

## 13 Language & Communication

Language is a system of sounds & symbols that when combined according to certain rules create meaning that are intelligible for to certain all speakers.

### Properties of Language

- 1) Displacement - human beings can talk about objects and events which are remote from the speaker in time or space or both.
- 2) Duality of Patterning - The capacity to combine and recombine the words to create new meanings that makes language a meaningful and effective tool for communication.
- 3) Productivity - ability to produce further understand utterances that have never been produced before.
- 4) Pervariation - ability to lie or to talk nonsense with deliberate intention.
- 5) Reflectiveness - ability to communicate about the communication itself.
- 6) Learnability - the speaker of one language can learn all other language.

### Structure of Language

#### 1) Units of Language

- (i) Phoneme - the smallest unit of language that distinguishes meaning. Every language has different phoneme.  
eg: Sun → /s/u/n ; Shut → /sh/u/t.
- (ii) Syllable - smallest unit of speech perception. eg: - sil + ver.
- (iii) Morpheme - smallest unit of speech perception that have meaning.  
eg: - light, house, red, book. 2 type:
  - (a) free morpheme - are words in themselves & have meaning
  - (b) bound morpheme - they get meaning when they are combined with words  
eg: - prefixes & suffixes.
- (iv) Sentences -

#### 2) Rules of Language -

- (i) Rules of Phonology - These indicate which combinations of sound are permissible & which are not. eg: - sit & hit.
- (ii) Rules of Morphology - They indicate how morphemes combine to form \*

(iii) Rules of Syntax - They define how words combine to form different sentences.

(iv) Rule of pragmatics - They state use of language in social context.  
eg - excuse me ; Get out of my way.

### Stages of Language Development

- By Hulda Reitter, Richard Nowell
- 1) Prelinguistic Stage (0-12 months) first attempt to develop phonemic system of phone native language  
0-6m → noises.  
6-9 m → babbling - prolonged repetition  
9-12 m → Echolalia - Repeat verbalisation of others.
  - 2) One word stage (12-24 months) characterized by holophrases which are one word utterances that carry different meaning at different time. pre op-thinking.
  - 3) Two word stage - (24-36 month) Telegraphic speech - is devoid of preposition, conjunction & other part of speech that require higher information processing which child not cognitively ready.
  - 4) Morphosyntactic Stage - The child is able to speak grammatically correct sentences.

### Theory of Language

#### Empiricist -

language is primarily acquired by learning process, through reinforcement of adult speech pattern to which he is exposed. Reinforcement shapes the child's verbal behaviors and child through successive approximation are able to develop speech pattern which are almost like adult speech. Can be acquired through imitation. Skinner's theory of language acquisition

Skinner believed that language is acquired through principles of conditioning, including association, imitation, & reinforcement. The principle of shaping leads to desired responses. Successive approximation of desired responses so the child speaks as well as adult.

Regional difference in pronunciation and phrasing illustrate this.

**Skinner classifies language acquisition into manner in which it serves as operant behavior & has talked about 6 types of verbal behavior.**

(i) **mand** - are related with want in command, demand. Whenever reinforced by a mand sentence is spoken, the grand resulting behavior reinforces control of the spoken word or sentence privation & hence it is learned.

(ii) **Facts** - is a term which symbolizes or represents an aspect of the environment. eg: It is a hot afternoon. Reinforcement is not particular but generalized & is in form of approval of the listeners.

(iii) **Echoic** - The responses are reinforced when a person repeats them verbally. Children engage in such utterances. It is a prerequisite for complex language.

(iv) **Textual Behavior** - involves reading aloud rapidly from a script, book or another written material.

(v) **Autoclitis** - are the responses in which the individual speaks about their behaviors or describes the condition under which the behavior occurs. eg - I think it is raining.

(vi) **Interserial** - This is a form of word association where a certain word will control which word to proceed after it. eg: Table - Chair.

Evaluation - Able to explain individual differences in the acquisition of languages, how different languages are learnt.

Fails to explain the fixed sequence in which language acquisition takes place & the error committed by individuals which have never been reinforced. fails to ac for complex ways in which language is learned.

Nativists -

✓ humans have innate capacity to learn language.

✓ Lenneberg - Children acquire language without explicit instruction

✓ Children seem to develop language even in the most unfavorable environmental condition.

Most principle of Op conditioning particularly Shaping, extinction, secondary reinforcements & stimulus generalization forms the basis of Skinner's viewpoint. Instrumental Conditioning principle of chaining is particularly used to describe ways in which phrases & sentences are acquired.

### Criticism of Skinner

- (i) cannot explain high degree of competence in language in short time
- (ii) child grammatical construction are not alike approx. of adult speech
- (iii) no evidence that parents train child in the use of language systematically
- (iv) children with deaf & dumb parents show a surprising well developed comprehension of language.
- (v) does not explain creativity in language use.

Chomsky's Theory  
Prior to Chomsky the study of grammar was dominated by Structural Approach.

Chomsky espoused a generative approach to grammar. He was of the opinion that all children have innate theory of language. He postulated the existence of hypothetical LAD (Language Acquisition Device). LAD learns a great variety of utterances some grammatically correct & some not & from this develop a theory of consistent structural property of sentences it had learned. LAD can generalize or apply its knowledge to create sentences & this grammatical knowledge would also determine the structure of utterances LAD may design to make. Thus the child posses a general & highly analytical structure which results in linguistic development.

Transformational Grammar  
TG assumes that the language is the system of rules & that application of rules make possible the formation & comprehension of new sentences. TG is same given to the rules that states relations between surface & deep structures. Surface structure refers to words people use & what is readily apparent about them, while deep structures refers to the information that underlies the sentence & gives it meaning. He argued that we can never understand the true nature of spoken language by focusing only on words or grammar rules, rather than we must search for underlying meaning & ways in which people translate & transform this into overt speech. All language structures require rules of transformation because sounds & meaning are independent part of language.  
The transformational rules are description of ways in which sound & meaning are related.

Generative Grammar → pertains to the set of rules that enables everyone to comprehend sentences of which we are generally unaware of. Universal grammar contains set of unconscious constraints that let us decide if a sentence is correctly structured or not.

## Criticism of Chomsky's Theory

- i) He has overlooked the importance of reinforcements.
- ii) Lack of empirical support of LAD.
- iii) He assumed that grammatical knowledge is innately determined but this assumption does not fit with certain observations of language development.

(iv) His universal grammar rules have been criticized by Skinner vs Chomsky.

(i) Skinner - behaviourist - language learnt through selective action of contingencies of reinforcement.

Chomsky - Nativist - innately determined

(i) Skinner emphasised on overt behavior conditions under which language is learnt. Chomsky on the other hand emphasizes on structural language.

(ii) Chomsky insisted that language is infinitely variable & complex. Given the critical cues language emerges automatically. Also rules can be learned more quickly than behavior shaped by reinforcement.

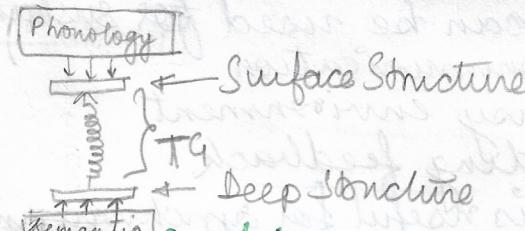
## Critical Period & Language

Lennberg - a nativist believed that ability to generate & understand language is an inherited species specific characteristic of human being. He believed that children must acquire language during the age span of brain lateralization which he believed got completed by puberty. (Critical Period)

Study by Curtiss on Genie 13 1/2 years of isolation. With training was able to acquire large vocabulary and good comprehension but her grammatical abilities were limited.

This partially supports the idea of critical period & infact rejects the Stronger version.

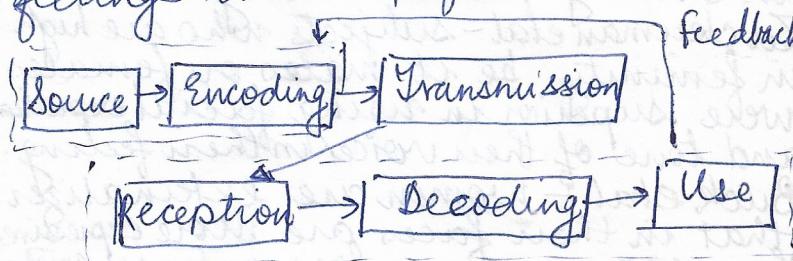
## (Sensitive Period)



## Communication

Transfer of information/knowledge & understanding from source to the receiver.

It is a process by which the sender reaches the receiver with thoughts, feelings, ideas & facts.



## Types of Communication

Verbal communication → Oral  
No permanent record → Written  
Misunderstanding → fast feedback available  
both sender & receiver due to semantic barrier.

We feel it can be seen or heard  
by source & receiver  
all behavior can't be expressed → long message can be transmitted  
Writing → Written makes person conscious → Relatively slow opportunity for feedback limits to avoid error.

## Non verbal communication

Refers to the transmission of culture significant information from the source to the receiver without the use of words.

Studies - Some aspects of the spoken message particularly emotions & attitudes are better conveyed by NVC.  
Mehrabian perceived attitude as  
7% Verbal Content + 38% Paralanguage + 55% Facial expression

## Significance of NVC

- (i) In any ritual, use of NVC is required to complete the ritual.
- (ii) In some cultures NVC is used to communicate taboo info about self.
- (iii) For expressing interpersonal attitude.

- (iv) Certain things can difficult to describe through oral or written communication.
- (v) NVC can be used for sustaining verbal communication
- (vi) In noisy environment
  - (vii) providing feedback
  - (viii) NVC is useful for synchronizing the speech.
- Individual Difference in NVC:
- Major - in day to day interaction men touch women but women do not touch men.
- Fischer - women respond to touching very easily.
- Rosenthal et al - found women are superior in sending & understanding NVC.
- Zuckerman et al - subjects who are high in femininity be it males or females were superior in using facial expression and tone of their voice in their feeling.
- Buck et al - women are externalizers that in their faces are more expressive though they report less intense emotion. On other hand men are internalizers.
- Types of NVC
- I. By Lines & Kees.
1. Sign Language  
includes all form of codification wherein words, numbers, punctuation are subplanted by gestures.
  2. Action Language movements includes all those signals which are not used as signals.  
It serves as personal need but at the same time constitute statement to all those who observe them.  
eg: - walking & drinking.
  3. Object Language  
It refers to all intentional & unintentional display of material things such as implements, machinery & even the human body & cloths that cover it.
- II. 1) Kinesics - refers to body language. It is the way body communicates without words through the movements of parts.
- i) Touch - extent of touching depends upon the relationship enjoyed by the interactants.
  - ii) Depends on cultural context. ~~and age~~  
Important touch behavior - Kissing, hugging, handshake, holding.
- (ii) Facial expression expressed through eyes, eyebrows, lips, smiling & frowning behavior, pupillary dilations are studied to identify emotional state of interactant.
- (ii) Eye contact
- (v) Kinesics - are the movements of legs, torso, head & arms.
  - (v) Head nods - synchronize the speech & provides the feedback.
  - (vi) Pose - do not convey specific information but they do tell us how tensed or relaxed the person. bending forward - indicates the acknowledgment of the higher status. sitting straight with arms and legs drawn - nervous. leaning backward - relaxed & higher status.
2. Proxemics - refers to personal space language of an individual & how we communicate with space around us. Invisible space in which intruders are not allowed. Personal space depends upon cultural background of the individual.
- Hall → four type of interpersonal distances.
- (a) Intimate zone → from physical contact to about 18"
  - (b) Personal zone → from 18" to 4'
  - (c) Social zone → from 4' to 12'
  - (d) Public zone → from 12' to 18'
- Knowles et al - behavior in male public laboratory - 3 urinals side by side. → ~~delay in initiation~~
- Felipe & Somner - invaded personal space of people sitting in the benches in public park.
- Ekman & Friesen - facial expression experiment with tribals of America. Subjects shown story concerning single emotion. 3 photograph with different facial expression → ~~describe~~ picked one that described best.
3. Paralanguage - refers to non verbal aspect of speech. It therefore includes the aspect like the pause, tone, accent, speed & the speech errors. Research have shown that person who speak rapidly & commit error in speech as his pace increases.

likewise accent indicates about the person's geographical location & socio economic class. The tone of voice is important factor in indicating the emotional state of the person.

Milne → with anxious voice, in comparison to angry voice, were successful in treatment of alcoholic person

## Persuasive communication

It is a deliberate attempt on the part of the source to influence the thought & action of the receiver. It involves systematic effort to bring about a change in attitude & behaviors of the target group.

Persuasion is a receiver centric exercise. Successful persuasion requires that there occurs minimum discrepancy b/w the intended & perceived meaning & that is only possible when field of experience of persuader & persuadee overlaps.

Any process involve 3 element - persuader, persuadee & persuasive appeal (message).

According to Carl Hovland, the process of persuasion involve 4 step-

(i) Attention - degree to which audience is aware of the message

(ii) Comprehension - degree to which they understand the message.

(iii) Acceptance - which is yielding to the message. Audience is more likely to accept the message if it is of some utility for them or happen to express their underlying value or win for them social approval.

(iv) Retention - it is remembering the message & acting upon the main point mentioned.

## Source Characteristics

(1) Credibility - influenced by expertise & trustworthiness sometimes low credibility source may emerge as successful in bringing about attitude change particularly when it is seen as arguing against the fundamental interest.

2) Attractiveness parameter for attractive source -

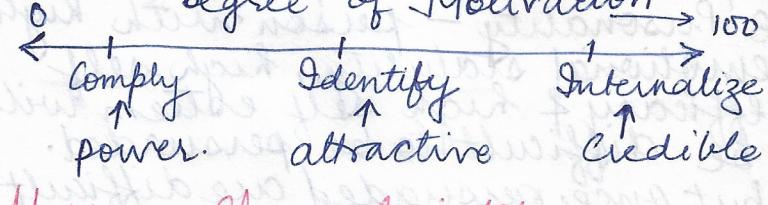
(i) Physical attractiveness

(ii) Attitudinal similarity & value compatibility.

(iii) Socio cultural background.

(iv) Communication versatility.

3. Power - Greater is the dependency of source target group on the source more power the source is likely to have over the target group.



## Message Characteristics -

1. Message Discrepancy - (Social) Attitude change occurs when the message falls in the receiver's latitude of acceptance. If the discrepancy is too high → message falls in latitude of rejection.

2. Fear Appeal - should be mild to be effective. Strong fear appeal creates defensive avoidance wherein target group insulates itself from the message issued by the source. *for should come with a solm*

3. Drawing Conclusion - depends on target group.

Conclusion to be drawn - message is abstract, receiver not educated should not be drawn - when audience is hostile or suspicious, sophisticated

4. Sideness of the message  
one sided - target group agrees with the source or not educated or informed two sided - when audience is informed about the other side & if they have doubt regarding the intention of the source.

5. Factual Rational vs Emotional Appeal depends on the audience.

Emotional generally overrules factual

6. Pleasant form of distortion

food, humor, sexual appeal

7. Channel factor

long & complex - print  
short - audio-visual

8. Primacy & Recency Effect

Important message at the beginning & at the end.

9. Participation of Learner

1. Selective Exposure, Attention & Interpretation - Selective exposure due to culture & environment, selective attention due to existing attitude & belief, selective interpretation.

2. Gender - Men has more persuasion power in comparison to women & women have are easily persuaded in comparison to men.

3. Personality - person with high emotional stability, high self efficacy & high self esteem will be difficult to be persuaded. but once persuaded are difficult to be influenced by counter attitudinal propaganda.

People with high intelligence are difficult to persuade mainly because of superior critical thinking ability.

### Ways to resist persuasion?

(i) Derogation of the source - excessive may result in credibility loss of person indulging in derogation.

ii) Forewarning - about the persuasive intent of the source

iii) Immunization - target group is presented with weak counter attitudinal messages so that develop strength to refuse stronger message.

### Steps to make communication Effective

(i) Use credible, attractive, powerful source

(ii) Use face to face communication whenever possible.

(iii) Plan the message before communicating

IV) Use symbols which are receiver friendly.

v) pleasant form of distraction

vi) temporal summation - repetition

vii) Support message with culturally congruent example.

viii) Eliminating semantic barriers by making verbal & NV message congruent.

ix) Make communication Idea centric rather than word centric

x) Remove Barriers by removing

- (xi) Develop the habit of effective listening
- (xii) Eliminate physical barrier.

### Barriers in Communication

(a) Semantic Barrier - Semantic is a science of meaning. Semantic barrier arises because words & symbols can have more than one meaning. It arises because of foreign & technical words in the language. It can also occur when there is a mismatch between verbal and non verbal signals/message. To overcome Semantic Barrier we must make the message idea centric, provide illustration from socio cultural environment, congruence between verbal & non verbal message should be there & use of simple language.

(b) Psychological Barrier - occurs because of attitudinal incompatibility of the persuader & persuadee. Also due to emotional separation of two. Yal barriers are likely to distort the message of persuader through the mechanism of selective perception, attention & interpretation used by persuadee.

It is difficult to overcome as this would require redressal of anxiety which in turn would require building up of Yal climate of bias & fairness and non-judgmental acceptance.

(c) Physical Barrier - refers to disturbances in environment that block communication. Can arise because of the noise present & this barrier can be overcome by redesigning the environment.

### Organisational Communication

Vertical → upward

↓ downward

Horizontal (lateral)

Formal Network

↓  
Informal Network (Inapervine)  
not controlled by mgmt, perceived more believable