LAP Code: No. of Hours: 3 hrs/meeting

LAP Subject Title: Purposive Communication (GEN ED)

LAP-06 ( WEEKS 12-13)

1. Topic Outline

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| Unit | Content Standard | Learning Objectives | Activities | | Assignment |
| Chapter 6: Communication for Various Purposes | The learner understands the various purposes of communication that can be applied for daily survival | • create clear, coherent, and effective communication materials; and present ideas persuasively using appropriate language registers, tone, facial expressions, and gestures. | 1. LESSON REVIEW  2. SLOGAN |  | |

**Lesson Review**

Write your thoughts and learnings on the previous lesson.

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**B. Salient Concept**

**Presenting to Inform**

There are two fundamental principles that should guide the informative

presentations (Nelson, Titsworth & Titsworth, 2008). These are to relate the

presenter to the topic and to relate the topic to the audience. Audiences are

more likely to listen to a presentation if (1) they believe the speaker is well

informed and connected to the topic, and (2) the information is relevant to

them. The first rhetorical principle states that you, the informative presenter,

must relate the topic to yourself, so that the audience will respect and apply

the information you communicate. The second rhetorical principle of

informative presentations is to relate the topic to the audience early in the

presentation to ensure their interest and understanding.

***Purposes of Informative Presentations***

According to Nelson, Titsworth and Titsworth (2008), an informative

presentation is one that increases an audience’s knowledge about a subject

or that helps the audience learn more about an issue or idea. And there

are four purposes of informative presentations and they are: create an

information hunger; help the audience understand the information; help

the audience remember the information; and help the audience apply the

information.

1. *Create Information Hunger*

*The first purpose of informative presentations is to generate*

*a desire for information—to create information hunger*. What are

some strategies for creating information hunger? Among the many

strategies are these: arouse audience curiosity, pose a puzzling

question for which your presentation is an answer, and provide an

explanation for an issue that has confused people.

Speakers should use some caution in arousing curiosity.

If the message is too mysterious or bizarre, the audience could

lose interest or become distracted. In posing a puzzling question,

speaker can start an informative presentation by thinking of

puzzling questions that emerge in everyday life. Be sure that your

question is truly puzzling and not trite or mundane. And in terms

of providing an explanation, there are number of conflicts around

the world today receive considerable news coverage without much

explanation of the issue. Remember that you are trying to explain

an issue—to bring light, not heat and smoke.

2. *Help the Audience Understand the Information*

The *second general purpose of informative presentations is*

*to increase the ways in which the audience can respond to the*

*world.* Narrow the topic so you can discuss appropriate amount

of material in the allotted time. Apply your own knowledge to the

task to simplify and clarify the topic.

Here are some ideas to encourage audience to understand

your topic: 1) Remember that audiences probably understand main

ideas and generalizations better than specific facts and details. 2)

Remember that audiences are likely to understand simple words

and concrete ideas than complex words and abstract ideas. 3)

Remember that early remarks about how the presentation will

meet the audience’s needs create anticipation and increase the

chances that the audience will listen and understand. 4) And

remember that audience members’ overt participation increases

their understanding (Nelson, Titsworth & Titsworth, 2008).

3. *Help the Audience Remember the Information*

The *third general purpose of informative presentation is to*

*help audience remember important points in your presentation.*

One method is to reveal to the audience members specifically

what you want to learn from your presentation. Audiences tend to

remember more about an informative presentation if the presenter

tells them specifically at the outset what they should remember.

A second method of encouraging an audience to remember is

to indicate clearly in the informative presentation which ideas

are main ideas, generalizations to be remembered, and which

are subordinate ideas, details to support the generalizations. A

third method that encourages an audience to retain important

information includes repeating an idea two or three times during

the presentation. Research supports the idea that this is a good

recipe for the introduction, body, and conclusion of a presentation.

The audience usually expects a summary ending that recaps the

main points. A fourth method of encouraging retention is the

nonverbal practice of pausing or using physical gesture to indicate

the importance of the information.

To fulfill the third general purpose of informative presentation

which is to help audience remember important points in your

presentation, informative speaker ought to learn the principle of

learning. Informative speaking is a type of teaching. Listening

to informative presentations is a type of learning. This is an

avenue where the presenter expects the audience to understand

the information and apply the knowledge gained. If you expect

an audience to understand your informative presentation and

apply the knowledge gained, you must treat the presentation as an

occasion when teaching and learning both occur.

*One principle* of learning is that people tend to build on what

they already know and to accept ideas that are consonant with

what they already know. Your mission is to start with audience

analysis to determine what the audience knows, and then build

on that knowledge with the new information, presented so the

material will be attractive to a variety of learning styles.

A *second principle* of learning to observe in informative

speaking is to use humor and wit. Humor is the ability to perceive

and express that which is amusing or comical, while wit is the

ability to perceive and express humorously the relationship or

similarity between seemingly incongruous or disparate things.

Humor and wit must be used judiciously. Humor and wit must be

appropriate for the topic and must be integrated into the entire

message.

*A third principle of learning* is to communicate your message

in more than one way because members of the audience have

different learning styles*.* Verbal/linguistic individuals learn beat

by listening or reading, while visual/spatial individuals learn best

be seeing.

A *fourth principle of learning* is to organize your information

for easier understanding. Presenter’s organization is more than

outlining as outlining is simply the presentation’s skeleton, hence,

considers other organizational possibilities.

According to Nelson, Titsworth & Titsworth, (2008), research

does hint the presenters some three good suggestions for the fourth

principle which is on organization and as follows: 1) When do

you create learning? Presenters create learning when you make

clear to audience members early in the presentation exactly what

you want them to learn. 2) Where important information should

be placed? Presenters should consider primacy, or placing the

information or main point early in the presentation. This seems to

work better in presentations on controversial issues, on topics that

the audience cares little about, and on topics highly familiar to the

audience. And another thing presenter must look into is recency,

or placing the information or main point late in your presentation.

It seems to work best when an audience members care about the

issue, when the issue is moderately unfamiliar and when the topic

is not terribly interesting. 3) How do you indicate which parts

of your presentation are main points and which are supporting?

Effective informative presenter indicates early in the presentation

what is going to be covered, this forecast, sets up the audience’s

expectations to know what you are going to talk about and for

approximately how long.

A *fifth principle of learning* is that audiences are more likely

to respond to information that is rewarding for them. Reward

in this context means a psychological or physical reinforcement

to increase an audience’s response to information given in a

presentation.

4. *Help the Audience Apply the Information*

*The fourth general purpose of informative presentations*

*is to encourage the audience to use or apply the information*.

One reason for this is that information applied immediately is

remembered longer. A second reason is that an action tried once

under supervision is more likely to be tried again later. Therefore,

the informative presenter may seek a behavioral response from the

audience, an overt indication of understanding.

In encouraging the audience to use or apply the information, an

informative presenter trains to master the skills such as defining,

describing, explaining and demonstrating.

*Defining* is revealing the presenter’s intended meaning of a

term, especially if the term is technical, scientific, controversial,

or not commonly used. You can define words or concepts by using

methods beyond denotation, connotation, and etymology. You can

compare and contrast, provide an example, or provide synonyms

(similar meanings) or antonyms (Opposite meanings). Whatever

method you use, the important point is to remember to help your

audience by defining your terms.

*Describing* evokes the meaning of a person, a place, an object,

or an experience by telling about its size, weight, color, texture,

smell, or your feelings about it. Describing relies on your abilities

to use precise, accurate, specific, and concrete language to make

your audience vividly aware.

*Explaining* in an informative presentation reveals how

something works, why something occurred, or how something

should be evaluated. The informative speaker must take lesser

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known words and concepts and render them understandably to the

audience through explanation.

*Demonstrating* is showing the audience an object, a person,

or a place; showing the audience how something works; showing

the audience how to do something; or showing the audience why

something occurs.

***Ethics in Informative Presentations***

1. *Be sure of the quality of your information.* The informative speaker

delivers information that is accurate, verifiable, consistent, and placed

in context.

2. *Exercise caution when using the words of others.* Informative

speaker who utilized sources of information must be cited accurately,

summarized, paraphrased, avoided plagiarism, and quoted in proper

context.

3. *Be careful not to mislead your audience.* The informative presenter has

to be honest, tell audience of the association of the group which the topic

is relevant with and authenticity of the examples, and appropriateness

of the language to clarify concepts.

4. *Be sure the audience needs the information.* An informative speaker

provides audiences new information, free choice to accept and reject

information, and make reasoned choices.

5. *Be sure that the information you are providing is in the best interests of*

*the audience members.* This makes the informative speaker opportunity

to provide helps rather than hurts, and advances rather than harms the

culture and society.

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**DEVELOPMENTAL ACTIVITY:**

“ SLOGAN MAKING”

Instruction: Create a digital slogan that talks about “education”.