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# VERBAL COMMUNICATION

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**Abstract:** Verbal communication as the exchange of information, ideas, and feelings through spoken or written words. It discusses key elements such as clarity, tone, word choice, listening, and feedback, and explains how they influence understanding between people. The article also considers common barriers, including language differences, unclear messages, and distractions. It highlights the importance of adapting communication to the audience and situation to support effective interaction in personal, educational, and professional settings.

**Key words:** verbal communication, spoken language, written communication, active listening, clarity, feedback, communication barriers.

## Introduction

Verbal communication is the process of sharing information, ideas, opinions, and feelings through words. It is one of the most common ways people interact, whether they are speaking face to face, talking on the phone, participating in a meeting, or communicating through written messages. The word “verbal” relates to words, so verbal communication can include both spoken and written language. In everyday use, however, it is often associated mainly with speaking. Whatever form it takes, effective verbal communication depends on choosing words that express a message clearly and suit the audience and situation.

Communication is an essential part of daily life. People use it to build relationships, exchange knowledge, solve problems, make decisions, and express their needs. At home, family members communicate to share experiences and coordinate responsibilities. In schools, teachers explain ideas and students ask questions or contribute to discussions. In workplaces, colleagues give instructions, present information, offer feedback, and work together toward shared goals. In each setting, verbal communication can help people understand one another and cooperate more effectively. Successful communication involves more than simply saying or writing words. A speaker or writer needs to organize ideas, choose appropriate language, and consider how the message may be understood. The listener or reader also plays an important role by paying attention, interpreting the message, and responding when necessary. In spoken communication, factors such as tone of voice, pace, volume, and pronunciation can influence how words are received. For example, the same sentence may sound supportive, impatient, or uncertain depending on the speaker’s tone. In writing, punctuation, structure, and word choice help communicate meaning and intention. Listening is another important part of verbal communication. Active listening means giving attention to the speaker, seeking to understand the message, and responding thoughtfully. It may involve asking questions, summarizing what was heard, or providing relevant feedback. Without careful listening, people may miss important details or misunderstand a message. Clear communication is therefore a shared responsibility: the person sending the message should express it effectively, while the person receiving it should make a reasonable effort to understand.

Several barriers can interfere with verbal communication. These include unfamiliar vocabulary, language differences, unclear explanations, interruptions, noise, emotional stress, and assumptions about what another person means. Messages may also be misunderstood when they are too complicated or do not take the audience’s knowledge into account. People can reduce these barriers by using simple and precise language, organizing information

logically, checking understanding, and inviting questions. Respect and patience are also valuable, especially when people have different communication styles or backgrounds. Developing verbal communication skills can improve relationships and support success in education, work, and everyday life. These skills help people express themselves confidently, understand others' perspectives, and manage disagreements constructively. As communication increasingly takes place through both in-person conversations and digital channels, the ability to adapt language to different situations has become especially important. Understanding the principles of verbal communication is therefore a useful first step toward sharing ideas clearly, listening attentively, and building meaningful connections with others.

**Analysis Of Literature On The Topic**

Verbal communication-the exchange of meaning through spoken or written words-has been studied by scholars in linguistics, psychology, philosophy, and communication studies. Their research explains how people form messages, understand one another, and use language in different social situations. Several influential scholars have shaped the way verbal communication is understood today. The Russian-born linguist Roman Jakobson made an important contribution by describing the different functions of language. In his 1960 essay "Linguistics and Poetics," he identified six elements involved in communication: the speaker, the listener, the message, the context, the contact between participants, and the shared code. He also proposed that language can serve different purposes, such as expressing emotion, giving information, influencing a listener, or maintaining a conversation. Jakobson's model helps explain why people choose different words and styles depending on what they want to achieve.

American sociolinguist Dell Hymes expanded the study of language by emphasizing the social rules that guide communication. He introduced the idea of "communicative competence," meaning that knowing a language involves more than understanding its grammar. Speakers also need to know what to say, when to say it, and how to speak appropriately in a particular situation. For example, the way someone addresses a teacher may differ from the way they speak to a close friend. Hymes's work highlights the importance of culture, context, and social relationships in verbal communication. Philosophers J. L. Austin and John Searle examined how people perform actions through words. In How to Do Things with Words (1962), Austin explained that an utterance may do more than state a fact: it can also make a promise, give a warning, or issue a request. Searle developed this approach through his work on speech acts, classifying utterances according to what speakers intend to accomplish. Their ideas show that listeners often need to understand the speaker's purpose, not just the literal meaning of a sentence. Another influential philosopher, H. P. Grice, studied how listeners interpret meaning that is not stated directly. His theory of conversational implicature explains how people infer additional meaning from context. Grice also proposed conversational principles, including giving enough information, speaking truthfully, staying relevant, and being clear. These principles help explain why a brief response or an indirect comment can still carry a clear message.

British linguist M. A. K. Halliday viewed language as a resource for creating meaning in social life. His functional approach explains how people use language to represent experiences, interact with others, and organize information. American linguist Deborah Tannen, meanwhile, studied conversational style, including differences in storytelling, interruption, and the ways people show involvement. Her research cautions that different speaking habits can sometimes cause misunderstandings, even when participants have good intentions. Together, these scholars demonstrate that verbal communication is not simply the transfer of words. It involves language structure, social expectations, intention, context, and

interpretation. Their ideas remain useful in education, professional communication, intercultural interaction, and everyday conversation. By studying their work, people can better understand how to express ideas clearly, listen attentively, and adapt their language to different audiences and situations.

**Methodology**

This study examines verbal communication among university students, focusing on how clearly and effectively they express ideas in academic and everyday situations. It considers speaking skills such as clarity, fluency, vocabulary choice, listening, and the ability to adapt language to an audience. The study is designed to identify common communication challenges and explore factors that may influence students' verbal communication. A mixed-methods approach will be used. Quantitative data will show general patterns in students' communication experiences, while qualitative data will provide a more detailed understanding of their opinions and difficulties. Combining these methods will allow the researcher to compare measurable responses with participants' explanations. The study will address three questions: How do students assess their verbal communication skills? What challenges do they experience when communicating orally? Which situations or learning activities do they believe help improve these skills?

The participants will be approximately 120 undergraduate students from different academic departments at one university. They will be invited through convenience sampling, meaning that students who are available and willing to participate will be included. To gather more detailed information, 12 students from the survey group will be invited to take part in individual interviews. Participation will be voluntary, and students will be informed that they may withdraw at any time without penalty. Three research instruments will be used. First, a questionnaire will collect information about students' communication experiences, confidence, and perceived strengths and weaknesses. It will include multiple-choice questions and statements rated on a five-point scale, ranging from "strongly disagree" to "strongly agree." Second, semi-structured interviews will ask students to describe communication challenges and strategies they use to express their ideas. Third, a classroom observation checklist will be used, with permission, to record features such as participation, clarity of speech, response to others, and turn-taking during selected group activities. Before data collection, the questionnaire will be reviewed by an academic supervisor and piloted with a small group of students who will not be included in the main sample. Their feedback will be used to improve the wording and clarity of the questions. After receiving institutional approval, the researcher will explain the study and obtain informed consent. The questionnaire will then be distributed, interviews will be conducted in a quiet setting, and classroom observations will take place during agreed sessions. Interviews will be audio-recorded only with participants' permission.

Quantitative responses will be summarized using descriptive statistics, including frequencies, percentages, and averages. Where appropriate, responses may be compared across groups, such as academic departments or levels of self-reported confidence. Interview recordings will be transcribed and examined thematically. The researcher will identify recurring ideas, group related responses into themes, and compare these findings with the questionnaire and observation results. Ethical standards will be maintained throughout the study. Participants' names will not appear in the report, and data will be stored securely and used only for research purposes. The study may be limited by its use of convenience sampling and self-reported responses, which may not represent all university students. Despite these limitations, the combined methods are expected to provide a useful picture of students' verbal communication and the areas in which further support may be beneficial.

**Results And Discussion**

The questionnaire, interviews, and classroom observations were analyzed to identify students' perceived strengths, communication challenges, and experiences during spoken interactions. Questionnaire responses were reviewed for common patterns, while interview comments and observation notes were grouped into themes. The analysis focused on clarity, confidence, fluency, vocabulary, listening, and participation. Overall, the sample findings suggest that students generally recognize the importance of verbal communication in both academic and everyday situations. Many report feeling comfortable speaking with friends or in small groups, where the atmosphere is informal and familiar. However, confidence appears to decrease when students are required to speak in front of a larger audience, answer questions without preparation, or present complex ideas in English. This suggests that students' communication ability may depend partly on the setting and the level of pressure they experience. The most frequently identified challenges are nervousness, difficulty organizing ideas quickly, and concern about making grammatical or pronunciation errors. Some students also report having difficulty finding appropriate vocabulary when discussing unfamiliar topics. These concerns may lead to pauses, short responses, or reluctance to participate. Interview responses suggest that fear of negative evaluation can be as important as language knowledge: students who worry about being criticized may avoid speaking even when they understand the subject.

At the same time, the findings indicate several strengths. Students commonly identify listening and expressing basic ideas as skills they use regularly. Observations during group activities suggest that participation is more balanced when students have a clear task and enough time to prepare. In these situations, students appear more willing to ask questions, explain opinions, and respond to classmates. This pattern suggests that supportive classroom conditions can encourage verbal participation. Participants also identify practice as an important way to improve communication. Group discussions, presentations, debates, and regular question-and-answer activities are viewed as useful opportunities to develop confidence and fluency. Students appear to benefit when feedback is constructive and focused on improvement rather than mistakes alone. In summary, the sample results indicate that students' verbal communication skills are influenced by confidence, preparation, vocabulary, and the communication environment. While many students can express themselves in familiar situations, formal speaking tasks may create anxiety and reduce participation. These findings suggest that courses should provide frequent, low-pressure speaking opportunities, clear guidance, and supportive feedback. Since the results are illustrative, conclusions about actual students should be based on collected and analyzed study data.

**Conclusion**

Verbal communication is essential for sharing ideas, expressing emotions, building relationships, and participating in professional, educational, and social settings. Successful communication involves more than speaking clearly; it also requires attentive listening, appropriate vocabulary, organized thoughts, respectful responses, and awareness of audience and context. People may experience difficulties such as anxiety, limited vocabulary, unclear pronunciation, or fear of making mistakes. Regular practice through discussions, presentations, interviews, and collaborative activities can strengthen confidence and fluency. Constructive feedback and supportive environments encourage participation and improvement. Therefore, developing verbal communication skills helps individuals express themselves confidently, understand others, resolve misunderstandings, and build meaningful connections.

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