u>slow</u>
Proof	<u>No</u> record of communication is there.	Proper <u>records</u> of communication are present.
Feedback	<u>Immediate</u> feedback can be given	Feedback takes <u>time</u> .
Revision before delivering the message?	Not <i>possible</i> .	possible
Receipt of nonverbal cues	<u>Yes</u>	<u>No</u>

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Probability of  
misunderstanding

Very high

Quite low