The Process Of Communication

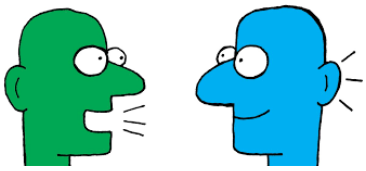
EAE Learning objectives for this lesson

Discuss your experiences of communication and practice giving your opinion.
Learn more about the communication process. Review and practice phrasal verbs.
Comprehension activities. Simulate work related discussions in different styles.



Activity One - **Q and A**

- ☑ Do you think you are a good communicator?
- ☑ What kind of person (if any) do you find it hard to communicate with?
- ☑ What kind of person are you particularly on the same wavelength as?
- ☑ Are you attentive to communication styles and personality types?
- ☑ In which situations do you find it hard to communicate?
- ☑ When speaking English what are the challenges you face in communicating your ideas?

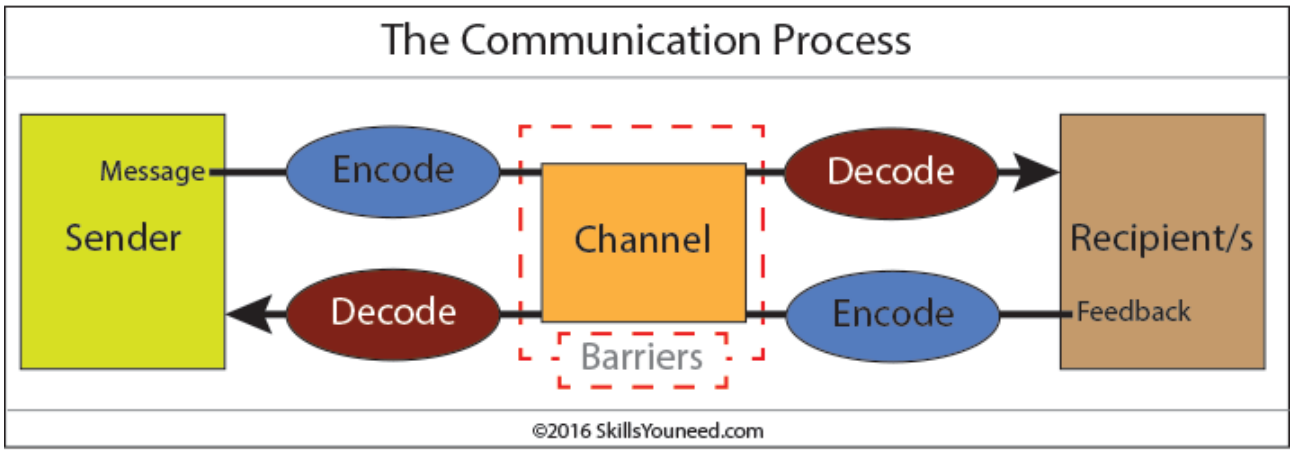


Activity Two: What is Communication? Read the text.

Communication is the process of conveying information between two or more people.
The communication process is the steps we take in order to achieve successful communication.

There are **several components** in the communication process:

Sender - The person who is sending the message.
Message - The information to be conveyed.
Encode - Thoughts of the information are transformed into a form which can be sent (words).
Channel of communication - manner in which the message is sent
Receiver - The person who the message is sent to.
Decode - mentally processing the message to understand it.
Feedback - message sent by the receiver to the sender.



Questions:

- ☑ Which problems can occur at which different stages in the communication process?
- ☑ Which barriers to communication are the most common in your experience?
- ☑ Which different channels of communication do you use, and which do you use the most often?
- ☑ When speaking English which channels of communication do you find the most difficult to use?

Activity Three - Encoding and Decoding Phrasal Verbs…

Effective communication; encoding and decoding of a message, requires more than just being able to translate vocabulary words — it requires knowledge of intonation, dialect, and intent, and a nuanced understanding of word use, expression, and a language's cultural context. One example of a type words which can be difficult to acquire is **phrasal verbs**. A lot of obstacles to communication arise from misunderstandings with phrasal verbs.

Remember, phrasal verbs are informal, commonly used words. They substitue more formal words which may have latin, greek or French origins. For example we don't use the word 'tolerate' in informal speech, we say 'to put up with'. We don't say 'to address a problem' in informal speech, we say 'to deal with' a problem. We would not say 'to cohabit' we would say 'to live together'. Rather than use the verb 'encounter' we would say 'to come across'. We prefer to say 'come back' than 'return', or 'look like' than 'resemble'.

What does this mean to you? When you are decoding, or receiving a message, you could easily misunderstand it if you were not familiar with phrasal verbs. When you are encoding, or communicating a message in English, you will sound very formal if you don't use phrasal verbs. You could also sound repetitive and uninteresting if you always use the same limited number of verbs. Learning a variety of phrasal verbs really increases the scope of verbs available to you and makes you sound more interesting.

What do you need to do? There are more than 3000 phrasal verbs in English so you can't learn them all. If you try to learn lists of them out of context it will be very difficult to use them. So the best way to learn them is in a natural way, to acquire them, by making a note of those you come across, in their context, with the sentence you saw them in as an example, and then a simple explanation. It's a good idea to have a phrasal verb note book where you write them down in that format, each time you see or hear a new one.

Activity Four - **Describe what you see** - **Look at the pictures below** of people communicating in different ways at work and try to talk about what you see, using as many phrasal verbs as possible… (Please prepare this before the lesson).









Activity Five - **Process Com** - **VIDEO. Watch the video about 'Process Com'.**
https://www.youtube.com/watch?v=ICLzqIexSTI

A short introduction of the Process Communication Model (PCM) Source: *Kahler.*

Watch the first five and a half minutes of the video (before your lesson if possible) and answer the following questions.



1. Why does Peter find Rebecca difficult?
2. What does Tom try to understand?
3. What is important to Tom?
4. What kind of attitude does Hanna have?
5. What does Ian think about?
6. What does Patricia talk about?
7. How does Tom react to Patricia's success?
8. What do we focus on when we are communicating?
9. What says a lot about a person?
10. What does process communication help us to do?
11. What are the components of personality types?
12. What do we learn at the same time as learning about ourselves?
13. What is central to PCM?
14. What metaphor is used?
15. What can we use our elevator for?

Activity Six: Process Com personality types…

Read about the personality types described on the PCM homepage - Which describes you the most accurately? Source http://processcommodel.com/types-of-personality/

Thinker

Thinker is exceptional in organising activities and detailed planning. He gladly takes responsibility which makes him a welcome person in both professional and personal relationships. He tends to structure his ideas logically and explains them quickly and clearly to others. In order to feel good and be efficient, Thinker needs a structured approach and to be recognised for his thoughts and accomplishments.

Persister

Persister is a person who sees the world through the filter of his values, standards and beliefs. People often admire his moral conduct and his ethics. He is very observant. When communicating with others, Persister is willing to express his opinion and to hear others. In addition, he is extremely dedicated to his personal and professional development.

Harmoniser

Harmoniser is a warm, compassionate person who sees the world through the filter of feelings. He respects people who recognise the importance of his emotions. He brings empathy and harmony into relationships and in order to feel comfortable he needs to be recognised as a person.

Rebel

Rebel is a very creative person who tends to find solutions in situations when others see only problems. He is spontaneous, playful and able to turn a boring task into a game. Rebel reacts to people and things with likes and dislikes. He is a source of positive energy and enthusiasm for others and is therefore gladly invited to numerous gatherings.

Imaginer

Imaginer is an introspective and imaginative person. He often observes himself and thinks about life and all possible scenarios of different events. That is why he often needs to be alone. When talking to people, he does not give a lot of facts. Rather, he likes to analyse as many hypotheses and options as possible before reaching a conclusion.

Promoter

Promoter is a charming and likeable person. He is extremely resourceful and able to find solutions in every situation, as well as to get back on his feet after any setback. He sees the world through the filter of action and needs dynamic environments to feel comfortable and alive. Promoter has a direct way of communication and likes to get to the point immediately.

Activity Seven: Act out the following situations with your teacher**.**

✓ You are having a meeting with someone who is a 'promotor' but also something of a rebel. This colleague wants a new system to be put into place very quickly. The changes will have a lot of impact on everyone in the team and you, as a thinker and an imaginer, do not want to be rushed. Discuss possible courses of action and try to come to an agreement.

✓ Two people are organising an office party for the retirement of one of your colleagues. One of you is a harmoniser and a rebel and the other is a thinker and a persister. You talk about different options and try to agree.

✓

Activity Eight: Rebel Rebel

Listen to David Bowie's classic https://www.youtube.com/watch?v=U16Xg_rQZkA - David Bowie - Rebel Rebel

☑ What lines in the song correspond to the 'rebel' personality type?
☑ Describe the personality of the 'rebel' in the song.

