

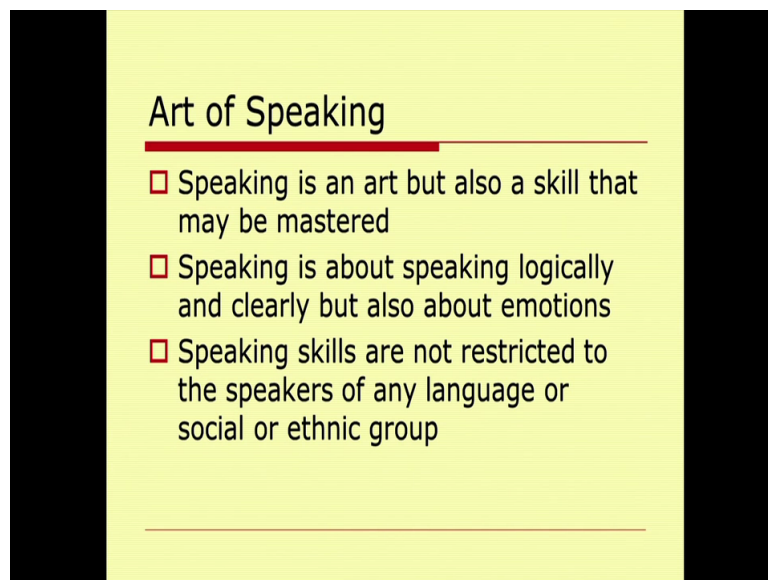
Speaking Effectively
Professor Anjali Gera Roy
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Lecture 1
Introduction, The Art of Speaking

Hello, welcome to speaking effectively. My name is Anjali Gera Roy, I have been teaching for more than a quarter of a century in IIT, Kharagpur and I'm going to teach you a thing or two that I know about speaking and speaking effectively. First of all I begin with the premise that speaking is an art but it is also a skill. Some of us are natural speakers in the sense that we instinctively know when to say the right thing and how to say the right thing.

And we all marvel at ways some of us can express ourselves so correctly and so aptly but the majority of us fumble for words, we do not have the right language, we put the cause of the wrong places, we use the wrong tone and our messages always or half the time misfire.

So this of course assumes that window all of us do not have a knack of speaking effectively, we can acquire the skills of speaking effectively and master this skill over a period of time if we are interested.

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Art of Speaking

- ❑ Speaking is an art but also a skill that may be mastered
- ❑ Speaking is about speaking logically and clearly but also about emotions
- ❑ Speaking skills are not restricted to the speakers of any language or social or ethnic group

Secondly, this in this course I begin with the presumption or the assumption that speaking is not only about speaking logically and clearly as it is assumed in other courses on speaking and about what effective speaking is but speaking is also about using the right emotions and

speaking is really about getting the message across and getting your work done in the most effective manner.

And finally I wish to say that speaking skills are not monopolized or are not the heritage of any particular group or the speakers of any particular language or any particular social, religious, ethnic or regional group but they are equally distributed among all classes, castes, genders, nationalities, regions and languages.

In fact in groups where writing is relatively new, script is relatively new, in the more traditional societies which still depend on the spoken word to get their day to day transactions done, speaking is almost elevated to an art where even ordinary people will have mastered have the requisite skills to get their message across orally by the word of mouth in the most effective manner.

I could think of ancient Greek society but I could also think of more tribal societies in India, in other parts of Asia, in Africa or the aboriginal people of Australia who have mastered the fine art of conversation and the fine art of speaking orally before a group face-to-face before a group.

And if these people who can teach us a lot about how to speak because having become literate we have also lost our ability to get our message across through the spoken word. For instance in Igbo society of Nigeria, among the Igbo people of Nigeria it is said that the proverbs are the palm oil with which words are eaten.

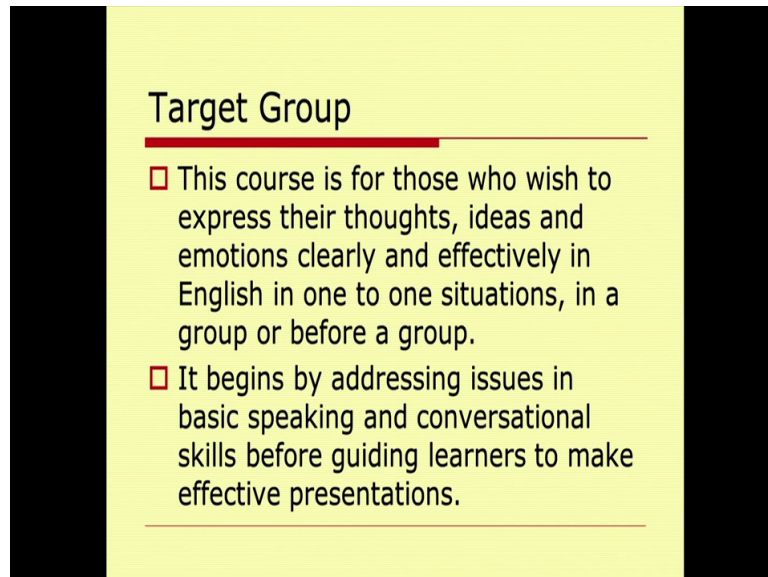
So Igbos conventionally sprinkles their conversations with proverbs to get their message across in the most (())(4:23) and most forceful manner. Closer home let us think of speakers of say Bengali and in Bengal where I live, where I find me that my friendly neighborhood greengrocers also has a basic vocabulary in Sanskritised Hindi, thanks to Bengali being derived from Bengali, modern Bengali including lot of difficult Sanskrit words.

The kind of vocabulary which an average speaker and the rest of the country who does not have a Sanskritic base or whose language does not have a Sanskritic base is unlikely to possess.

Let us move now to the speakers of Urdu and Urdu I have spoken in Lucknow to see that how the Nawabi aadaab or the Nawabi culture of pehle aap pehle aap and the polite conversation, idiomatic conversation is spoke elated to the rickshaw puller who carries you

across the chowk and the recent history of chowk to you in pure palace Urdu spoken by the Nawabs.

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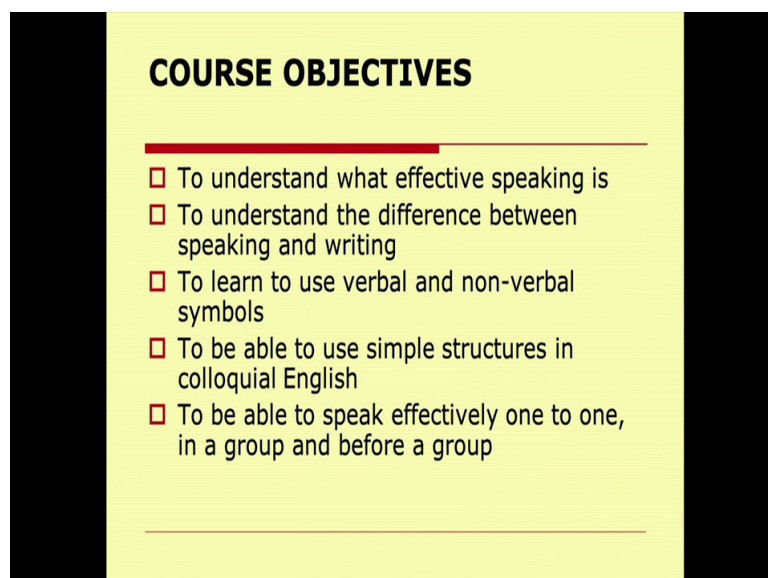


Target Group

- ❑ This course is for those who wish to express their thoughts, ideas and emotions clearly and effectively in English in one to one situations, in a group or before a group.
- ❑ It begins by addressing issues in basic speaking and conversational skills before guiding learners to make effective presentations.

The course this course is for those who wish to express their thoughts, ideas and emotions clearly and effectively in English and I will say why in English, why this course is only targeting speaking effectively in English rather than in other languages. In one-to-one situations in a group or before a group, it begins by addressing issues in basic speaking and conversational skills before guiding learners to make effective presentations.

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COURSE OBJECTIVES

- ❑ To understand what effective speaking is
- ❑ To understand the difference between speaking and writing
- ❑ To learn to use verbal and non-verbal symbols
- ❑ To be able to use simple structures in colloquial English
- ❑ To be able to speak effectively one to one, in a group and before a group

So the objectives of this course are to understand what effective speaking is, particularly focusing on English speaking skills, to understand the difference between speaking and writing, to learn to use verbal and non-verbal symbols, to be able to use simple structures in colloquial functional English, to be able to speak effectively one to one, in a group and before a group.

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Duration Modules	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Week 1	Introduction to Speaking The Art of Speaking	Encoding	Verbal Communication	How words work	How to use words
Assignments *					
Week 2	Metacommunication Nature, Function and Types of Nonverbal Communication	Importance of Nonverbal Communication in Speaking	Body Language Eye communication Facial Expression Gesture	Body Language Posture and Movements Dress and Appearance	Paralanguage
Assignments *					
Week 3	Phonetics	Sounds of English Vowels	Sounds of English Diphthongs and Consonants	Stress and Rhythm	Intonation
Assignments *					
Week 4	Voice and Personality	Improving Voice	Improving Delivery	Pace Pitch Volume	Pause Modulation Resonance
Assignments *					

I have the course outline before you, it is a longish outline. We have not eight module course, and in each module, we have five units and just to give you a taste of what is to come, I will quickly read out some of the topics which I cover in the modules. In the first week, that is today, we begin by introduction to speaking and begin with the first topic which is the art of speaking.

From there we move onto encoding, meaning through verbal and non-verbal symbols, is which speaking shares with writing. The third unit will be about verb verbal communication, fourth unit will also look at how words work and the fifth unit in the first module, the (fi) final unit in the first module will look at how to use words.

So in the first module apart from the introduction, we are also looking at the use of verbal symbols and which are shared across, which are distributed and common to both speaking and writing.

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Assignments *					

In the second module we move onto meta-communication, not non-verbal communication but meta-communication and I will later go into what meta-communication means. Nature, function and types of non-verbal communication.

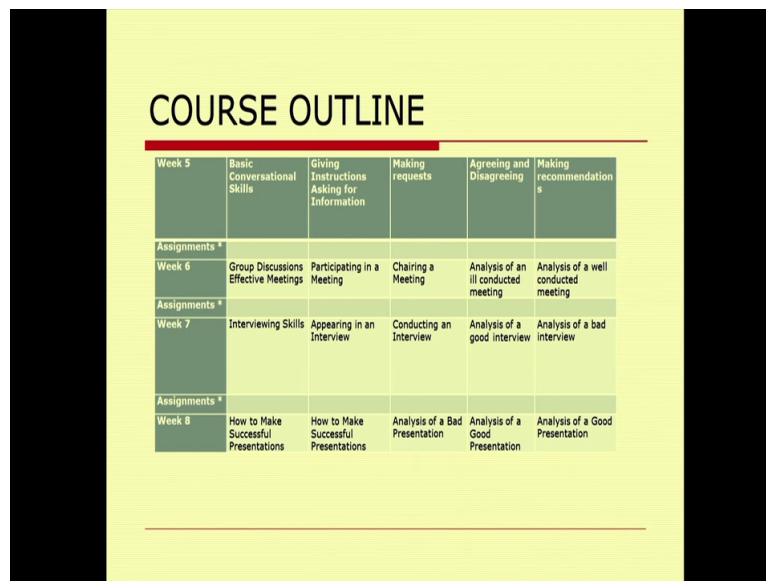
In unit 2 of module 2, we go to the importance of non-verbal communication in speaking, in unit 3 we look at body language, eye communication, facial expression, gesture, posture and movements, dress and appearance we continue in the unit 4 and unit 5 will focus exclusively on paralanguage.

Week 3 module 3, we move onto phonetics which is the sound of speak which is the science of sounds and after having introduced to basic phonetics, I will take you I will guide you through the sounds of English, first with vowels, from there I will go on in the unit that follows into diphthongs and consonants. In unit 4 I move onto stretch stress and rhythm and in the final unit, I go into intonation, pause and modulation.

In week 4 we will look at relationship between voice and personality. The most important component in speaking, apart from words, is voice and delivery. So we will look at I will give you tips on how to improve your voice and in the unit that follows, we will look at how to improve delivery.

In unit 4 of week 4 or module 4, we look at pace, pitch, volume and in the concluding unit of module 4, we would look at more duration, resonance, use of non removal nod words, enunciation and so on.

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Week 5	Basic Conversational Skills	Giving Instructions Asking for Information	Making requests	Agreeing and Disagreeing	Making recommendations
Assignments *					
Week 6	Group Discussions Effective Meetings	Participating in a Meeting	Chairing a Meeting	Analysis of an ill conducted meeting	Analysis of a well conducted meeting
Assignments *					
Week 7	Interviewing Skills	Appearing in an Interview	Conducting an Interview	Analysis of a good interview	Analysis of a bad interview
Assignments *					
Week 8	How to Make Successful Presentations	How to Make Successful Presentations	Analysis of a Bad Presentation	Analysis of a Good Presentation	Analysis of a Good Presentation

In unit in module 5 we move on to more advanced skills having mastered the sounds and basic units like sounds and words, now we move on to more advanced activities such as basic conversational skills and in these basic conversational skills, I include giving and receiving instructions, asking for information, making requests and accepting, conceding to request, agreeing and disagreeing and making recommendations.

In week 4, as it since it is a tiered course we move on to a more very advanced activity which is group discussions and effective meetings. Where unit, the second unit will be about participating in a meeting and the third unit will be about chairing a meeting. In unit 4 we will analyze and ill conducted meeting and in unit 5 we will analyze together a well conducted meeting.

In module 7, I move onto interviewing skills, which is of great interest, particularly to people who are looking for jobs but also for those who may not be looking for jobs but who have other situations in which they have to make an impression and they have to interact with people one-to-one and make negotiations, make deals and so on.

So the first one will be the second unit will be about appearing in an interview, how does one appear in an interview and the second one will be about conducting an interview, how does one conduct an interview. In unit 4 and 5 like in meeting skills we will first analyze a good interview and then we will analyze a bad interview.

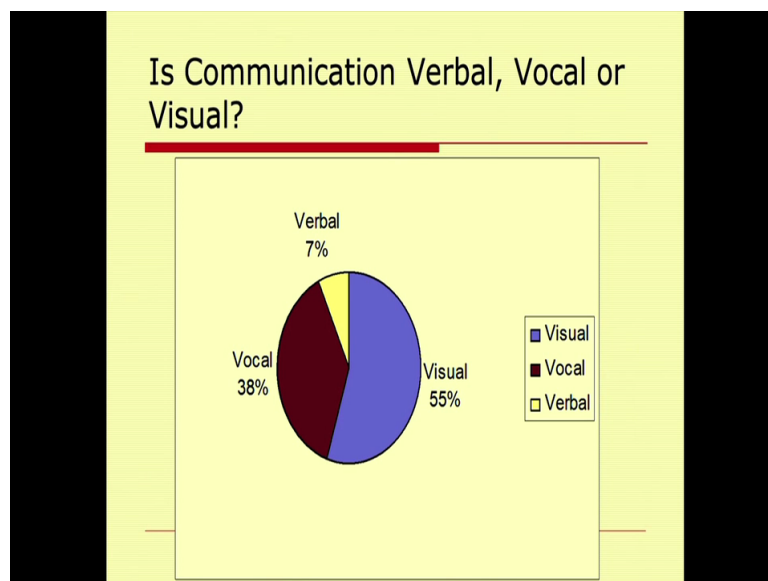
And the concluding module 8 we will look at how to make successful presentations, two parts in unit 1 one and 2, we will then move onto analysis of a bad presentation and then to analysis

of a good presentation, we will have two modules devoted to that. Now I must remind you that each of these modules will be followed by assignments.

The assignments will be based on activities related to the modules so that you not only master the concepts introduced in the lectures but actually get to practice the concepts discussed and actually get to practice the activities introduced in the lecture which you need to rehearse several times in order to be able to master those skills. So the onus of making something out of this course and learning something is equally yours.

My responsibility is to introduce you to what is good speaking and give us some share some tips with you how you can improve your speaking but unless you put in the equal amount of practicing the skills, we will not be able to get the results that we are aspiring to get. So my request to you is, if you are enrolling in this course, please take the assignments and the activities as seriously as listening to the lectures.

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Now I come to the art of speaking and to show what art of speaking in English in particular and why as and speaking mainly to Indian speakers of English, why we need to master the art of the English unlike other languages in which most of us are very fluent and some of us are able to express ourselves very effectively in our own mother tongue but when it comes to articulation or articulateness in English language we failed miserably.

I have come across several people who I have heard them participate in informal conversations and I have watched them holding the entire group enthralled through the

(14:36) through their use of unusual phrases, through the way they control pause and modulation and the way they module leave their voice or they deliver the narrative.

And the whole you know the way they control the conversation, you know the skills with which they control the whole conversation, you find people are sitting so spellbound listening to such speakers and I am sure in your own neighborhood or in your own group of friends or group of colleagues you have such individuals, who instinctively have the knack for making any subject interesting in the way they narrate that subject.

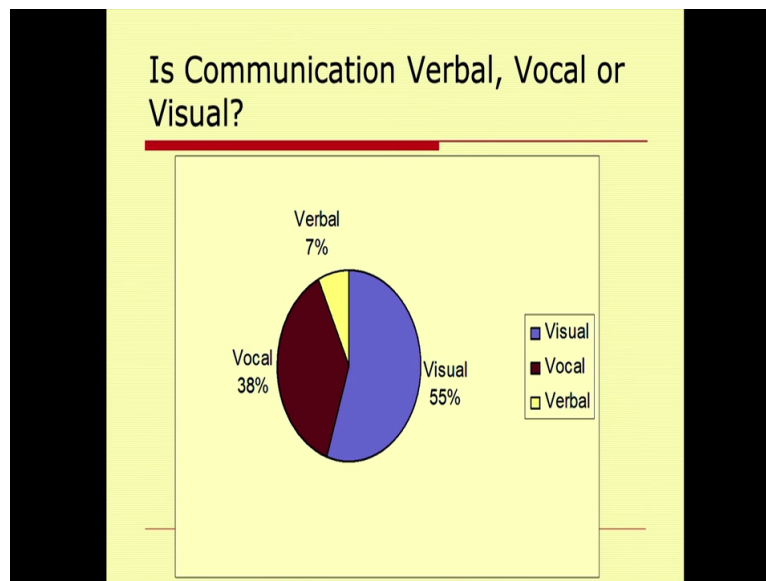
But I find that when I ask the same people to make presentation in English or narrate the same account in English, they falter miserably, they failed miserably. The reason is because the same skills you need in expressing yourself in your mother tongue are not appropriate when you are expressing yourself in English. So this is what we will be doing in the course, that we are assuming that you know how to speak your mother tongue.

We are assuming that you speak very well your you speak very well when you are speaking in your mother tongue and you are able to express most complex thoughts and arguments in your mother tongue and you are also able to get your meaning across in emotional situations or have the gift of holding an audience spellbound when it comes to speaking in your mother tongue.

But when it comes to the English language, you are at a loss for words, your mouth goes dry, you do not have the right words, you are stuck, you are not fluent, or in inadvertently you use the wrong pause, wrong sound, wrong intonation, wrong stress, wrong words and your message has the opposite effect of what you intended it to be. So let us begin by asking, is communication verbal, vocal or visual?

Did you know that we spend a lot of time thinking about the words we use and we spend a lot of time about the verbal component of communication? Did you know what does the total percentage in a message of the verbal component is, it is only 7%. The rest of the message, 93% of the message is visual and vocal. Visual messages are most, takes half the more than half the part of the share of the message.

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55% of the messages is visual and 38% of the message is vocal. So when you look at a speaker, say when you meet somebody, you are travelling in a train, local train or a long-distance train or on a flight or you come to a restaurant and you see someone or in a classroom you notice somebody and you see someone, how do you form an impression about that person even before have exchanged the single word that person?

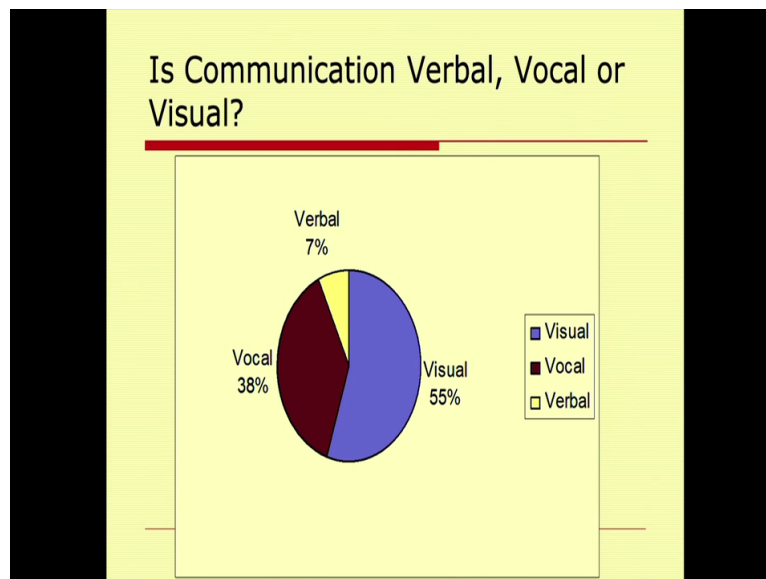
You form an impression based entirely on the visual cues, about how the person looks. Now I am not saying whether that person looks attractive or unattractive but just by the way that person appears, you know the body shape, whether that person is tall, short, fat, thin, well groomed, ill groomed, dressed well, ill dressed, on the basis of that, you form a certain you create a certain profile of that person.

You say, oh that person looks like a banker, okay, this person looks like a corporate guy, this person looks like a jholawala from JNU who is a student or who is an intellectual, who is a Marxist intellectual. So you form these images by the maybe by the glasses the person is wearing, you say this person must be an intellectual or somebody has a cool hairstyle and you say this person must be working in advertising company.

So the visual message is the most important one. And say you met somebody on the in the in the Metro and you struck a conversation with that person you thought okay, this person is also a student and maybe we can make friends and you struck a conversation. So then the first words you say, you greet that person or wish that person or introduce yourself.

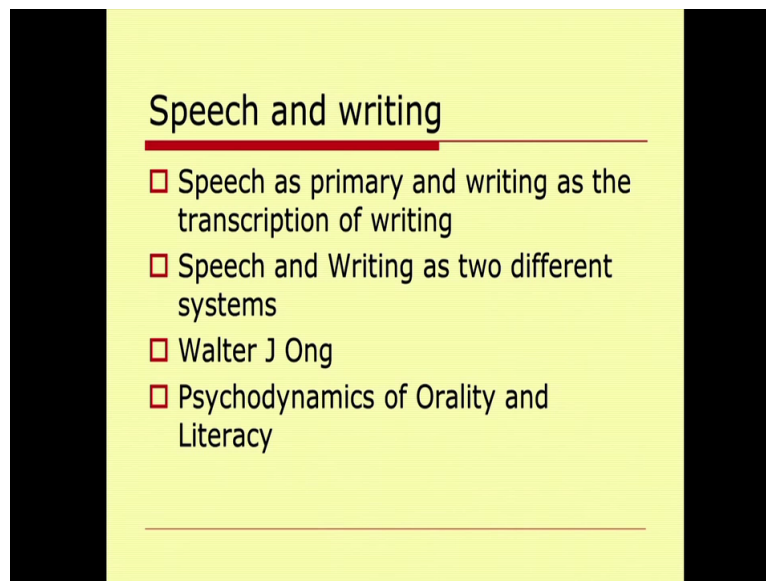
Just by the quality of your voice, by the vocal cues you provide, you give away your A your social and regional background. So say you speak with a face of an accent, you can betray which part of the country you are from, okay. Or your emotional background, suppose you are not feeling too well that day, the tone of your voice, the quality of the energy in your voice will say okay you are disturbed about something or you are not feeling too well.

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So you give away a lot of cues to people just buy even when you say good morning, you give away a lot of cues. And only 7% of the message is verbal on which we spend a hell of lie a lot time practicing. So we begin with saying that since the vocal and the visual aspect of communication is more important or takes a larger share than the verbals aspect, particularly in speaking, because writing has less space for vocal and visual or non-verbal messages.

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Speech and writing

- Speech as primary and writing as the transcription of writing
- Speech and Writing as two different systems
- Walter J Ong
- Psychodynamics of Orality and Literacy

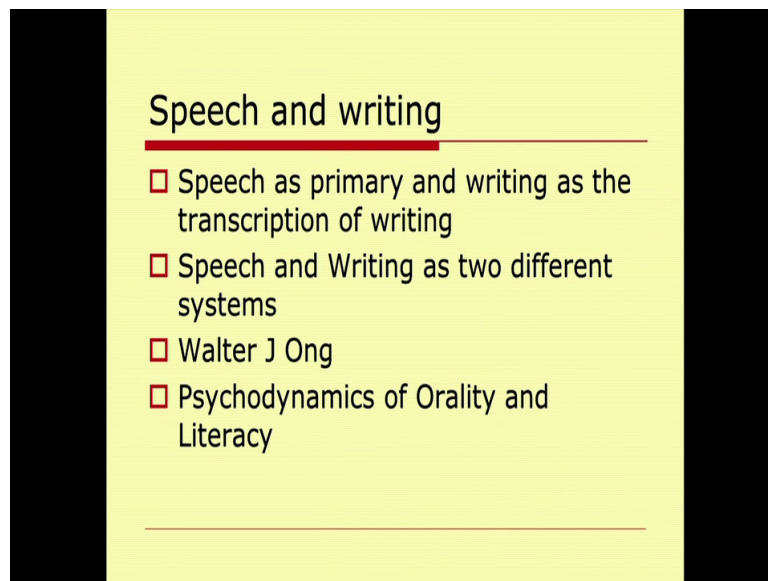
In speaking when you speak, it is not just about using words, speaking is not only about words but more than words. I will now come onto the difference between speech and writing and to spell demystify some myths. All of us begin with the assumption that speech came before writing, both in individuals and individual societies. So say a child, before a child learns to write, the child learns to speak.

And it is also believed that societies before they invented script, or before they began to write, knew how to speak, knew how to communicate by word-of-mouth orally. Now when we write, our assumption is that, writing is a transcription of speech, that we merely put down in writing what we say and vice versa, that when we speak, we speak what we have written or that is a complete myth which we need to dispel.

And in this our great scholars say philosophers like Derrida, several others before him who showed us that, writing as it was believed earlier is not a transcription of speech. It is not a transcription of a speech but that speech and writing are two different languages. The way we compose messages and speech and in writing, we employ very different skills and we also get very different meaning across.

So this idea that speech was primary and writing was secondary, that was corrected by Derrida who showed that writing predates or writing is independent of speech. It does not predate speech but it is independent of speech and structures are independent of speech.

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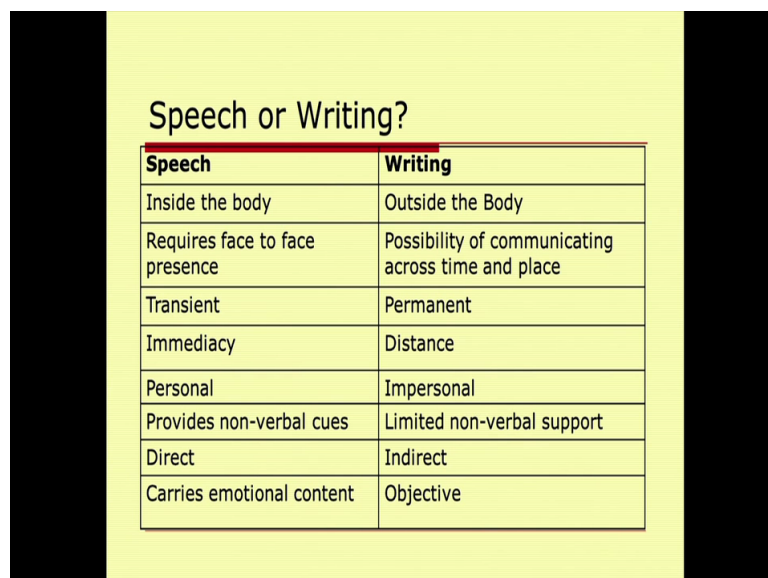


Speech and writing

- Speech as primary and writing as the transcription of writing
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The reason why I am going into this is that speech and writing are seen as two different systems and one of the most path breaking research in this area has been by a priest called Walter J Ong, in his book called in his book called Psychodynamics of Orality and Literacy where he goes into the psychodynamics of orality and literacy.

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Speech or Writing?

Speech	Writing
Inside the body	Outside the Body
Requires face to face presence	Possibility of communicating across time and place
Transient	Permanent
Immediacy	Distance
Personal	Impersonal
Provides non-verbal cues	Limited non-verbal support
Direct	Indirect
Carries emotional content	Objective

According to Ong, I will not go into Ong's categories, the reason being that Ong's schema in which he makes a division between speak psychodynamics of what he called oral societies.

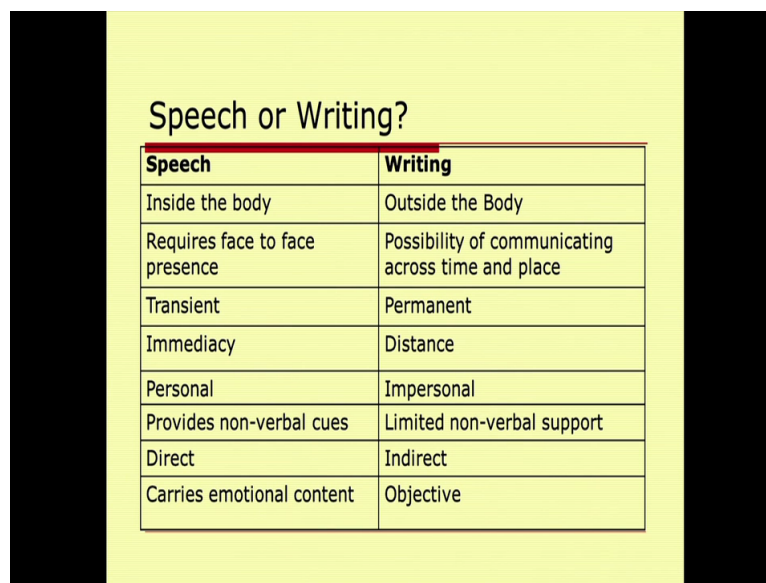
And psycho (dyna) dynamics of literacy has been questioned over the years by other scholars, so I will not go into those individual schema that he has drawn, a very elaborate schema but I

would say that this basic distinction between speech and writing, even though Ong's theory has been questioned by some scholars, holds and speech and writing are different in some fundamental ways.

How so? So first of all we know that speech is inside the body and writing is outside the body and speech requires face-to-face presence and in writing, you have possibility of communicating across time and place.

Speech is transient because the moment the word is out of your mouth, it is gone, you cannot recover it, whereas writing is permanent, that is why we have a fetishisation of writing or some of us are very scared to put down things in writing because once something is written down, it is indelible, it cannot be erased. Speech has immediacy, whereas writing has distance.

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Speech	Writing
Inside the body	Outside the Body
Requires face to face presence	Possibility of communicating across time and place
Transient	Permanent
Immediacy	Distance
Personal	Impersonal
Provides non-verbal cues	Limited non-verbal support
Direct	Indirect
Carries emotional content	Objective

Speech is personal, writing is impersonal, that is why when you want to when you want to convey an emotional message, you know the difference between sending an email or a letter or going across personally to wish, to greet somebody, to congratulate somebody or to commiserate with somebody in their bad times. A letter, sending a letter is not the same thing as going across personally because face-to-face dynamics are totally different.

And speaking provides non-verbal cues whereas writing does provide us some non-verbal cues but they are extremely limited as opposed to speaking, where most of half the message comes through the non-verbal cues. Speaking is direct and writing is indirect. Speaking carries emotional content, whereas writing is objective.

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Speaking is an altogether different skill

Abstract	Concrete
Complex	Simple
Formal	Informal
Long	Short

So what I'm saying is, speaking is an altogether different skill from writing, this is the point I am trying to make aided by some very well-known philosophers and scholars who showed the basic fundamental difference between speaking and writing. That writing is not a translation nor transcription of speech but an altogether different system.

So borrowing from Ong but not borrowing all his categories, we may say that write writing is abstract and speaking is concrete. Writing is uses more complex structures whereas speech we use more simple structures. Writing is formal and speech is informal, writing is in writing within to use long words and in speech we tend to use short words.

In writing we tend to be more grammatical, we have the possibilities for editing what we are writing but in speech once we say something, there is no possibility for editing it and it tends to be additive and it tends to be repetitive and sometimes tends to be grammatical. For instance if you were to transcribe my lecture you will find that I have inadvertently because I am thinking on my feet as I speak.

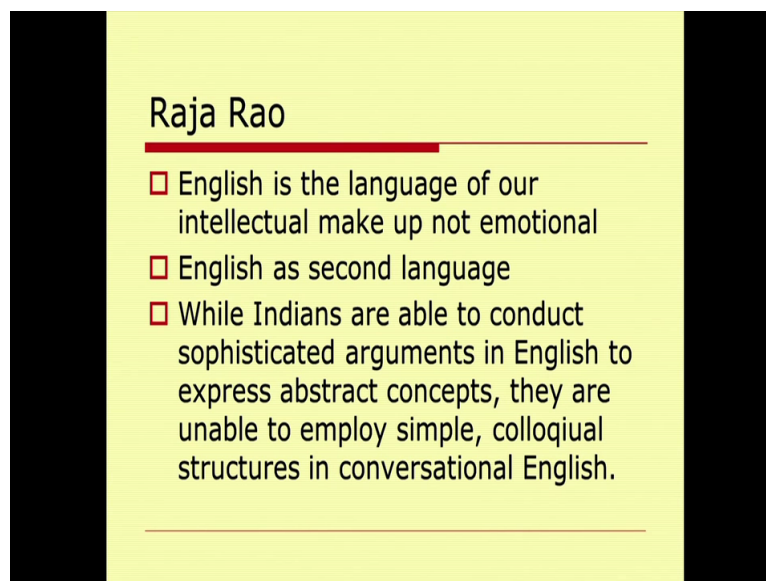
I have inadvertently made some grammatical mistakes, or if I have not made any grammatical mistakes, I have used lot of redundancies, I have repeated phrases, I have said the same word or the same sentence in two different ways.

You know so there it is very reputed theft, it is full of redundancies which if I were writing this lecture down as a lecture notes which I hope maybe at some time I will be able to send you, in that I would carefully edit it for redundancies and correct it, edit it and then send it to

you. I , before I conclude this lecture, I would like to identify why we need to focus on our speaking skills in English.

Because as I said, many of us in India, a large number of us and it has nothing to do with our knowledge or our college degrees or qualifications, there is significant majority of people who have mastered the art of speaking effectively, who have mastered the art of conversation and you find such people are spread across classes, castes, gender, ethnicity, religion and so on languages and so on but when it comes to English, we have a problem.

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Raja Rao

- ❑ English is the language of our intellectual make up not emotional
- ❑ English as second language
- ❑ While Indians are able to conduct sophisticated arguments in English to express abstract concepts, they are unable to employ simple, colloquial structures in conversational English.

And why do we have this problem? Let's get the answer from one of the greatest writers of Indian English, Raja Rao who wrote a novel called Kanthapura and who wrote another novel called Serpent on the Rope, one of the leading writers of the 1930s and later. One of the troikas of the first generation of Indian novelists in English.

It was Raja Rao who put it so well, he said English the reason why not we are not able to express our emotions in English, you will find many of you, in fact I have the experience of listening and reading the writings of my students, I find that most of us are able to articulate very complex ideas, very complex arguments in English language.

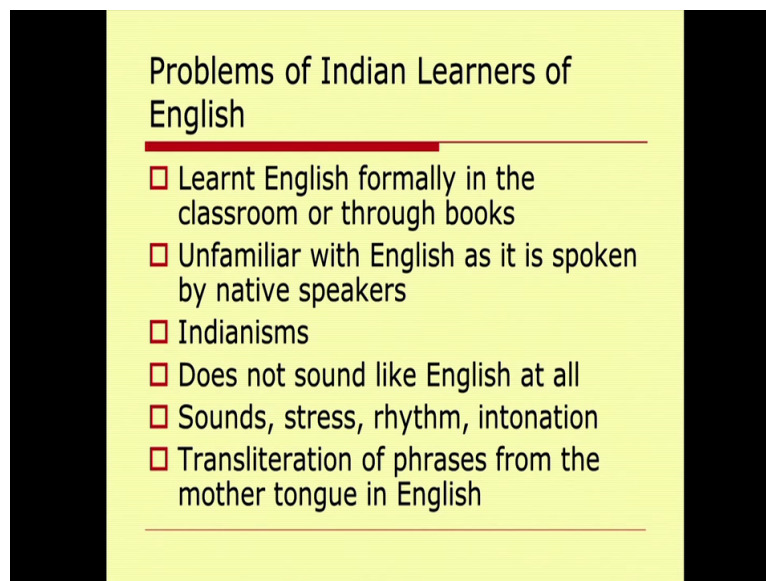
But when it comes to simple structures, making simple everyday conversations or saying the right thing in a one-to-one conversation, we end up saying the wrong word. Why is that so?

Because most of farce, the majority of us, have learned English as a second language, a language later in life because the first language we spoke was our mother tongue and we

came to learn English later in life as a second language in a very formal context, in the classroom or we learnt it through a textbook. It was taught in a classroom unlike our mother tongue which we picked up from the environment.

We picked it up by listening to others, you listen to your mother say that nice round thing is a cookie on a biscuit and you said wow I want that cookie, I want that cookie because each time you set cookie, you got that nice round thing to eat or when you cried your mom came running. So you know that this is how I can get my meaning across. You learnt by imitating people around you.

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The slide has a yellow background and is flanked by black vertical bars on the left and right. The title 'Problems of Indian Learners of English' is at the top, underlined with a red line. Below it is a list of six items, each preceded by a red square icon.

Problems of Indian Learners of English

- ❑ Learnt English formally in the classroom or through books
- ❑ Unfamiliar with English as it is spoken by native speakers
- ❑ Indianisms
- ❑ Does not sound like English at all
- ❑ Sounds, stress, rhythm, intonation
- ❑ Transliteration of phrases from the mother tongue in English

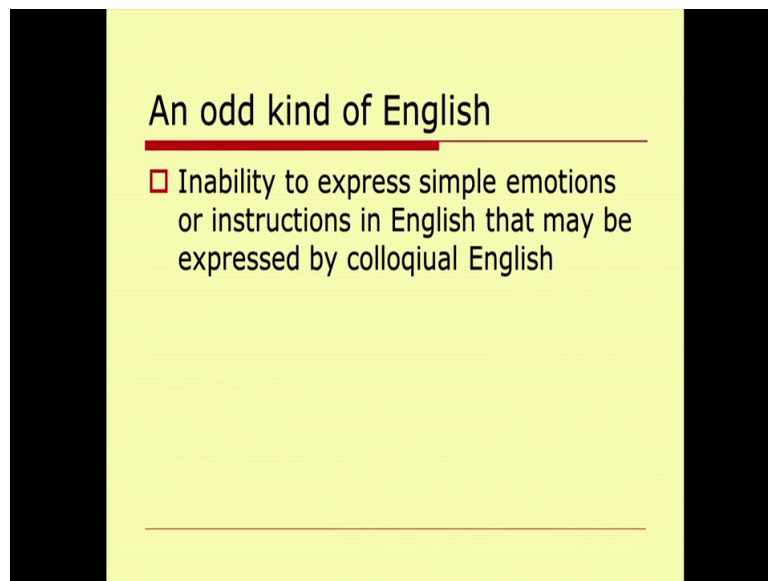
So this is not the case waste English because English we learned in a formal fashion. So while Indians are able to conduct sophisticated arguments English to express abstract concepts, they are unable to employ simple, coal okay structures in conversational English. With that the problems of Indian learners of English, some of us which have not tried are because we have learnt English formerly in the classroom or through books.

We are unfamiliar with English as it is spoken by native speakers of English and we tend to use a lot of Indianisms, not only in our usage, we use non-standard English. I am not talking about Hinglish but we use structures which are not English structures at all but we also use words which are not English words at all. Like we say I passed out of college, you know passed out is an incorrect usage because passed out means to faint.

For the say he was in my batch, instead of saying so-and-so was my contemporary in college or he was in the same year as me, we say he was in my batch, now back to something which is only used in India.

So as a result, our English does not sound as English at all, it sounds like very different English, non-standard English because the sounds, stress, rhythm and intonation that we use is not the sounds, stress, rhythm and intonation used by native speakers. And we tend to transliterate phrases from the mother tongue into English.

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So because of that we speak and order kind of English and we are unable to express simple emotions or instructions in English that may be expressed by colloquial English. So with this brief introduction we will move onto how we speak or write using verbal and non-verbal symbols.

And as we go along the course I would focus, whenever I am illustrating any concept, I would focus particularly on the speakers of Indian speakers of English and the problems that they have in each of these areas.

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EDM night is our musical event which will be conducted on the 2nd day of Spring Fest , ie 22nd January . This event shall include the performances of well renowned artists namely , Armaan Malik , two DJ's Zephyrtone and Zaeden . The final closing event will be carried out by the famous duo Vishal and Shekhar .

We believe that a partenership with Coco Cola would be very relevant for both . As part of the proposal we would like to have you host our musical event EDM night , through your brand Coke Studio. We would like to have you as our beverage partner .

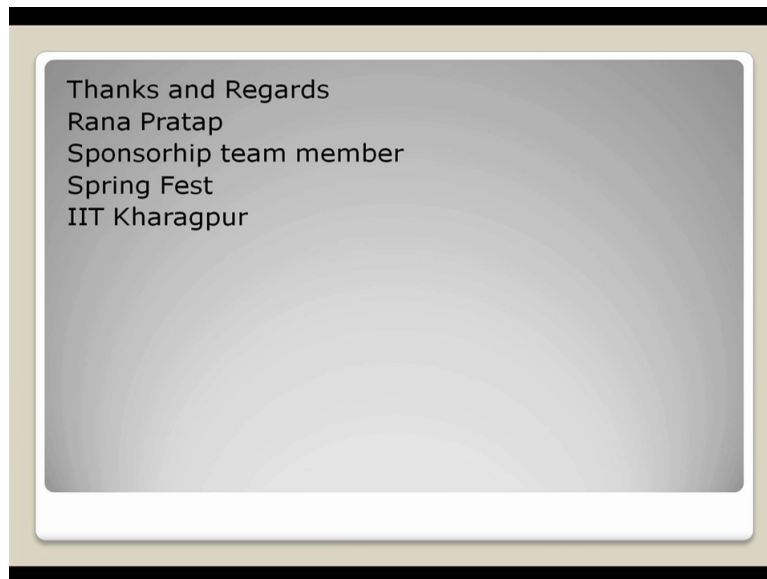
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As part of benefits you would get free advertisement around the campus and free stall setups around the campus (one stall per 200 m distance)

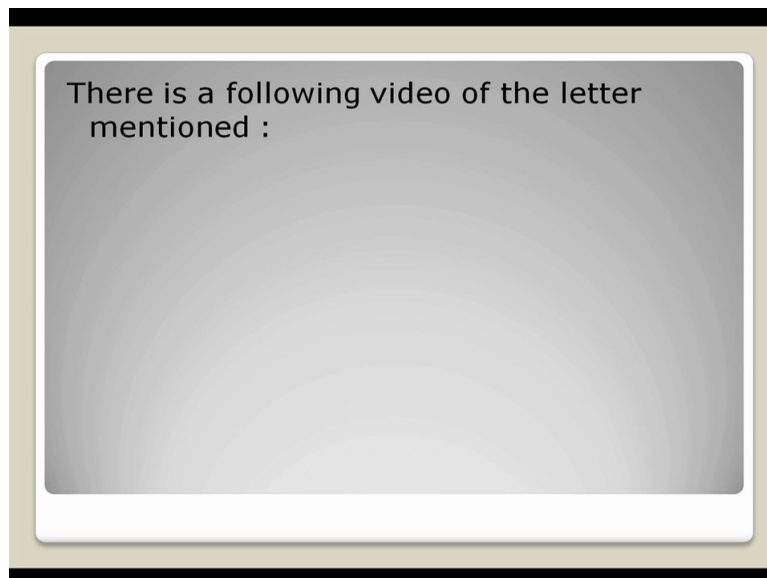
Kindly revert back as soon as possible to discuss the prospects mentioned above .

Looking forward to a positive reply .

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Student 1: Hello Mr, Vivek Sir, so I am from the Spring Fest sponsorship committee and I am here to have a partnership with Coca Cola, so would you like to have that partnership? (()) (33:29)

Student 2: Marketing head of Coca-Cola, so give me some numbers and give the perks.

Student 1: What we would like to have you to be doing is, we would have you have as a title sponsor and would like you to host Coke Studio events which are going to happen and the perks we would like to offer will be n number of stalls, all free of cost and also the

advertisement that you will get there would be about 20,000 people from around India watching the event.

Student 2: Like why is Spring Fest popular or why 20,000 people come?

Student 1: Okay, there are a number of events we have done and people coming from outside like Arman Maliki, we have DJ Zayden, so for all of these events, there will be a lot of people from different parts of the country and different colleges and also there will be dance events, so teams from different colleges will be coming in, so we would you know like to have...

Student 2: Nice, so how would you like us to involve with Spring Fest?

Student 1: Yeah, your involvement will be the posters that you put and the main thing we are having Zayden and Arman Malik coming up, so which are music events and as you already have a brand Coke Studio we would like you to host the event for the night.

Student 2: Okay, so how would you like us to like how would you like to us like us to involve apart from Coke studio?

Student 1: Apart from Coke Studio umm I guess the stalls would do.

Student 2: Okay.

Student 1: That's yeah.

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Problems of Indian speakers

North Indian Speaker: Here I want to say that ki Hindi is Hindi should be globalised and English not. I think English is globalised because at that time our need and they master of all of us but now we are also global globalized. Today our India is progressing a lot and in every field like that ki in space and in technology and in agriculture and in any field India is growing and we are now globalised.

The other country person want to come in our India now. They should learn Hindi. Not it is not our duty that ki we have to learn English and when we learn English, the point is that ki we have to communicate with British you can say or we want to communicate with American because our need that time.

And this time, they are needed to come here and they should learn Hindi and we should learn we should only in our national language. And it is not our duty that ki hamlog English ko padhe ya English ko samjhe. Aur this time is transition time for all of us, we have find a chance to make our India globalized.

And the main thing is that ki when we I speak in English, I want to say that my personal experience, when I speak in Hindi then, I proudly I proud of our country and I can speak everything matlab which I want to express you and in English I can speak and I can communicate with you but a lot of things which is in mind I cannot express. And something is going to wrong with me ki we are speaking in English.

Matlab I do not know about that what is this but I do not comfortable with in English. It is not the task that ke hamlog English kyu nahi seekh rahe ya hame English hame itni jyada boring kyu lagti hai ya ham seekh nahi sakte the task is that something is obstruct to isme learn in English and something is prevent to learning English. I don't know what this is.

South Indian Speaker: Arre what is this sir? Getting elected president for 1000 years, the H1-B visa there, I work hard 12 years then work hard for years hearing parents putting then I do engineering then they say go to Masters. Now what I should get a job because new rule coming, \$ 100,000 ayyo. 70 lakh per annum how (woo) who will give me.

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Mother Tongue Interference

Student 1: I think we should, we should not do like this year. We should always think like it that ki she will come then it is okay or not but I was completely sure that ke na who mere saath Salsa karegi aur bas yahi se soch kar ke.

Student 2: Koi baat nahi aur koi mil jayega, koi tension nahi hai.

Student 1: Mil jayega ya mil jayegi, haha haha.

Student 2: Haha.

Student 1: Ha to sahi sahi bol na.

Student 3: You had side, okay.

Student 4: I was umm and I was asking I was outing half and a month before asking her for Salsa and all you did was take her without asking me once.

Student 3: I think you have misunderstood.

Student 4: I have not misunderstood you. I am kind of a person who skips meals outside and bought her a silk for just asking her out.

Student 3: Alright.

Student 4: You should have asked me first, right?

Student 3: Umm I know what you talk about, you have worked really hard this, this girl.

Student 4: Yes of course.

Student 3: Let me tell you the truth you know, I have been in I have been behind this good for a very long time too.

Student 4: So what?

Student 3: I have taken her to subway, umm maybe six times and then I wrote her foundry projects and I have, the last semester you know you know what my CT was, it was 6.4 and she got a 9.5, you know?

Student 4: Haha?

Student 3: Do you understand, do you see the difference?

Student 4: But that is not my problem, right?

Student 3: I am not your danger. You know she went with Vivek man.

Student 4: Haha.

Student 3: We are on the same boat, we are on the same boat.

Thank you, we meet again and we talk about how we encode messages verbally and nonverbally using verbal and non-verbal symbols.