Chapter 1
Communication Processes, Principles, and Ethics

Communication is a vital human endeavor. Without communication, people may not be able to comprehend each other, and relationships may not be able to prosper without it (Aquino, de Guzman, Quioyo, 2018).

Moreover, in the willingness of humanity to meet the demands of the modern times, communicators are faced with new sets of standards. Standards which encompass the application of new technologies, changes in tasks and organizational structures, more perplex customer requirements and an increasing international dependency of economies of the world (Villacorte, et al, 2018). All of these are anchored by the necessity of communication.

Target Learning Outcomes (based on CMO):
LO1 - Describe the nature, elements, and functions of verbal and non-verbal communication in various and multicultural contexts.
LO10 - Adopt cultural and intercultural awareness and sensitivity in communication of ideas.

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Lesson 1: Nature of Communication

Learning Outcomes:

At the end of the lesson, you are expected to:
1. Describe the nature and elements of communication in various communicative situations;
2. Identify the functions of verbal and nonverbal communications; and,
3. Describe the communication process.

Communication is an important human activity. Without it, people may have trouble comprehending one another. Furthermore, relationships among humans may not be realized in the absence of communication (Aquino, de Guzman, Quioyo, 2018). Also, it is a powerful activity that comes innately like breathing. In addition, it is said to be a process which involves the trade and exchange of thoughts, ideas, information, feelings and/or emotions with the use of vocal faculties, non-verbal gestures, behavior, and written symbols (Villacorte et al, 2018).

Though considered natural, there is still a need to understand how communication works so that we can carefully deal with its processes, elements, and forms.

Warming Up (Refer to Worksheet 1 for Lesson 1, page 1)

Deepening your Understanding

The term communication is said to be coming from the Latin expression "*communicare*" which aptly means "to share" or "to make common". Communication is

a systematic process which generates meaning by using messages. It is certainly a process as it is an activity performed, an exchange of ideas, or a set of behavior.

"If we accept the concept of process, we view events and relationships as dynamic, ongoing, ever changing, and continuous. When we label something as a process, it is not static, at rest; It is moving. The ingredients within a process interact; each affects all the others." (Berlo, 1960).

Components in the Communication Process

1. **Sender** – The component who initiates the communication process by coming up with a message based on his attitude, knowledge, perception, skills, cultural background

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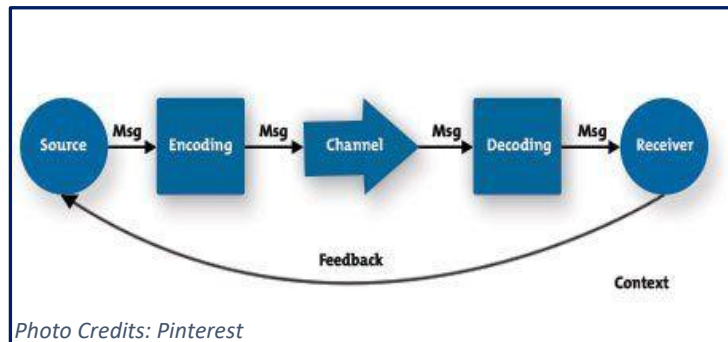
and meaningful experiences. He is the one responsible for the success of the communication process.

2. **Receiver** –The one who receives the message. A receiver comprehends the meaning of a particular message is largely depends on the various influences such as accessibility of the message, the knowledge level on the topic, the trust between the sender and the receiver or basically, their level of relationship. All of the receiver's possible interpretation of the message is based on his attitude, knowledge, perception, skills, cultural background and meaningful experiences.

3. **Message** – considered as the heart of communication, and is the information translated through symbols that may be in the form of a gesture, spoken word, or written language. A message is composed of encoded symbols forming an idea that is both understood by co-communicators.

4. **Channel** – the means as to how the message is conveyed. Most channels are either oral or written, but currently visual channels are becoming more popularly used as technology continuously invades the communicative activities. Common channels include telephone, emails, and written formats like memos, letters, print ads. Adding to the variety of channels of communication is the rise of social media that flourished as a new form of channel.

5. **Feedback** –the *reply* (if written or printed); the *response* (if oral or face to face) or the *reaction* (if gestures). This is the final link in the chain of the communication process. After receiving the message, the receiver responds to the sender. A feedback may be done in various forms such as a spoken word, a written comment, a long sigh, a gesture, or a smile. In some instances, even a lack of response, to some sense, is already a form of feedback (Bovee and Thrill, 1992). Without feedback, the sender may not confirm that the receiver has interpreted the message correctly.

Communication Contexts

1. **Intrapersonal Communication** – It is the communication that occurs within one's own mind. It also includes activities such as one's solving own problems or conflict, planning, evaluating oneself and one's relationships with others.
2. **Interpersonal Communication** – the process of using messages to generate meaning between two or more persons in a situation.
   a. **Dyadic Communication** –is basically a communication between two persons, i.e., you talking with your parent, an interview with an employer, or a consultation with a teacher.
   b. **Small-group Communication** –is the process of generating meaning using messages within a small group of communicators. Example: interactions with family members, study groups, religious groups, etc.
3. **Public Communication** – this is the process where a single source utilizes messages that then transmits these messages to a number of receivers at once. Public communication or public speaking is recognized by its formality, structure, and planning.
4. **Mass Communication** –it is a process of communicating messages in order to generate meaning through a mediated system. From the source of the message, it goes to its several unseen receivers. This type of communication is called "mass" because the messages go to newspaper and magazine readers, TV viewers, radio listeners and netizens.

Answer Exercise 1 in Worksheet 1 for Lesson 1, page 2.

Elements of Communication
Verbal Communication (Lexical Component) – type of communication that uses meaningful words or language. When using verbal or lexical communication, one should try choosing words carefully in advance to be able to make the right impression. The use of right words is significant in enhancing the message or even making oneself understood.

1. *Words* are unique meaningful component of speech. Words may be used alone or with others to form a sentence.
2. *Parts of words* denote a single letter, a prefix, or a suffix added to words.
   Examples: *-s* in educators   *dis-* in discomfort   *-ly* in perfectly

Answer Exercise 2 in Worksheet 1 for Lesson 1, page 2

3. *Collocations* are a pair or group of words that are habitually used together that they sound correct together.
   Examples:
      keep a promise   *break a leg*   *right now*
      catch a bus   *keep in touch*   *close together*

4. *Idioms* are combinations of words whose collective meaning is not predictable from those of the individual words. Meanings created are usually understood by native speakers of the language.
   Examples:
      think outside the box (imagine with intense creativity)
      touch one's heart (affect someone emotionally)
      spilling the beans   (revealing a secret)

5. *Phrasal verbs* are verbs followed by a preposition or an adverb.

Examples:
break up (end a relationship)   *hang over* (to be imminent)
break down (decompose)   *hang on* (wait a moment)
break into (open)   *hang out* (spending time with someone)

Answer Exercise 3 in Worksheet 1 for Lesson 1, page 2

    6. *Sentence frames* are groups of words that provide a structure or a skeleton for complete sentence.
    Examples:
       I move to nominate _____ for the office of _____.
       It can be suggested that _____.
       It is an honor to introduce to you _____.

Nonverbal Communication (Non-lexical Component)
Understanding the proper use of non-lexical codes is an advantage for you as a communicator. Nonverbal communication refers to the sending of information or messages aside from the use of language.

Nonverbal Codes –are basically codes of symbols which carries a meaning on its own and is not in the form of spoken or written words The following are examples of nonverbal codes (Pearson, J. et al, 2011) :

a. **Kinesics** –This pertains to the message transmitted by your bodily movements which includes facial expressions, posture, and gestures. It comes from the Greek word *"kinesis"* which means "to move".
    1. **Emblems** – these are nonverbal actions or movements that is used as a replacement for words or phrases.
    2. **Illustrators** –pertains to the bodily movements done accompanying a spoken message in order to reinforce it.

b. **Physical Attraction** – is a significant nonverbal attribute, sometimes the media alters realistic views of a physically attractive person. Physical attraction influences the credibility and ability of a person to persuade its audience.

c. **Proxemics** – this refers to the study of distance and space as proposed by Edward T. Hall (1966). This is a nonverbal means of communication using the distance from your personal bubble to the person you are speaking with.
    1. **Intimate distance** –this is generally used by people who are close to you, this distance extends from you to eighteen inches outward.
    2. **Personal distance** – ranges from 18 inches to 4 feet, it is used for conversation and other non-intimate exchanges.
    3. **Social distance** – this is used in less personal or formal business situations. It ranges from four to 12 feet distance.
    4. **Public distance** – this is commonly done is public speaking settings such as at churches or lecture halls, etc. it exceeds twelve feet distance.

> *Let us pause for a reflection*
> Now that we are in the new normal, people are advised to observe social distance (at least one meter away from another person) whenever we communicate.
> Should people be less intimate when communicating to others because of social or physical distancing?

d. **Chronemics** –refers to the manner of organizing and using time and the messages that are constructed due to the organization and use of it, this is also called as temporal communication. This can be of two types: monochronic and

polychronic. Monochronic individuals complete a task one at a time as they view time seriously. Polychronic individuals refers to those who work many tasks at one time.

e. **Tactile Communication (Haptics)** – is the use of touch in communication. Touch holds a significant power in communication (Aguinis, Simonsen, and Pierce, 1998). It is sometimes associated with pleasure, positivity, and reinforcement.

Suggested Reading

Handshaking is one the common body movements we use when communicating. But now that we are in the new normal, people have been prohibited to shake hands with others in the fear of transmitting the deadly coronavirus. What does this new normal suggests then? Should we start forgetting handshake as a used-to nonverbal code? Or this is a substitute act for handshaking in the new normal? Find out the information through this link:

https://bit.ly/3lRLlbP

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f. **Vocal cues (Paralinguistics)** – this does not refer to actual words but to sounds which has a significant meaning on it. This is composed of volume, voice quality, rate, pitch, inflection, nonword sounds, articulation, enunciation, pronunciation and silence. These vocal cues are linked in our minds as we communicate with the speaker, therefore, adding to the speaker's personality, gender characteristics, physical characteristics, and even credibility.

g. **Objectics** –This refers to the study of how humans use their clothing and other significant artifacts to communicate nonverbal codes. This is also called object language. Clothing communicates authority and an individual's role in the society. In terms of artifacts, this refers to the adornments or ornaments that we use and display for communicative potentials such as phones, watches, shoes, hairstyles, jewelry, automobiles, cosmetics, canes, etc.

Applying your Learning (Refer to Worksheet 1 for Lesson 1, page 3)

Evaluating your Learning (Refer to Worksheet 1 for Lesson 1, page 3)

Lesson 2: Principles of Communication

Learning Outcomes:

At the end of the lesson, you are expected to:
1. Determine the different principles in communication; and
2. Identify the barriers in every communicative situation.

Recognizing the elements, types and contexts of communication is necessary to familiarize the effective means of interacting with others through communication.

However, a communicator still must enliven several principles of communication so that he could honestly say that he has mastered the grace of communication in an utmost level. This lesson will help you appreciate communication by understanding and applying the principles of effective communication.

Also, this lesson will help you acknowledge some barriers which could make or break your communicative activities.

Deepening your Understanding

Communication is a two-way-process which involves the giving and receiving of information through multiple choices of channels. Whether one is speaking informally to a classmate, talking about a conference or student teaching, writing a newsletter article or formal report, there are several principles to be considered when one is communicating.

Photo source: Constant Content.com

The following are some basic principles that may be considered:

1. ***Knowing your audience*** is essential when communicating. Speakers, for instance, should consider the needs and interests of his listeners. Like the songs from two different periods, the music lovers of this generation may not appreciate the kind of musicality old songs have and vice versa. Regardless of time or season, senders must know to whom they are talking to.
2. ***Knowing your purpose*** is also crucial. Knowing your reason for communicating will help you outline what you say.
3. ***Knowing your topic*** is precisely the key and heart of your discussion. Composers choose a topic to be portrayed in the songs they make. As to speakers and writers, they must have a rich and wide scope of knowledge so that what they share to their audience. Today, the issue of expertise is already catered so that topics given in communicative interplay are trustworthy and accurate.
4. ***Anticipating objections*** from the audience is quite a difficult task to handle. Nevertheless, presenting ideas not necessarily give acceptance to the others. Hence, one should be ready in answering challenging questions.
5. ***Achieving credibility with your audience*** could be done when a sender provides authentic and firsthand information. Sharing personal and inspiring stories, like those of love songs, will motivate listeners and therefore provide a lasting impression among audience.
6. ***Presenting information in various ways*** is the best way of communicating. As a speaker or writer, you must be creative enough to effectively get the hearts of your audience. Anything that is unusual catches attention to the listeners. Rapping has been an interesting example of creativity to the kind of music for those of you in the Generation Z like.
7. ***Acknowledging communication barriers.*** One of the major communication barriers is ourselves, basically, our own ideas and opinions. When we listen to a reading or to a person speaking, most of the time, we filter the message of what is being said in a screen of our opinion. Truly, communication is a complex process.

Barriers to Effective Communication

There are many reasons why interpersonal communication fails. In many occasions, the message (what is said) may not be received exactly the way the sender intends. It is important that a communicator asks for a feedback in order to check is the message is clearly understood by the receiver. There are three key barriers to effective communication.

1. **Physical barriers** refer to the natural and environmental factors that serves as barriers in communication.
   a. *Noise* Pertains to anything that interferes with our ability to focus in the communication process. The environmental and natural condition also affects the communication process as it can be in the form of traffic noise or other people's conversation.
   b. *Temperature* may sometimes make us unfocused in creating or responding to messages. When temperature is too high or too low, we tend to not concentrate with the message that we are sending or receiving. Improper lighting and ventilation may impair communication.
   c. *Medium* disturbance or technical problem might arise because of a distance, technical know-how disrupting communication flow.
   d. *Workplace* design may include seating arrangements and physical comfort that may foster or impair communication. Similarly, the organizational structure can also serve as a communication barrier.
   e. *Information overflow* may happen when there is too much information and therefore miss some important points or misinterpret the meaning of the entire message.
   f. *Physical disabilities* such as hearing problems or speech difficulties may also affect the quality of communication.

2. **Psychological barriers** of communication refer to the influences of our mental condition. It is construed that we are highly influenced by our mental conditions when sending or receiving information. Our mind is complex and unique and is not similar to how machines work or in numbers. Communicators matter as much as the message. For example, if our teacher does not trust us, we may only send selective information, which makes the communication ineffective.

   a. *Lack of Attention* occurs when our mind is distracted or preoccupied with other things. For example, while we listen to a lecture, our mind travels back to the times we were having a quarrel with our parents. If this is the case, we may lose focus.
   b. *Poor Retention* of information happens when the capacity of our memory of the brain to store information is a failure. The brain only stores the information it deems to be useful in the future and does not store all sorts of information that it will come across. For instance, if we learn something and we do not use the information, it will be lost. Additionally, the brain also loses information that is old and not taken as useful with time. Remembering or tracking it down from our memory lane, the information from our brain is then processed in the formation of message. Here, the brain tries to recall the required information, the fragments of information of which will be lost, if not given proper storage.

c. *Lack of trust* makes us feel and think of negative meaning of the message as we ignore the message. When we listen to a speaker we do not trust, every message is useless.

d. *Closed Mind and filtering* sometimes lead us to choose only the information we want to receive. This might be due to jealousy, competition, mistrust, or the view that the message is unimportant and that we are better than the speakers. If this is the situation, we may not listen anymore because we close our minds already.

3. **Interpersonal barriers** refer to the barriers to effective communication in relation to people.

a. *Gender issues* May form barriers in communication in several ways. Varied communication styles may result in barriers as men, women, and those in between do not form and express themselves in similar manner.

b. *Competition* in an environment may let the communicators be more concerned with their own than communicating effectively with others. Power struggle becomes a results of competition as certain individuals or group of individuals fail to communicate effectively to each other in an organization. This can be due to the atmosphere of distrust which makes it difficult for individuals to collaborate due to the fear of "backstabbing".

c. *Culture*. We are living in a multi-cultural world and cultural diversity makes it difficult for communication to succeed because the mindset of people from different cultural backgrounds are different. The language, signs, and symbols are also different which makes communication unlikely to succeed when people communicate information that they feel like they need to communicate rather than what they are expected to communicate.

Applying your Learning (Refer to Worksheet 1 Lesson 2, page 5)

Evaluating your Learning (Refer to Worksheet 1 Lesson 2, page 6)

Lesson 3: Ethics of Communication

Learning Outcomes:

At the end of the lesson, you are expected to:

1. Comprehend the ethics involved in communicating with another person and with a group of people; and,
2. Assess self on being ethical as a communicator.

When we say ethics, we refer to a set of values or moral principles used in everyday living. Regarding the process of communication, we also use ethics---those values or principles which are observed in human conduct with respect to the wrongness and rightness of their actions and to the badness or goodness of the motives of such actions. Therefore, the principles governing communication, the right or wrong, good, or bad dimensions of communication, encompass the communication ethics.

Deepening your Understanding

Questions of right and wrong or questions about what is good or bad surfaces when people communicate which each other. Ethical communication boosts our dignity and human worth as we foster respect for self and others, personal integrity, responsibility, fairness, and truthfulness. It is fundamental to decision making and responsible thinking and the development of good relations within and across contexts, channels, cultures, and media. To create balance between listening and speaking, there must be an iota of truthfulness. The following ethical standards may guide us in communication:

1. Listen attentively when someone is speaking.

2. Speak without prejudice.

3. Speak from your own experiences, thoughts, feelings, needs, emotions, and perspective.

4. Be understanding

5. Do not slander.

6. Be aware of your own personal boundaries. Do not share something that will you uncomfortable.

7. Respect other people's personal boundaries.

8. Do not make side comments when someone is speaking. Do not interrupt.

9. Be truthful, accurate, honest, and reasonable.

10. Promote tolerance of difference, freedom of expression, and diversity of perspective.

11. Respect and understand others before evaluating and responding to their messages.

12. Endorse equal access to communication resources and opportunities.

13. Promote communication atmosphere that is caring and understanding.

14. Do not degrade individuals through falsehood, intimidation, violence, intolerance, and hatred.

15. When you are to make significant choices, encourage sharing of information, ideas, opinions, and feelings while respecting privacy.

16. Be responsible for the consequences of our communication behaviors.

Chapter 2
Communication and Globalization

Communication is indeed intertwined with humanity. No matter where we are and where we go, connecting to people is of much importance for us to be able to understand and relate with them. In education however, you have been informed that there are a lot of languages around the globe. Although, it is true that we have to be loyal to our own native language; we shouldn't limit ourselves because we are now living in a globally competent world. The rise of technology made the greatest influence in making things easier and possible to communicate with people on the other side of the globe. Today, we need to be competent global communicators and be able to effectively communicate in a multi-cultural setting.

Target Learning Outcomes

LO2 – Explain how cultural and global issues affect communication

LO9 - Adopt cultural and intercultural awareness and sensitivity in communication of ideas

LO12 - Appreciate the impact of communication on society and the world.

Lesson 1:   Communicating in a Multi-Cultural Setting

Learning Outcomes:

At the end of the lesson, you are expected to:
1. Determine the variations of intercultural communication, and
2. Appreciate similarities and differences of different cultures

The multi-cultural setting is true in most industries. It cannot be avoided because technology keeps evolving and people are adopting globalization. That is why, you should learn to observe how communication works in a diverse community or organization especially if you will be working in a company that has a diverse workforce. You should know how to determine facts and not be bias. Also, you should look for similarities and differences in the way people from different cultures communicate to avoid conflict and misinterpretation.

Warming Up *(Refer to Worksheet 2 for Lesson 1, page 9)*

The answers to the preceding questions will tell you that communicating in a multi-cultural setting is not a mere theory. For you to be able to effectively communicate you also must be well-rooted on how intercultural communication works. Intercultural competence is crucial for us to live harmoniously despite our differences in culture.

Deepening your Understanding

Intercultural communication is the sharing of meanings with and receiving and interpreting ideas from people whose cultural background is different from yours. A deep understanding of each other's culture can also lead to earning the respect of the members of the society.

Variations of Intercultural Communication (*Samovar and Porter, 2001*)

1. **Interracial communication** – is the interaction among people of different races.
   Example:
   A tourist guide conducting a tour for a group of people with different nationalities

2. **Inter-ethnic communication** – is the interaction among people who have different ethnic groups.
   Example:
   An international correspondent interviewing the aborigines of Australia for a television documentary

3. **International communication** – is the interaction between persons representing different political structures.
   Example:
   The president of a parliamentary government meeting the president of a democratic government

4. **Intra-cultural communication** – is a type of communication wherein members of the same ethnic, racial, or subculture groups interact and share messages among others.
   Example:
   The head of the Manobo tribe meeting his constituents

According to Gamble and Gamble (2008), communication style among cultures differs; it may be high-context or low-context communication.

High-context communication is a tradition-linked communication system which adheres strongly to being indirect. Low-context communication is a system that works on straightforward communication

Applying your Learning (Refer to Worksheet 2 for Lesson 1, page 9)

Evaluating your Learning (Refer to Worksheet 2 for Lesson 1, page 10)

Lesson 2: The Impact of Communication in Society and the World

Learning Outcomes:

At the of the lesson, you are expected to:

1. Identify the impact of communication in the society, and
2. Evaluate the impact of communication in society and in the world.

Communication has been of great help to the society and the world. Especially to countries like ours, the English language, being the second language paved way for globalization that bridges the communication process in a multicultural or international setting. It helps with the development education and progress in business, finance, economy, and the way of living.

Warming Up *(Refer to Worksheet 2 for Lesson 2, page 11)*

Deepening your Understanding

Few decades ago, communicating with other people overseas was problematic because of the unavailability of technology. But with the present technology, the said problem is no more. This breakthrough in communication impacted the cultural, environmental, economic, and political elements of the world greatly.

1. **Increased Business Opportunities** – with the help of communication platforms such as Google Meet, Zoom, Skype, etc., employees and applicants can now be hired by companies from other countries. This act of outsourcing jobs/services from other countries helps the operations of the company to be more efficient and modern.
2. **Fewer Cultural Barriers** – being able to communicate with other people frequently and easily results to one person's better understanding of other cultures and customs.
3. **Creation of a Global Village** – according to Marshall McLuhan, a "global village" is formed when distance and separation is of no more importance. This "global village" is made possible because of the ability of technology to connect people.
4. **Accessibility and Equitability** – due to the availability of online communication platforms such as Facebook, Google, YouTube, e-books, search engines, online courses, etc., people are given equal opportunity to access and study the information in the said sources. With this, information and ideas slowly transcend boundaries and social strata.

Applying our Learning *(Refer to Worksheet 2 for Lesson 2, page 12)*

Evaluating your Learning *(Refer to Worksheet 2 Lesson 2, page 12)*

Lesson 3: Characteristics of Competent Global Communicator

Learning Outcomes:

At the end of the lesson, you are expected to:
1. Discuss the characteristics of a competent global communicator
2. Create a media advocacy utilizing the competence of a global communicator

Being a competent global communicator requires skills that are practiced religiously until they become part of your system. The need to be a competent global communicator has been recognized by a lot of sectors in our community today and the challenges is how you could be one.

Warming Up *(Refer to Worksheet 2 Lesson 3, page 13)*

Communication is indeed vital to humanity, but it could also be considered as a challenge. Considering the demand of the world, it is not easy to properly communicate effectively but, if you are aware of the characteristics of a competent global communicator communicating to people will be like a walk in the park.

Deepening your Understanding

There are people that are good in communication, others are better, and some are excellent. One of our goals is to provide and equip you with needed knowledge and competence for you to become excellent communicators.

Photo Source: Diplo Foundation.com

Communication Competence Components
1. **Self-awareness** – Observe your own behavior while communicating. Behave accordingly to the setting of communication.
2. **Adaptability** – is the ability to adapt to the communication context. That is, communicate differently to different people. You do not want to communicate in the same way to your close friends as you would to old people, colleagues, and high-ranking bosses.
3. **Cognitive complexity** – this is an idea that suggests that one's communication behaviors are affected by different mental and emotional factors. For example, if you have wronged the person you are talking to, you may respect him/her to act differently towards you. Also, if the person is bothered or simply not in the mood, this will also affect the communication process.
4. **Ethics** – Communicate in the way that is morally correct. For example, do not take advantage of people who are mentally challenged to get them to agree with you.

Characteristics of Competent Global Communicator

1. Tolerance during uncertainty
2. Contemplative
3. Sensitive
4. Adaptable
5. Polite
6. Avoids negative questions
7. Supportive
8. Unbiased or unprejudiced
9. Observant
10. Does not use slang
11. Watches the humor
12. Maintains etiquette

Applying your Learning *(Refer to Worksheet 2 Lesson 3, page 14)*

Evaluating your Learning *(Refer to Worksheet 2 Lesson 3, page 14)*

Chapter 3
Local and Global Communication in Multicultural Settings

Local and international businesses nowadays believe that schools should help students to think more globally. Cultural awareness and understanding global issues are particularly valued and are as equally important as learning a foreign language nowadays. If such knowledge and understanding on how the world works is afforded to the younger generation, it can be an essential skill as far as being successful in life is concerned (Sutcliffe, 2012).

Target Learning Outcomes (based on CMO):
LO3	-Determine culturally appropriately terms, expressions, and images.
LO10	- Appreciate the differences of the varieties of spoken and written language.
LO11	- Adopt awareness of audience and context in presenting ideas.

Lesson 1: Varieties and Registers of Spoken and Written Language

Learning Outcomes:

At the end of the lesson, you are expected to:
1. Distinguish the variety and register of oral and written language: and
2. Use appropriately either spoken and written languages to fit in the communicative situation

Different communication situations and different types of audience call for appropriate use of language register be it spoken or written. When there is an appropriate usage of varieties and registers of language, it shows the formality and informality of the language used, thus, showing respect, interest, comfort, and professionalism. Furthermore, we characterize face-to-face conversation as multi-modal because we can use different registers and we consider the status, position or the way of living of the person we're communicating with in order to know when and where to use or drop the formality. While in writing, we commonly use the formal register since the construction of sentences, correct grammar, and appropriate use of words really matter.

Warming Up *(Refer to Worksheet 3 for Lesson 1, page 15)*

Deepening your Understanding

The Importance of Differentiating Written from Spoken Communication

Knowing the difference between written and spoken communication can help improve your communication skills. For example, you need to remember that unlike a

written output, that can be read over and over again, effective speaking requires the effective use of **clear pronunciation, pausing, and emphasis** to ensure the listener understands the speech the first time it is heard since there is a possibility that the audience cannot ask the speaker to repeat the speech. For writing, it is acceptable to **compress more words** in a sentence whereas in speaking, this should be avoided since long sentences are harder to understand in speeches.

Comparing Written Communication with Spoken Communication
Some differences between written communication and verbal communication are as follows:
1. Speaking is a **social activity** while writing is a *private activity*.
2. Speaking is **universally learned** while writing *needs to be taught*.
3. Writing is **generally planned** while speaking is usually *unplanned*.
4. Speaking makes use of gestures and facial expressions while writing uses *punctuation marks.*
5. Writing creates a **permanent output** while speaking *does not.*

Characteristics of Written Language
1. **Planned -** this means that there should be an extensive planning of the written output because the same is often read by the people unknown to the writer.
2. **Organized –** since there is a careful planning of the written language, the written output is expected to have organization of thoughts and ideas from the writer.
3. **Durable –** written language/ communication possesses durability or permanence. It can exist for a long period of time without significant deterioration.

Characteristics of Spoken Language
1. Variation in speed
2. Loudness or quietness
3. Gestures
4. Intonation
5. Stress
6. Rhythm
7. Pitch range
8. Pausing and phrasing

Crystal (2006) differentiates speech and writing in relation to physical form where speech uses phonic substance and writing uses graphic substance. In relation to structure and use, it is also described that speech is **"time-bound, dynamic, and transient"** while writing is **"space-bound, static,** and **permanent".**

Principles of Effective Oral Communication
1. Have a clear understanding of your purpose. Knowing by heart your purpose is a big help as it will help you choose the appropriate topic, choice of words or manner of delivery for your intended audience. If your intention of speaking is to entertain, then you should use language and

expressions that will spark laughter among your audiences or something that will lighten their mood or the atmosphere.

2. Make sure that the message you deliver is complete. When promoting a product for instance, your purpose is to persuade and this can only be achieved if your claims are supported by facts and essential information.

3. Go straight to the point. Being wordy with your statement may lead to confusion or misunderstanding. As every minute counts during your communicative encounter, make your talk or speech brief. Long speeches also result to boredom

4. Deliver your speech in a natural way. Use appropriate gestures and movements to give emphasis to important words. Overdoing your gestures and hand movements can distract your audience's attention.

5. Have your feedback specific and timely. Feedback and other inputs are most helpful if they are given or provided on time

Principles of Effective Written Communication: The 7Cs
1. Be *clear*. To achieve clarity in the delivery of your message, be guided with your purpose.
2. Be *concise*. Always stick to the point and do not beat or run around the bush. Focus on your main point.
3. Be *concrete*. Support your claims with enough facts. Your readers will easily know if you are bluffing or deceiving them because there is nothing to substantiate your claims.
4. Be *correct*. It is important that you observe grammatical correctness in your writing. Always have time to revise and edit your work.
5. Be *coherent*. Your writing becomes coherent only when you convey a logical message. The ideas should be connected to each other and related to the topic.
6. Be *complete.* Include all necessary and relevant information so that the audience will not be left wanting of any information.
7. Be *courteous*. The tone of your writing should be friendly. Avoid any overtone/undertone or insinuation to eliminate confusion and misinterpretation.

Applying your Learning (Refer to Worksheet 3 Lesson 1, page 16)

Evaluating your Learning (Refer to Worksheet 3 Lesson 1, page 16)

Lesson 2: Varieties of English Language

English is widely spoken in the different parts of the world and is even has the distinct status of being the official language of many countries. American English and British English are the two-standard dialect with major variation only in spelling. For other varieties of English, the dialect or accent enables one to distinguish one from the other. However, unlike other languages, differences among these varieties are not prominent.

Learning Outcomes:
At the end of the lesson, you are expected to:
1. Differentiate American English and British English
2. Explain the distinct features of the various English language; and
3. Determine words differently used in British and American English but have the same meaning.

Deepening your Understanding

1. **British English**

British English is the official language of the United Kingdom. It is considered as the country's standard dialect and with variations particularly in formal written English. An example is the adjective wee which is almost exclusively used in some parts of Scotland, North East England, Ireland, and occasionally Yorkshire, while the adjective little is mainly used in other parts of the country. Nonetheless, there exists a significant degree of uniformity in written English within the United Kingdom referred to as British English. In spoken English, however, the uniform concept of British English is more difficult to apply considering the distinctive variations in many areas of the world where English is spoken.

It is found out that English has it origin from the Anglo-Frisian dialects brought to Britain by Germanic colonizers coming from the currently northern Netherlands and northwest Germany. Basically, it is a West Germanic language. The language that was generally spoken at this time was the insular variety of continental Celtic which was influenced by the Roman colonization – Common Britonic. The variety of languages that cohabited with English language into the modern period were Welsh, Cornish, and Cumbric. But with the detachment of these languages to the Germanic languages, their influence to the English language was particularly limited.

2. **American English**

This refers to the varieties of English that is native to the United States of America and is widely adopted in Canada. It has been given official status by 32 of the 50-state government such that it is the language commonly used by its federal government. English is considered as a major language due to its widespread use.

For many reasons, the American English is undoubtedly the most influential and powerful variety of English in the world today. To cite one, the United States is considered as the most powerful nation on earth and with such power brings influence. In fact, the international reach of American films (movies, of course) and music has extended its political influence through American popular culture. Its international prominence is also strongly associated with the extraordinarily quick development of communications technology.

These two World Englishes are equal in functionality. /With each English variety having its own distinctive features, including those of the United States and the United Kingdom, it is important that one has to adhere to the standard English of his country. These peculiarities include spelling, punctuation, favored words and expressions, and sometimes grammatical constructions.

Photo Source: Buzzle.com

These features include differences in spelling, punctuation, favored words and expressions, and sometimes grammatical constructions. Below as an example of some of the differences for American and British English.

Table 1. Differences of American and British English

Aspect	American English	British English
Punctuation	Mary stated," Paul's dance recital tonight will be 'fabulous.' I can't wait to witness it."	Mary stated,' Paul's dance recital tonight will be "fabulous." I can't wait to witness it.'
Date	December 25, 2021	25 December 2021
Spelling	Analyze, acknowledgment, humor	Analyse, acknowledgement, humour
Words	French fries, gas, apartment	Chips, petrol, flat
Expression/ local idiom	A home away from home	A home from home
Grammar	Do you have comments?	Have you got comments?
Pronunciation	Potato (po-tay-to)	Potato (po-tah-to)

Applying and Evaluating our Learning *(Refer to Worksheet 3 Lesson 2, page 18)*

Suggested Readings

Origin of Philippine English

The story of Philippine English has its historical origins in the US intervention of 1898, and the American teachers who arrived here toward the end of the Philippine-American War. These first teachers, known collectively as the 'Thomasites' (after the US army transport ship Thomas), arrived as early as 1901 and were soon dispersed throughout the islands. They had an important impact, not only as teachers, but also as teacher-trainers, so that by 1921, 91 percent of all teachers were native-born Filipinos and, thus, 'almost from the beginning, Filipinos learned English from Filipinos and the seeds of what we now call Philippine English began' (Gonzalez, 1997: 26-27).

By 1918, the census report noted that around 47 percent of the population claimed to speak English, and 55.6 percent claimed the ability to read and write the language. Official American involvement in the teaching of English persisted until the outbreak of war with the Japanese in December 1941, by which time census results indicated that around 27 percent of the population claimed to be able to speak English. Judging by the experience of other

colonized nations, the extent to which English had been adopted within the society by that time was remarkable.

In the post-independence era after 1946, English was retained as an official language in government and education, but was increasingly used alongside the national language, first termed Wikang Pambansa ('national language'), then later 'Pilipino', and 'Filipino'. Over the decades, Philippine English began to develop as a 'variety' of English in its own right, associated with a distinct accent, a localized vocabulary, and even a body of creative writing by Philippine writers in English. From the 1960s onwards, local linguists began to describe this localized variety in some detail, despite anxieties among some educators and policy-makers that the recognition of 'Philippine English' somehow involved the acceptance of a less-proficient variety of the language (Bautista, 1997). However, the latest results from a Social Weather Stations (2006) survey suggest that some 65 percent of the population claim the ability to understand spoken and written English, with 48 percent stating that they write English, but with only 32 percent reporting that they speak the language. The same report then goes on to explain that these totals indicate a marked decline in English proficiency compared to results from 1993 and 2000 (Social Weather Stations, 2006).

Source: Bautista, M. and Bollin, K. (2008). *Philippine English: Linguistic and literary perspectives*. Hong Kong University Press. pp. 4-5.

Lesson 3: Language Registers (Formal vs Informal)

Learning Outcomes:

At the end of the lesson, you are expected to:
1. Identify features of formal and informal language registers;
2. Analyze texts in terms of language use and style;
3. Determine as to when formal, informal, and neutral registers are applicable.

Essays in exams and application forms are usually evaluated based on content, communicative achievement, organization, and language. Communicative achievement refers to one's ability to write appropriately for a given task using the right register. Language register is the level of formality with which you communicate. Different situations and people call for different registers. When writing essays and letters, you as communicator, need to consider your target reader for each task using appropriate style and tone.

Warming Up (Refer to Worksheet 3 for Lesson 2, page 18)
Deepening your Understanding

Types of Language Registers
1. **Formal –**formal language which is used in a professional context, is highly structured, impersonal, and more serious in its tone, vocabulary, and grammar It is common in the workplace, academe, business, trade, and other industries. Formal language is usually employed when interacting with a boss, or attending a formal gathering such as conferences, seminars, and the like.
2. **Informal –** informal language is casual, personal, and more intimate in its tone, sentence structure, and choice of words. This is appropriate when communicating with people you know very well such as your family, relatives,

and friends. Informal register is used during informal gathering such as family dinners, parties, and other informal encounters.

3. **Neutral –** this is a more factual and non-emotional type of language register. This is mostly used in highly business-oriented and technical contexts.

The following table shows the different contexts and language features for each register.

Language Register	Genres and Contexts	Language Features
Formal	• Business letters • Letters of complaint • Academic essays • Report • Official speeches • Announcements • Professional emails • Job interviews • Business meeting • Conferences • Public forums	• Adheres to rules of grammar and mechanics (punctuation, abbreviation, spelling, etc.) • Uses third person point-of-view (he, she, they, etc.) • Uses sentences in active voice • No slang • Less abbreviations and acronyms (should be spelled out) • Uses complete and more complex sentence
Informal	• Personal emails • Text messages • Short notes • Friendly letters • Most blogs • Diaries and journals • Dating • Chatting or hanging out with friends • Acquaintance parties • Coffee table sessions	• Does not necessarily adhere to rules and mechanics (punctuation, abbreviation, spelling, etc.) • Uses the first person and second person point-of-view (I, me, you) • Uses sentences in passive voice • Slang may be allowed • Presence of emoticons or "emojis" • Uses phrases, fragments, clauses, or simple sentences
Neutral	• Reviews • Articles • Technical writing • Business presentations • International conferences	• Almost like formal register though it uses more jargons (terms unique to specific field or profession)

Applying your Learning *(Refer to Worksheet 3 for Lesson 2, page 19)*

Evaluating your Learning *(Refer to Worksheet 3 for Lesson 2 page 19)*

Chapter 4
Evaluating Messages and/or Images

After understanding the concepts of varieties and register of spoken language, you will then now be trained to be a critical respondent to communication.

As you may have realized by now, language is all around us- from the moment we wake up, to the way we speak in order to communicate with each other, to the posts and comments we make on social media, and even as we use our body to give cues and signals of pain, happiness, and excitement, and up to the time we fall asleep, language is an inevitable part of human lives. As an active participant of communication, we must be guided by our goals and careful selection of words and modes on the delivery of message in order to ensure a successful communication process.

As a part of this world of language, you have to be good in examining how messages and signs communicate with you in the context of the speaker, purpose, channel, audience and above all, critical mindedness in evaluating messages.

Target Learning Outcomes:

LO 3   -   Determine culturally appropriate terms, expressions, and images.
LO 5   -   Summarize the principles of academic text structure
LO 12 -   Adopt awareness of audience and context in presenting ideas
LO13 -   Appreciate the impact of communication on society and the world

Lesson 1: Messages and Images

Learning Outcomes:
At the end of the lesson, you are expected to:
1. Identify what is a message and the different purposes of encoding message
2. Compare and contrast sources of messages through their content and mode of delivery.

In evaluating the effectiveness of our messages, we should ask be able to identify the its strengths and weaknesses by observing its simplicity, specificity, and structure. In addition, it is important to critically assess pictures you utilize for research, entertainment, and study. Presentation of pictures ought to be assessed like several other sources such as diary, articles, or books to decide their quality, reliability, and appropriateness.

Warming Up *(Refer for Worksheet 4 for Lesson 1, page 21)*

Deepening your Understanding

Messages and Images

What is a Message?
From what you have just done on the Initial Activity, you were able to critically analyze a set of images and its message towards its target audience. Let us recall

what a message is. A message, as defined in Module 1, is simply the content of information that the sender wants to transmit to the receiver.

It may be presented in several forms like spoken words, written words, non-verbals, pictures, film, advertisement, memes, visual, and performing arts. A message sent by different sources have their specific purpose.

1. Purposes of Message

In encoding or constructing a message, it is imperative that you have a goal in mind to successfully share the content of your message. Below are the following purposes of creating a message:

1. ***To inform or educate.*** Your message should be neutral and unbiased. You should be vigilant in identifying or filtering fake news on social media by using critical thinking. Usual platforms for this purpose of messages are newspaper articles, magazine features, news blog, travel blogs and many more.

2. ***To entertain.*** Your message should give your audience an enjoyable and relaxing feeling. In oral communication, your message should be light and short. Whatever medium it is that you would like to use, always remember that you are pleasing the audience and holding their attention while making a point. The message can be humorous, but you do not need to be funny all the time to entertain. You can share interesting stories or anecdote. The usual platforms are music, movies, television, sitcoms, and many more.

3. ***To persuade.*** Your message should be able to influence your audience towards your argument. This is said to be the most challenging purpose of message because you have to change the mindset of your audience and let them believe in the idea that you are presenting to them. The usual platform for persuasion is advertisements, political speeches, political blogs, and social media posts.

Who Controls the Transmission of these Messages?

After understanding that a message is created with a purpose in mind, it is also equally important to know where do our sources of messages. These are groups or individuals have different purposes of encoding message but equally share a responsibility of truthful and unbiased dissemination of message across audiences.

1. *Media Conglomerate*

Corporations are called Media Conglomerates. Most of them own different media platforms that we consume like television, radio, film, music, websites. The corporate's main goal is to prosper their respective business. As a consumer of media, you need to listen, read, and view critically to be able to weigh if the message you are receiving is serving you best interest or not.

2. *Government*

This refers to the media funded and produced by the government. As a critical evaluator of this media, you should be able to carefully assess the propaganda published by this sector. The government is also known as "State-owned-media" because its purpose to provide accurate and reliable pieces of information to the people under its jurisdiction.

3. Individuals

The individuals who create messages for the public consumption has gained massive following because of the different social media platforms nowadays. They are highly independent individuals free from the influence of corporations and the government. With this, they can share any sort of information to a large scale of audience and varied avenues. This also refers to an independent media.

How to Convey the Message
1. Have an objective- Identify your purpose of communication. Is it to inform, entertain, or to persuade? Also, identify your expectations from the audience.
2. Consider your audience- Look into the group or kind of people that you are going to share your message with and the best way you may able to share it.
3. Be clear- Keep your messages short and direct.
4. Check for understanding- take note of your audience's reaction and response. Answer questions if there are some clarifications or provide evidences if necessary.

Knowing your purpose is an indispensable part of message construction as it ensures that the communication is a two-way process where both sender and receiver understand the content of each message. Moreover, constant practice and observance of logical thinking is necessary to hone your communication skills.

Ways of Presenting Message
In analyzing our message construction based on purpose, and our audience, the method of relaying such information is equally significant in the communication process. You may share your message through the following:
1. ***Verbal Communication***- This type of communication can be narrowed down into two categories: written and oral communication. Messages in the forms of chat, email, fax, text message, etc. are examples of written communication. While oral communication includes video calls, phone calls, and face-to-face verbal communication.
2. ***Non-verbal Communication***- This type of communication is more on visual signals such as facial expressions, gestures or body language, tone of voice, and proxemics or distance between communicators.
3. ***Visual Communication***- This type of communication makes use of signage, illustrations, posters, graphic designs, graphic designs, etc.

Applying your Understanding (Refer to Worksheet 4 for Lesson 1, page 22)

Evaluating your Understanding (Refer to Worksheet 4 for Lesson 1, page 22)

Lesson 2: Audience Analysis

Learning Outcomes:
At the end of the lesson, you are expected to:
1. Determine the different elements in audience analysis;
2. Answer guide questions intended for audience analysis; and,
3. Analyze a target audience in planning a speech to be delivered.

The communication process is a two-way activity which needs mutual satisfaction in terms of objective and purpose for communication. As the communication sender, it is important that you should also consider your audience in constructing or delivering a message.

Warming Up *(Refer to Worksheet 4 for Lesson 2, page 23)*

Deepening your Understanding

Knowing the significance of our audience in presenting any given message, we should be able to analyze carefully before constructing our messages. Below is a table that can aid you in analyzing your audience before a speech. It is a good practice to respond to the following questions before giving a talk.

Photo Source: NetBase Quid

Demographics	
Ethnicity	What is the group's common heritage and cultural tradition?
Race	What is their common ancestry? What are their common physical characteristics?
Religion	What are the religious beliefs of your audience? What are the traditions of these beliefs?
Sex and Gender	Is there a majority of men or majority of women in your audience? Is the majority of your audience masculine, feminine, or androgynous?
Marital Status	Are most of the audience married, single, or separated?
Age	Are your audience children, teenagers, young adults, adults, middle-aged?
Group Affiliation	What are the common interests of your audience? Do they all belong to a specific group?
Occupation/ Socio-Economic Status	Does your audience belong to a particular occupational group?
Regions	From what region is your audience?

Psychographics	
Motivation	Is the attendance of your audience by choice or by compulsion?
Values	What are the cultural influences and life experiences of the audience? What is important for your audience?
Level of agreement/ Attitude	Will your audience support you, oppose you, or remain neutral?
Belief	What does your audience accept as correct, true, and valid?

Situational Information	
Environmental Factors	
Nature of event	What is the event all about?
Location	Where will the event take place?
	Is it conducive for a communication process?
Size of Audience	How many people are involved in the event?
Physical Arrangement	What is the physical design of the venue?
	Which part of the room will the stage be?
	Where would the technical people be?
Technology	What technology is available at the venue?
	Do you need to bring your own equipment?
Temporal Factors	
Time of the Day	Will the event happen in the morning, midday, or evening?
Speaking Order	How many speakers will be there?
	What is the order of the presentation of speakers
Length of Speech	How long is your speech?
	Is it enough for the time allotted for you?

Applying and Evaluating your Understanding (Refer to Worksheet 4 for Lesson 2, page 24)

Lesson 3: Critical Reading, Viewing, and Listening

Learning Outcomes:
At the end of the lesson, you are expected to:
1. Evaluate multi-modal texts critically to enhance receptive skills (listening, reading, viewing)
2. Convey ideas through oral audio-visual, and/or web-based presentations for different target audiences in the local and global setting using appropriate registers

To be a purposive communicator, one must bear in mind that it is not enough to become a good reader nor listener only. He must be capable of evaluating what he has read, has listened to, or has viewed in the process of communication. Therefore, being a critical thinker is an essential characteristic for an effective communicator in whatever manner and situation he may be. In this lesson, you shall consider instilling the necessity to become "critical" in the quest of a purposive communication.

Warming Up (Refer to Worksheet 4 for Lesson 3, page 25)

Deepening your Understanding

Critical Reading

Reading is an active conversation between the reader and the author of a text. By letting the ideas flow from the pages to your mind, you become imaginative and informed at the same time. In the process of unveiling the information from the reading material, you must be aware of your purpose, imitation of knowledge and biases in order to be a critical reader. The steps involved in critical reading are analysis, interpretation, and evaluation.

To be an active, evaluative, and focused reader you may try to consider the following steps in critical reading:

1. Monitor Comprehension- It does not mean only knowing what limitations are. You must also be open to upgrade your aptitudes by applying techniques to settle your limitations.
2. Metacognition- You ought to be mindful how you handle thinking. Know the purpose of your reading before starting to read. Be aware of your pace (how fast or slow you read) while reading. Try to evaluate how much of the content you were able to understand.
   Steps:
   a. Identify what the difficulty is
   b. Identify where the difficulty occurs.
   c. Restate the difficult sentence in your own words.
   d. Look back through the text.
   e. Look forward in the text for information that might help you resolve the difficulty.
3. Graphic Organizers- you may use graphic organizers as aid to understand the text. These include maps, graphs, frames, clusters, webs, story boards, and Venn diagrams.
4. Answering Questions- asking questions gives you a purpose for reading critically. You can start with explicit questions first and implicit questions next.
5. Recognizing Story Structure- this strategy is applicable with fictional stories where you can identify elements such as characters, exposition, complication, climax, denouement, and resolution.
6. Summarizing – this is done when writing a research. Determine the main idea of the text and remove unnecessary details, make sure to be able to connect your summary with your write-up.

Critical Listening
Being a good speaker is important but being a good listener is more important. Critical listening is about your ability to analyze words that you have listened to. Just like critical reading, it involves analysis, interpretation, and evaluation. Try to follow these strategies for better listening and learning:

1. Be attentive but relaxed
2. Avoid interrupting the speaker and imposing your ideas.
3. Wait for the speaker to pause before you ask for clarifying questions.
4. Pay attention to non-verbal cues and look beyond the spoke message.
5. Keep an open mind and be emphatic.
6. Listen and try to visualize what the speaker is saying.
7. Give the speaker a regular feedback.

Critical Viewing
Just as reading and listening are important receptive skills, critical viewing is also important. Remember that you belong in a visual generation where your understanding is reinforced with visual illustrations. Critical viewing entails the use of analysis, interpretation, and evaluation of the viewing material. In order to be an evaluative respondent to films, television shows, videos, and vlogs do consider the following steps:

Before Viewing
1. Know your purpose before viewing
2. If you are viewing a movie, try to predict the sequence of the movie, points of view of the film maker, etc.
3. Connect the movie or video with other forms of media (novels, books, song, etc.) that has a similar concept with the movie you are to watch.
4. Create a concept map of the movie
5. Create your own guide questions in understanding the media.

During Viewing
1. Try to pause or rewind the movie that you are watching for better comprehension.
2. Try to re-watch the movie with a new objective and purpose in mind.
3. As you watch the movie, try to come up with relevant questions for understanding.
4. Come up with meaningful conclusions.

After Viewing
1. Restate what transpired in the story.
2. State the main idea of the viewing material.
3. Try to recollect your emotions and what you were thinking while viewing the movie.
4. Conclude the social context of the material viewed.
5. Distinguish the implicit and explicit ideas you came up with.

Applying your Understanding (Refer to Worksheet 4 for Lesson 3, page 26)

Evaluating your Learning (Refer to Worksheet 4 for Lesson 3, page 27)

Chapter 5
Communication Aids and Strategies Using Tools in Technology

Being able to communicate is one of the most important life skills. This way, we can express our feelings, convey our ideas, and deliver our messages. Communication plays a vital role in society so that each one will understand the other. The advent of technology is now surging through all aspects in life, and no doubt, it is revolutionizing different fields of specialization. Technological improvement has brought faster means of communication in different transactions and steps. In any professions in our world, technological devices are being utilized to communicate. Nowadays, being techno-savvy is a must. How are we going to communicate using different technological tools if we do not know how to use it?

In this chapter, you will encounter different communication aids and strategies using technological tools. Being able to incorporate the techniques in our way of communicating will enable us to successfully send our message across.

Target Learning Outcomes
LO6   -   Convey ideas through oral, audio-visual, and/or web-based presentations
                for different target audiences using accurate registers.
LO7   -   Create clear, coherent, and effective communication materials.
LO11 -   Adopt awareness of audience and context in presenting ideas.
LO12 -   Appreciate the impact of communication on society and the world.

Lesson 1: Types of Visual Aids

Learning Outcomes:
At the end of the lesson, you should be able to:
1. Identify the varied communication aids being used in presenting ideas;
2. Evaluate the different communication strategies presented in the lesson;
3. Describe the tools that technology offers to communicators; and
4. Create a visual aid to be used for a presentation.

To enhance a presentation, speakers at times use visual aids. These visual aids make the discussion more interesting in conventions and conferences. Woods (1997) suggests that when visual texts are incorporated in such communicative activities, there are guidelines that one should remember and follow. Rules like in the use of colors, number and size of texts and others must be taken into consideration when using visual aids.

Deepening your Understanding

It is undeniable that with the use of visual aids, it becomes an immensely powerful tool in enhancing the impact of your presentation. With the use of visual aids, we are able to present complex information comprehensively and clearly as well as adding a variety to the technique in delivery. The words and images presented using various formats appeals directly to the imagination of the audience and provides power to your uttered words.

Phot Source: Brlgdn.blogspot.com

According to Shabiralyani, et. al. (2015), "visual aids are those instructional aids which are used in the classroom to encourage students in the learning process." These aids also help students to easily understand and be more interested in the lesson. With the help of visual aids, lessons become comprehensible to students. Basically, visual aids serve as a tool in the dissemination of knowledge and in making teaching effective.

The following are the types of visual aids you can make use of during presentations:

Types of Visual Aids

1. **PowerPoint Presentation** – Microsoft PowerPoint or PPT is one of the most utilized software of Microsoft. This is an application in your laptop, computer, or phones that we use to create a presentation of a lesson, business, etc. Once used well, it can be advantageous to you, if used poorly, it can have the exact opposite effects.

   In this computer program, you are allowed to create slide shows to highlight your presentations. You are able to come up with a unique and powerful presentations through the combination of texts, graphics, and multi-media contents.

The general principles on making PowerPoint Presentation:

DO	DON'T
Use a big enough font (minimum 20pt)	Make it small you can't read
Keep the background simple	Use a fussy background image
Use animations when appropriate	But don't over-do the animation – it gets distracting
Make things visual	Use endless slides of bulleted lists that all look the same

Source: https://bit.ly/3iDWIIB

2. **Flip Chart and Whiteboards –**This visual aid is an excellent choice when you do not have the access to a computer or projector. It is a large pad of paper placed on a stand; this, typically has a main idea to each sheet of paper. Alternatively, you can also attach printed charts and graphs in large sizes for your presentation. It is a very useful and a flexible way of recording information as you present because it highlights the salient points in your presentation.

3. **Video –** Video is "recording, reproducing, or broadcasting of moving visuals." In using this visual material, you are able to show stimulating visual and auditory information to your audience. This brings pictures, sound, and movement into your presentation which makes it interesting and captivating to your audience. Make sure that video material shows relevance to the content of your presentation.

4. **Artifacts or props** – Sometimes it can be helpful and useful to use artefacts or props when making presentation. Artefacts are authentic materials that can be used in a presentation to make it more realistic and tangible by the audience. If you are to use this visual aid and bring an artefact with you, you should ensure that the object or material can be seen all throughout the room and can be passed around by a small group or can be moved to different areas in a spacious function room.

5. **Paper handouts** - Handouts are useful if the information that you are to present is too detailed and would not fit on a slide as you want your audience to obtain the full record of your presentation. Handouts are also a type of visual aid wherein you will put all important information as a guide to the audience while you are discussing your presentation.

Applying your Learning (Refer to Worksheet 5 for Lesson 1, page 29)

Evaluating your Learning (Refer to Worksheet 5 for Lesson 1, page 29)

Lesson 2: **Varied Tools for Communication**

Learning Outcomes:
At the end of the lesson, you are expected to:
1. Determine aids and strategies for effective purposive communication;
2. Appreciate the value of technology in accomplishing tasks;
3. Utilize tools and technology judiciously for educational purposes;
4. Use appropriate tools for a purposive communication.

For 21st century learners, the challenge is to be multiliterate and technology-inclined, coupled with wide knowledge in ICT literacy, use of technology and digital network. Learners today are labeled 'digital natives' the fact that most of their time, they are attached to manipulating gadgets as well as being in the social media almost every day. The endless exposure of learners in technology should be well-guided by adult literates so that they can make use of technology to appropriate means of communicating purposively.

Warming Up *(Refer to Worksheet 5 for Lesson 2, page 30)*

Deepening your Understanding

In the modern generation, communication can be delivered in so many ways. Not like before, through writing a letter or telegraph is one way of delivering messages. We are now living in a more advanced era where technology is taking the spotlight. Let us take a look at the list of these communication tools provided by Starks (2018) at Techwalla.com as cited by Bantugan, et al (2019).

1. **Cellular Phones or Smartphones** – Since the production of cell phones in the late 1980s, their capabilities have steadily increased. The basic functions of text messaging now go with other functions such as sending and receiving email, pictures, and recorded videos. Smartphone owners make up more than 80 percent of internet users. By 2019, the number of smartphone owners is estimated at 2.5 billion worldwide by 2019. These communication devices include such cutting-edge features as GPS navigation, voice-activated virtual assistants, predictive typing and video calling.

2. **Skype** – You can download this app on Apple store of Google play for free. This is a downloadable application wherein you can have free messaging and video calling if you have access to the internet. Skype is very much useful in education, business, etc. This app also allows users to watch each other real time while they speak. Everyone can benefit from this app.

3. **Instant Messaging** – This allows exchange of short written messages delivered almost instantly after the message is created. Nowadays, we have the Facebook Messenger wherein we can immediately send to someone even if do not have the internet data. Millennials are now into this app and sometimes avoid the built-in messaging app in their smartphones.

4. **Twitter** – Like Facebook, Twitter has become popular. It is also a social network but without extraneous information or elaborate weblogs. By eliminating extraneous information and the elaborate weblogs, Twitter allows users to stay updated on others people's posts.

5. **Email** – In the field of education, teachers and students are using emails to send and receive important documents and paperwork. As of today, being able to know how to use email is crucial. Teachers are incorporating the use of Gmail as an avenue to teach students. They use the google classroom as their place of sending requirements and activities. Email is very much useful because it is so convenient and easy to use.

6. **Telephone** – Alexander Graham Bell invented the telephone which is beneficial to everyone. Telephone is used to call someone who is far away from you. With this, it would be quite easy for us to communicate or deliver messages to others. Advances in technology have eliminated the need for heavy hardware and metal wiring present in the original designs. These advancements resulted in the shift from landlines to wireless and have allowed people to communicate from remote locations.

7. **Radio** – A lot of people have access to radios. Even in our mobile phones there is a built-in radio where you can listen broadcasts. The creator of the first sophisticated radio transmitter, Reginal Fersedden sent music and speech across the airwaves as early as 1906, an immense improvement from the ideas of Guglielmo Marconi. The reach of broadcasting information has immensely increased since the invention of the radio.

8. **Television** – Experiments on the television began as early as the late 1920s. It was finally introduced to the public in 1946. Television users have increased steadily, reaching 20 million households in 1953 from only 940,000 in the beginning. The following decades saw the television elevated to its status as the predominant source of communication to a wide audience. It had changed the political and cultural landscape forever. Television is indeed helpful to us to have a wide range of understanding about social issues. We can watch live newscast and we can get a broader information.

9. **Internet** – Another in demand source of information and a way to be able to communicate is the Internet. Internet is "an electronic communications network that connects computer networks and organizational computer facilities around the world." (Merriam Dictionary, 2020) This enables us to connect to the world even if it is miles away from you. Internet allows us to access information from different sources, sometimes for free. However, with the government monitoring some social networking sites, privacy concerns have risen along with its proliferation

With these number of tools available for us, it would be very convenient and easy for us to be connected. These tools of communication will help us to give needed information to everyone. Still, we need to be vigilant and careful in using

these tools to avoid misinformation and disinformation. Use these communication tools to spread awareness and to educate people around the world.

Applying your Learning *(Refer to Worksheet 5 for Lesson 2, page 31)*

Evaluating your Learning *(Refer to Worksheet 5 for Lesson 2, page 32)*

Lesson 3: Communication Strategies using Social Media and Online Platforms

Learning Outcomes:
At the end of the lesson, you are expected to:
1. Determine the impact of social media to kind of communication in the modern times;
2. Develop understanding on the safe use of social media.
3. Use social media ethically and responsibly.

In the previous lesson, you have already been hearing concepts about Facebook and social media in entirety. While it is true that social media have added a whole new dimension to the concept of communication, it has become the most accessible platform in engaging to a purposive communication. Though it is a trend in communication today, a lot of netizens wrongly use social media. Truly, it has become a challenge to maximize the use of social media.

Warming Up *(Refer to Worksheet 5 for Lesson 3, page 32)*

Deepening your Understanding

Below is a list of basic pointers to etiquette of communicating in this overwhelming universe of social media.

1. **Learn how each medium works.**

   How often have you come encountered people who send an email as if they are chatting with you? The first step is to know how each medium is supposed to work. Twitter is about posting brief, and expressive conversations while Facebook comprises of longer rants. Gmail is focused on professional communications.

2. **Learn the norms of professional communication online.**
   If you hope to create a cultured or sophisticated image in social media, be sure that you are aware of the norms online. Always be courteous with people online as well as offline. Avoid using rude and unprofessional language.

3. **Respond and acknowledge if someone has written to you**
   As a part of being professional and courteous, respond to someone who messaged you online just like how you would respond to them in real life. Leaving somebody's comment or message unanswered is like when

somebody approaches to talk to you then you walk away without responding.

4. **Avoid chat language, especially in formal communication**
   With the emergence of SMS or text messaging as one of the earliest forms of digital communication, we have come to think that we can leisurely use chat language in all forms of online and digital communication. However, this is not the case. Using informal language in Gmail is notably unprofessional.

5. **Use Gmail properly**
   Gmail is an emerging popular tool for communication. Make sure to always add a 'subject' to your composed email. Always write an introductory statement with or without your attachments. Always be courteous with your words in this formal venue for communication.

6. **Preferably, message people first to know a good time to call them up**
   Be mindful in finding a good time to talk with any person you know. It is preferred that you send first a message informing the other person that you would like to have a conference before calling. If you still do not get a response with your message, you may call straight away at a suitable time.

7. **Do not assume the right to use online personal information to contact people out of nowhere**
   With the enormous amount of personal information on social media, every person's information has never been more so accessible for public consumption. However, we should not use this information to start a conversation out of nowhere.

8. **Follow norms of written English for better communication online**
   Make sure to write correct words and punctuations in online or digital communication. With clipped words and abbreviations, the receiver might misunderstand the content of your message. If you do not follow the norms of written English, you are then judged as what you put out there which instantly be related to you and the image you have built.

Applying your Learning *(Refer to Worksheet 5 for Lesson 3, page 35)*

Evaluating your Learning *(Refer to Worksheet 5 for Lesson 3, page 36)*

Chapter 6
Communication for Various Purposes

You have just learned about the communication aids and strategies for communication in the previous chapter. Now, you will be dealing with the various purposes in communication, which focuses on the purpose of giving speech, being an active listener, all about voice and preparing and giving a talk. When communicating or delivering a speech, you must always be guided with its purpose. We must be aware that there are many purposeful uses of communication. People communicate with various reasons, in a variety of ways.

Target Learning Outcomes

LO6   Convey ideas through oral, audio-visual, and/or web-based presentations for different target audiences using accurate registers

LO8   Present ideas persuasively using appropriate language registers, tone, facial expressions, and gestures.

LO11 Adopt awareness of audience and contexts in presenting ideas.

Lesson 1: Purpose of Giving Speech

Learning Outcomes:
At the end of the lesson, you are expected to:
1. discuss the different purposes of speech;
2. identify appropriate messages to be delivered in specific occasion, and
3. write a speech according to its purpose.

In this technological world, we cannot deny the fact that almost all of us have already our own gadget, even the young ones. It is already easy also for us to access in the internet, wherein we are already able to access in the different media where we are influenced of what we see and what we listen. So, it is vital for us to evaluate every single word we hear or listen to know its purpose, and try to consider if we must take or ignore a single speech we have heard.

Warming Up (Refer to Worksheet 6 for Lesson 1, page 36)

Deepening your Understanding

Speech Communication is the process of sharing information, thoughts, and feelings using both audible and visual codes such as voice, facial expressions, gestures, movement, posture, and the like. This process involves the following elements: participants, contexts, messages, channels, noise and feedback.

Novo (2015) cited different purposes of giving a speech. To inform, to persuade, to entertain and to inspire.

1. **To Inform.** This is the most common reason for giving a speech. The objective is to gain and to share knowledge, giving you the opportunity to present information in a certain occasion. A speech with a purpose to inform provides its audience relevant information to shed light to a certain issue or topic.

Photo Source: Wordpress.com

2. **To Persuade.** A speech to persuade primarily intends to influence the audience's attitude or behavior. Persuasion is a message designed to alter a person's beliefs or behavior. A persuasive message is identified through appeals to personal motives and behavior. This is the most difficult kind of speech because the speaker is challenged to convince his audience to agree with what he is delivering.

3. **To Entertain.** This kind of speech aims to entertain the audience and capture listener's attention and pleasure. A speech to entertain relaxes the audience which is achieved by creating a pleasant listening experience.

4. **To Inspire.** Inspiration means to stimulate, to breathe life into something. Some classic examples of inspirational talks are inaugural speeches, commencement speech, testimonial speeches and sermons delivered by priest and pastors. A good example of speech to inspire is success or growth stories of famous personalities who started from scratch.

Speeches Delivered During Special Occasions
1. **Welcome Speech.** The main intention of this kind of speech is to make your audience comfortable and make them feel that they are well-received.
2. **Speech of Introduction.** Speech of introduction ought to lead us to information about the speaker who demonstrates his ability for discussing a topic. It is like "selling" both the topic and the speaker to the audience. Like a welcome talk, the speech of introduction should be done in the briefest amount of time.
3. **Speech to present Gift or Award.** This speech is giving an assurance to the recipient that he/she is really somebody who deserves an honor. The goal of this speech is to give fair but not exaggerated tribute to the recipient of the gift or award.
4. **Speech to Accept the Gift or Award.** This speech should be shorter than the speech of presentation. It could be done even without memorizing the lines.
5. **Speech of Tribute (Eulogy).** Eulogy is derived from a classical Greek word, "eulogia" which means a speech or writing in praise of a person especially one recently dead or retired. Eulogies may also include an expression of praise or acknowledgement to people who are still alive.

6. **Commencement Address**. This is the speech delivered by a commencement speaker on graduation day. The speaker may be an outstanding member of the university community or an invited guest from outside the institution.
7. **Keynote Speech.** A convention usually started with a keynote address, which highlights the convention/conference objectives and contents and an overview of the entire proceeding. Motivating, arousing interest and inspiring the audience are the foremost intention of this type of speech which should be achieved by the keynote speaker.
8. **Commemorative Speech.** These are speeches delivered during special occasions taking place in memory of a person, an event, and so on. Example on this are the foundation of an institution, anniversaries, and admission to an organization.

Source: https://bit.ly/3iDWgnv

Types of Speech

There are factors that you need to consider in delivering a speech. First, the preparation, preparing an oral talk is not that easy especially for beginners like you. Second, how are you going to deliver your speech? Third, where and to whom are you going to deliver the speech? Lastly, what is your purpose of delivering the speech?

Padilla, et. al. (2003) stated different types of speech.

Types of Speech According to Preparation and Delivery
1. **Memorized Speech.** Memorized speech is the most difficult and the least effective. These speeches are used in oratorical contest and in formal occasions like eulogies or church rituals and in political situations. They are learned by heart. Practice is the one and only guideline for a memorized speech.
2. **Impromptu Speech.** An impromptu speech is delivered on the spur of the moment or on top of one's head without preparation. Day-to-day conversations are considered impromptu talks.
3. **Manuscript Speech.** Manuscript speeches are read and delivered from a prepared text. These speeches are appropriate for precise messages or subjects to review or to publish. This is the preferred mode of delivery for ministers, scientists, persons in the mass media and corporate executives.
4. **Extemporaneous Speech.** This type of speech, though planned and prepared ahead, is not memorized as it is delivered in direct and spontaneous manner. The speaker here uses conversational tone with the speech draft or outline as guide during the delivery.

Applying your Learning (Refer to Worksheet 6 for Lesson 1, page 35)

Evaluating your Learning (Refer to Worksheet 6 for Lesson 1, page 36)

Lesson 2: How to Be an Active Listener

Learning Outcomes:
At the end of the lesson, you are expected to:
1. explain the importance of listening in the art of communication
2. identify situations as to which when these different kinds of listening will be used, and
3. differentiate hearing from listening.

How would you feel when you are talking in front of your classmates delivering your report, yet no one cares to listen to you? Would you be hurt or just ignore them? I am sure you will get disappointed. Listening is an important skill that everyone should know and possess. However, you need also to know that listening is different from merely hearing a message.

Warming Up *(Refer to Worksheet 6 for Lesson 2, page 36)*

Deepening your Understanding

Communication being a dynamic process requires the active involvement of the participants. In particular, speech communication demands conscious interaction between and among the participants. Meaningful interchange of ideas starts only with the willingness of the speaker and the receiver to listen and to participate.

Listening is a process that is cognitive in nature where meanings are attached to aural signals. The middle ear and the auditory nerve translate sounds waves into nerve impulses which are then sent to the brain for interpretation. The process of interpretation – registration of impulses, assigning them to meaningful contexts and evaluating them – constitute listening (Mitzel, 2011).

Kinds of Listening
Padilla, et. al. (2003), identified different kinds of listening: emphatic listening, critical listening, and reciprocal listening.

1. **Emphatic Listening.** In this kind of listening, you listen to understand the feelings and emotions of others. This means that we give attention to a person's sentiments and in the process, we absorb not only the words of the speaker but his/her emotions as well as to enable us to better understand and feel him/her.
2. **Critical Listening.** This requires full attention of the listener for him to weigh and analyze what has been said. With the use of his stock or prior knowledge of the topic/issue, the listener is able to objectively and critically assess the merit or the veracity of the information received. This is most common in conferences, seminars, debate, competition and other fora.
3. **Reciprocal Listening.** Unlike critical listening, reciprocal listening is lighter in nature and is most common during conversation with friends, peers, family, officemates and the like. It is termed reciprocal form the word reciprocates as

it requires the participant in a communicative exchange to listen for him to be able to respond.

Reasons of Listening

Below are the reasons for listening identified by Novo (2015).
➢ To gain information
➢ To be entertained
➢ To be inspired or to be motivated
➢ To make decisions
➢ To show politeness

Hearing and Listening

Villamarzo et. al. (2003) as cited by Novo (2015) stated the difference between hearing and listening. They describe hearing as passive because you do not have to exert effort to do it. A person hears utterances without the concern about the meanings of what he or she has heard. Example of this is, listening to music without understanding the lyrics. Listening requires analyzing and interpreting ideas where conscious attempt is made to understand the speaker. Information received is processed without letting personal opinions influence the intent of the speaker's words.

Traits of Passive and Active Listeners (*Novo, 2015*)

Passive Listeners	Active Listeners
Expect a lecture to be dull	Expect to find something in the lecture that interests them
Assume that information in a lecture will not be useful or does not pertain to their lives	Assume that information from a lecture will be useful – if not now, then perhaps sooner or later
Look for weaknesses in the speaker's style instead of listening to what the speaker says	May notice weaknesses in the speaker's style but pay attention to what the speaker says
Listen only for main ideas and ignore details and examples	Listen for main ideas and the details that support them
Give in to daydreaming and become distracted	Resist daydreaming and ignore distractions
Tune out when they disagree with the speaker	Keep listening even when they disagree with the speaker
Tune out difficult or technical information; do not ask questions	Try to understand difficult or technical information; ask questions as needed
May doze in lectures if tired	Try to stay awake if tired
Do not take good notes	Take well-organized notes

Applying your Learning (Refer to Worksheet 6 for Lesson 2, page 37)

Evaluating your Learning (Refer to Worksheet 6 for Lesson 2, page 37)

Lesson 3: All about the Voice

Learning Outcomes:

At the end of the lesson, you are expected to:
1. identify the different characteristics of voice, and major vocal qualities and
2. apply appropriately various emotions in delivering speech.

One of the God's given gifts is our voice. It is vital in the transmission of ideas and feelings. It plays a significant role in communicating thoughts. This is the reason why we should take good care of our voice, for because of it we are heard or listened to by the people we are communicating with, every second, every minute and every hour of the day.

Warming Up *(Refer to Worksheet 6 for Lesson 3, page 38)*

Deepening your Understanding

The Desirable Speaking Voice

Diaz (2005) identified five most desirable characteristics of voice.
1. ***Audibility***. The voice should be loud enough to hear.
2. ***Pleasantness***. It should be pleasing to the ears. It is your natural voice , which is low,   well-modulated, resonant, and mellow.
3. ***Clarity***. It is clear and distinct enough to be understood.
4. ***Flexibility.*** It has already capability for modification or change. This is readiness in adjusting making it versatile enough to carry the greatest possible amount of meaning
5. ***Fluency***. It is articulate and effortless. Like fluid, it flows smoothly and easily.

Voice Qualities

Individuals have different voice qualities. There are those who naturally speak slow, fast, loud or clear. Extra effort is made when people change their normal voice qualities. According to Falca (1991) as cited by Nano (2015), a person's voice reveals his personality.

There are seven major vocal qualities identified by Novo (2015).

Vocal Qualities	
Resonance	The ability of one's voice to fill space; intensification and enrichment of the tone.
Rhythm	The flow, pace, and movement of the voice tone.
Speed	How fast the voice is used.
Pitch	The tightening or relaxing of the vocal cords (e.g. the nervous laugh); the highness or lowness of sound.
Volume	The degree of loudness or intensity of the voice.
Inflection	The changes in pitch or volume of the voice.
Clarity	The crisp articulation.

Projecting Emotions Vocally

Affection	Upward inflection, resonant, low volume, slow speed.
Anger	Loud volume, terse speech, irregular inflection
Boredom	Moderate to low volume, resonant, somewhat, low speed, descending
Cheerfulness	Somewhat high volume, fast speed irregular inflection.
Impatience	Normal to high pitch, fast speed
Joyfulness	Loud volume, fast speed, ascending inflection
Astonishment	Ascending inflection
Defensiveness	Terse speech
Enthusiasm	Loud volume, emphatic speech
Sadness	Low volume, resonant, slow speed, descending inflection, little clarity
Disbelief	High pitch, drawn-out words
Satisfaction	Ascending inflection, little clarity

Applying your Learning (Refer to Worksheet 6 for Lesson 3, page 39)

Evaluating your Learning (Refer to Worksheet 6 for Lesson 3, page 40)

Lesson 4: Preparing and Giving a Talk

Learning Outcomes:
At the end of the lesson, you are expected to:
1. Prepare a talk
2. Evaluate an oral presentation
3. Value the importance of being prepared before delivering a speech.

Are you happy when you are given a speaking job? Or are there second thoughts that pull you down? What is the predominant feeling? FEAR? Yes, it is usually the dominant feeling we fell especially when delivering speech to a huge audience. But fear is normal. Thus, you need to cope with that fear. How?

Deepening your Understanding

The critical variable that makes public speaking dreadful for most beginners is the word "public." It is said to be the psychological fear of the unknown, fear of an unreceptive audience, fear of committing mistakes, of being laughed at, and fear of fear itself. What then can you do about it? Run away? Make excuses or face it bravely? All you must do is be armed with the five P's of public speaking: Perceptions, Positive attitude, Preparation, Practice, and Prayer (Diaz 2005).

Perceptions

The first prerequisite is all in mind. What you think about public speaking and what you believe it to be may affect your feelings towards the activity. Knowing what it is not and what it is, will therefore, be a great help.

Positive Attitude

This is the second requirement. You should remove all the bad thoughts and negative feelings for they will only scare you. You should always think positive. What is mentally possible can be physically possible. If you think you can, surely you can!

Here are some reminders to boost up your spirit. (Diaz 2005)
1. Stage fright is human phenomenon. It is normal.
2. Capitalize your tensions. Use them to your advantage.
3. Have self-esteem. Believe in yourself and in what you can do.
4. Set your goal and be determined to become a good speaker.
5. Be patient with your progress. Learn to labor and to wait.
6. Cultivate other positive attitudes. Develop self-confidence, self-esteem, determination, patience, sensitivity, enthusiasm, integrity, friendship, and love.

Preparation

The following will serve as your guideposts in the preparation of a talk:

Elements to be considered	Guide Questions
Know what is expected.	• What do the organizers of the event expect from you? • What do they want you to talk about? • Do you have a choice? • Do you find it interesting? • Is it something you know a lot about? • What is the occasion? • Is there a theme? • What would be your purpose?
Know your audience	• What is the demographic profile of your audience? • Do you know their age range, gender, occupation, educational background, culture, attitudes, needs and wants? • How big will your audience be?
Know where your venue is	• Where will you be speaking, indoors or outdoors? • Would it be too warm or too cold? • Is the room small or big? • What is the room lay out? • Would you be using devices?
Gather your materials	• Do research works • Find plenty of facts and figures to help you. • Dig out plenty of anecdotes, jokes and quotations to add color to your talk and lighten the load of hard fact. • Sometimes you have to talk about yourself • Anticipate likely questions and have your answers ready.
Structure your speech	• Plan your ideas logically. • Prepare an outline • Remember three, five or seven points

Parts of a Speech

1. Introduction

Here are some opening devices you need to consider when making an introduction of your speech.

- Greet the audience and remind them why they are gathered.
- Catch their attention and amuse them by saying something in character with the occasion.
- Invite direct involvement of the audience through questions and requests.
- Surprise the audience and challenge their assumptions.
- Thank the organizers for asking you to speak and say how pleased you are to be there.

2. The Body

Giving a speech is likely talking to an audience on a journey, so you must lead them the way. So, always remember the old maxim:

1. Tell them what you are about to tell them.
2. Tell them what you want to tell them, and
3. Tell them again what you have told them.

3. The Conclusion

- This is considered as the last part of the speech, so it needs to be memorable.
- Make a lasting impression by serving the audience some food for the mind.
- Pay your remarks with something the audience will long remember.
- Use quotations

Practice for an Effective Speech Delivery

The following guidelines will be helpful.

1. Decide on the style of delivery'
   - a. Reading Method   – is best for beginners
   - b. Memorized method   – is preferred for those with good memory
   - c. Impromptu method   – is for accomplished speakers
   - d. Extemporaneous method   – is for seasoned speakers

2. Allocate practice hours in your time budget.
   - a. First rehearsal - focus on the content of speech
   - b. Second rehearsal - focus on delivery, using the voice, the body and language to the best advantage
   - c. Third Rehearsal - do the final rehearsal on the verbal and nonverbal including visual aids, if any
3. Practice aloud
4. Check your posture.
5. Execute appropriate gestures.
6. Know how to use the microphone.
7. Speak in public as often as you can.
8. Practice at the venue or some familiar place.
9. Come to the venue early and warm up.
10. Practice with coach or with a live audience. You can ask some friends for feed-backing.

Guides in Delivering a Speech (Novo 2015)

1. Step up
2. speak with confidence and authority.
3. Get set before you start to speak
4. Establish eye contact.
5. Provide introduction
6. Start without referring to your notecard or prepared speech.
7. Avoid using interjections and punctuations.
8. Stop at the end of the idea
9. Maintain good posture and proper gestures.
10. Speak loud enough to be heard.
11. Ending your speech remarkably.

Photo Source: FlowGalindez.com

Other tips to ensure an effective speech delivery

1. Feel relaxed
2. Form your words carefully.
3. Use simple words which could be easily understood by the audience.
4. Avoid long, compound – complex sentences
5. Express your ideas in a simple, direct, logical, and coherent manner.
6. Prefer to use the first and second persons.
7. Avoid unnecessary mannerisms.

Applying and Evaluating your Learning (Refer to Worksheet 6 for Lesson 4, page 40.

Chapter 7
Communication for Work Purposes

While most of our youth spend their time in schools, others are in the workplace. What you usually see in the internet and the television are office types of workplaces, but that is not the end of it. Some workplaces are found in many fields. For example, marine researchers spend their research hours in the oceans; civil engineers are found in highways and bridges; and for teachers in the classroom aside from their offices where they do most of their paper works.

The workplace is indeed a diverse set of industries. Schools, hospitals, law firms, and business companies are few examples. And in any of these industries, your workmates may come from different cultures and backgrounds. Thus, the importance of maintaining a healthy relationship through effective communication.

Target Learning Outcomes:
LO7   Create clear, coherent, and effective communication materials.
LO8   Present ideas persuasively using appropriate language registers, tone, facial expressions, and gestures.
LO13 Appreciate the impact of communication on society and the world.

Lesson 1: Communication in the Workplace

Learning Outcomes:
At the end of the lesson, you are expected to:
1. Identify if a written or oral communication is formal or casual.
2. Differentiate the three types of communication directions in the workplace.

Warming Up (Refer to Worksheet 7 for Lesson 1, page 41)

Deepening your Understanding

The importance of communication in the workplace, aside from providing information, also highlights instruction, motivation, and inquiry. An efficient communication in the workplace will provide a focus with all the members involved and thus resulting in a coordinated action.

Photo Source: EnterPH.com

The communication in the workplace can afford many two forms:

➢ **Formal**
The interchange of information is done in a deliberate effort, in a proper way, following conventional speech, dress code, and behavior.

(ex: business meetings, work-related email)

> **Casual**
This is used when both parties have familiarity with one another, that is, they interact with each other regularly.
(ex: chat during lunch breaks)

and (in an organizational perspective) it may follow one of the following directions depending on its source:

> **Downward Communication**
- The communication flow which starts from a high level to the low level of the organization.
- This is used to explain policies and procedures, give directions about a job specification, offer feedback on performances, and to implement plans and goals.
- *Example: Hiring notice from CEO to the Human Resources Department*

> **Upward Communication**
- From a lower level to a higher level
- Provides information to what is happening at an operational level
- Usually includes progress of plans and complaints
- *Example: A report on sales of the new product.*

> **Lateral Communication**
- Refers to the communication flow between and among members of the organization of the same rank or level, such as communication between employees or communication among managers.
- This creates an effective coordination to facilitate the work undertaken.
- *Example: Utility workers coordinating which floor of the building they will clean up.*

Globalization has changed many industries and by extension, the communication within these industries. It has diversified culture in the workplace and it characterized an effective employee as someone who knows how to communicate in a multicultural setting. The resulting global communication has two forms:

> **External Communication**
- Refers to messages sent to audience (either national or international) outside of the company
- This includes hiring notices, product advertisements, etc.

> **Internal Communication**
- Refers to messages sent within the company
- This includes all communication (downward, upward, or lateral) practiced by all employees within the company.

Applying and evaluating your Learning *(Refer to Worksheet 7 for Lesson 1, page 41)*

Lesson 2: Effective Communication and Oral Presentation in the Workplace

Learning Outcomes:

At the end of the lesson, you are expected to:
1. Familiarize with the different communication skills necessary for different industries.
2. Assess your communication skills.

Warming Up (Refer to Worksheet 7 for Lesson 2, page 42)

Deepening your Understanding

Different industries with diverse culture of employees require different sets of communication skills necessary for the job and the audience they cater. Knowledge of these skills will prove an employee's efficiency in the workplace. Here are the following industries and the communication skills they require:

➤ **Health Industry**

It is common in our country to see foreign doctors in hospitals and our nurses working abroad. Here are some helpful tips for effective communication in healthcare:
- Be accurate in communicating with your colleagues but talk to patients in simple medical terminologies.
- Avoid using templates when talking to your patients, adapt and adjust to their personalities.
- Show to your patients that you listen.
- Encourage them to express their concerns and fears.
- Be aware of your non-verbal codes.

➤ **Education Industry**

Educational institutions influence the students to be competent and competitive in their chosen fields among many other industries. Hence, it is this industry that requires utmost attention to communication. The following suggestions may help you excel in the workplace:
- Be confident when discussing lessons to the class
- Be warm and neutral when representing the school in phone calls and e-mails
- Listen and empathize when discussing with parents concerning their child
- Observe professionalism in the content of the school's digital footprint in webpages and websites

➤ **Business Industry**

Although it looks like the business industry is an endless argument between the boss and a client, the purpose of communication in this industry is for the company to reach its goals by presenting and evaluating ideas. To be an effective communicator, here are some things to remember:

- Practice active listening, that is, to make a conscious effort to identify, process, and actively respond to a message communicated.
- Be aware of the non-verbal signals sent to you, but always send positive body language to the people around.
- Always make eye contact to the person you talk to.
- Be firm and confident in presenting your ideas.
- Be sensitive to the culture of the people around you.

➢ **Law Industry**

The courtroom is considered as the workplace of a lawyer, however, most of the communication process—dealing with your clients and colleagues happens outside it. The following are communication skills necessary to lawyers.

- Learn to understand the verbal and non-verbal cues you receive.
- Easily build professional relationships with peers and clients.
- Knowledge of which role to play and when.
- Be present and attentive.

➢ **Industry of Science and Technology**

Scientists have been badly stereotyped as boring individuals with no social relations and only does research most of his or her life. In reality, scientists are also speakers and authors. Communicating effectively is a necessary skill in being a scientist, otherwise it would be hard to get sponsors for research funds. Here are some helpful tips in being a successful scientist:

- Assess your audience. Are they your peers? Potential sponsors? Or just an audience in a talk you are conducting?
- Make your presentations both short and comprehensible.
- Project confidence and credibility in your stance.
- Check for feedbacks from the audience's non-verbal signals.

Applying and Evaluating your Learning (Worksheet 7 for Lesson 2, page 43)

Lesson 3: Written Communications in the Workplace

Learning Outcomes:
At the end of the lesson, you are expected to:
1. Familiarize with the basics of writing important workplace documents such as memorandums, minutes, and business letters.
2. Determine the necessary parts and information needed in writing these communication materials.
3. Write a letter of application.

Warming Up (Refer to Worksheet 7 for Lesson 3, page 44)

Deepening your Understanding

Similar to schools, written communication skills are just as important as oral communication skills in the workplace. Documents such as minutes, memorandums, business letters, and incident reports are a few common written materials in many offices.

Minutes

These are written record of meetings conducted by a group of people such as business partners, investors, stockholders, and etc. It is used in the succeeding meetings as a reminder of the tasks assigned to specific members; and a source of information for individuals who were not able to attend the previous meeting.

Generally, a formal board meeting minute follows this format:

DATE: Date of the meeting

PRESENT: First and last names of all those present at the meeting

ABSENT: First and last names of Committee members who are unable to attend the meeting.

1. CALL TO ORDER/OPENING REMARKS

- The time that the meeting was called to order and by whom.
- Any opening remarks summarized here.

2. APPROVAL OF THE MINUTES FROM (DATE)

- You need a motion to approve the prior meeting's minutes.
- Motion: To approve the minutes of (DATE) as circulated (or AMENDED) Motion By: Name of person (FIRST & LAST) who made the motion
- Seconded By: Name of the person (FIRST & LAST)) who seconded the motion Carried or Defeated

3. ADDITIONS TO THE AGENDA

- If there are additions to the agenda or requests for the next meeting's agenda, these would be bulleted here.

4. APPROVAL OF THE AGENDA

- Motion: to approve the agenda as circulated (or AMENDED)
- Motion By: name of person (FIRST & LAST) who made the motion
- Seconded By: name of person (FIRST & LAST) who made the motion Carried or Defeated

5. BUSINESS FROM THE PREVIOUS MEETING

- Any items from the previous meeting that need to be discussed further

6. ITEM # 1 TO BE DISCUSSED

- Put a summary of the discussion around the topic
- If any motions were made, put the information here
- If further information is needed, put follow-ups, names, and a target date here

7. ITEM # 2 TO BE DISCUSSED

- Any other items

8. ADDITIONS TO THE AGENDA

- Any added agenda Item, including a summary of the discussions around this item
- If any motions were made, put information here
- If further information is needed, put follow-ups, names, and a target date here

9. ADJOURNMENT

- Record the time the meeting was adjourned

10. NEXT MEETING (DATE)

- The next meeting date should be decided at the end of the meeting before everyone leaves. It's a handy reminder to include it at the bottom of the minutes template so it isn't missed.

Here are a few helpful tips in taking notes for meeting minutes:
- Start with an outline
- Have all attendees sign an attendance sheet
- Be sure to record decisions made for each agenda item
- You may clarify things if needed
- Do not try to write everything. Learn to ignore the unnecessary info.
- You may use an audio recorder if the body allows it.

Memorandums

Memorandums, or memos (for short), are the organization's formal internal communication. They are used to convey information regarding:
- problems or solutions to problems,
  (*example: changes in policy, price increase, etc.*)
- call for action,
  (*example: attending a meeting, change a current production procedure, etc.)*
- announcements.
  (*example: employee promotion, upcoming seminars, etc.)*

Before you write a memo, it would be best for you to do the following:
- Identify the purpose
- Identify the audience
- Write a draft
- Be familiar with the format used by your company

While writing the draft of your memo, remember these helpful tips:
- Label it as a "Memo" so as not have it mistaken as a letter.
- Make it concise and direct to the point.
- Like a letter, it must have an introduction before the body.
- Single-spacing with a space in between paragraphs.
- End your memo with a short "Thank you" or "Sincerely".

After writing your memo:
- Affix your signature at the bottom of the body.
- Do not forget to proofread before having it sent.
- You may send it in paper or via e-mail.

Below is an example of a memo with all the necessary parts labeled.

Business Letters

This is another formal document used by a company for both internal or external purposes and the recipients can range from all employees of all ranks to clients from other companies. It can be written for the following purposes:

➢ Introducing a new product
➢ Showing gesture of appreciation
➢ Thanking clients or business partners
➢ Providing incentives
➢ Making a complaint
➢ Suggesting solutions
➢ Applying for a position

A business letter is composed of the following parts:

- **Heading**
  The complete address of the sender is written here.
- **Date**
  Spell out the name of the month followed by the day and the year.

- **Inside Address**
  Write the name of the recipient (first line),
  position of the recipient (second line),
  and his or her company and its complete address (third line and so on).
- **Salutation**
  Address the recipient here by writing the abbreviation of his or her designation followed by his surname (example: Dear Archt. Mosby)
- **Introduction**
  Here you indicate the purpose of your letter so as to inform the recipient.
- **Body**
  Include here all the details of the purpose of your letter. Depending on the message you want to convey, the body can be more than one paragraph.
- **Conclusion**
  This is where you write the action you would like your recipient to do.
- **Complimentary Close**
  Maintain formality with your recipient. Avoid endearing words if no such intimate relationship exists.
- **Signature**
  Write your complete name (first line), designation (second line), and affix your signature atop your name.

Now, an application letter for a position in a company or institution is also considered a business letter. Similar to a sales letter, in here, you are trying to sell and endorse your services and you are contending with other individuals. You must provide the following information in your letter of application:

- For a specific job, identify the job title and state how the hiring notice has reached you. If you are not applying for a specific job, state that you are seeking for a particular type of work and that you are writing to the company if it has any openings.
- Summarize your qualifications for the job. State if you are a student, a recent graduate, or had little work experience (especially if employed in a related field). Lead the employer for other important details to your resume.
- Give out your contact details to show your availability for interview.

The introduction in your application is the most crucial as it has the opportunity to catch your employer's attentions. To do that, you may:

- State your objectives and interest in the employment within the organization:
  Example:

  I am looking for a responsible position in an engineering department in which I may use my training in Computer Sciences to solve engineering-related problems. I would be interested in exploring the possibility of obtaining such a position within your firm.

Source: https://bit.ly/3iDpdjm

- Name someone from the organization who has told you of the job opening and then mention your qualifications briefly.
  Example:
  During the recent NOMAD convention in Washington, a member of your sales staff, Mr. Dale Jarrett, informed me of a possible opening for a manager in your Dealer Sales Division. My extensive background in the office machine industry, I believe, makes me highly qualified for the position.

  Source: https://bit.ly/3iE2CDt

- Once you have caught your reader's attention with your introduction, your next goal is to convince him or her that you are highly qualified for the job you are applying for. In the body of your letter, elaborate more upon the qualifications you have mentioned in the previous paragraph and add more qualifications which might be particularly appropriate for the specific job.
- In your concluding paragraph, directly request for an interview. Let the employer know of your contact details so you can be called or sent with notice of your interview schedule. After that, proofread your letter and make sure it is error-free.

The following are examples of application letters written by different individuals with different situations. The first is from a recent college graduate, the next is from a senior college student who is about to graduate, and the last is from someone who's been employed before and had years of work experience.

The following examples are application letters by different individuals for different situations. The first one is written by a recent college graduate, the second one is from a senior student who is about to graduate in college, and the last one is from someone who has been employed and had years of work experience.

Letter of Application 1

<div style="border:1px solid black;">

4 Washington Boulevard
Detroit, MI 48214
June 14, 1999

Personnel Manager
Loudons, Inc.
4619 Drove Lane
Gary, IN 46409

Dear Sir or Madam :

The Detroit Free Press recently reported that Loudons is constructing a new assembly plant near Gary. I would like to apply for a position as a foreman in the new plant.

I am a recent graduate of Midlands Community College in Detroit, with an Associates Degree in Industrial Engineering. In addition, I have worked for the past three years on a part-time basis while attending Midlands and now on a full-time schedule at Michigan Industries, Inc., as a special-assignment worker. My duties required me to work closely with the plant foreman, general foreman, and plant supervisors and gave me extensive exposure to quality-control techniques and manufacturing processes. Details of my education and work experience are contained in the enclosed résumé.

I will be happy to meet with you at your convenience and provide any additional information you may need. You can reach me either at my home address or at (313) 233-6312 during regular business hours.

Sincerely,

James L. Nardinski

</div>

Letter of Application 2

2701 Wyoming Street
Atlanta, Georgia 30307
May 29, 1999

Ms. Laura Goldman
Chief Engineer
Action, INC.
80 Roseville Road
St. Louis, Missouri 63130

Dear Ms. Goldman:

I am looking for a responsible position in an engineering department in which I may use my training in computer sciences to solve engineering problems. I would be interested in exploring the possibility of obtaining such a position within your firm.

I expect to receive a Bachelor of Science degree in Engineering from Georgia Institute of Technology in June, when I will have completed the Computer Systems Engineering program of the Engineering Department. Since September 1998, I have been participating, through the university, in the Professional Training Program at Computer Systems International in Atlanta. In the program I was assigned on a rotating basis to several staff sections in apprentice positions. Most recently I have been assigned as Programmer Trainee in the Engineering Department and have gained a great deal of experience in computer applications. Details of the academic courses I have taken are contained in the enclosed résumé.

I look forward to hearing from you soon. I can be contacted at my office phone (415) 866-7000, ext. 312, or at my home number (415) 256-6320.

Sincerely yours,

Victoria T. Fromme

Letter of Application 3

<div>

522 Beethoven Drive
Roanoke, Virginia 24017
November 15, 1999

Miss Cecilia Smathers
Vice-President, Dealer Sales
Hamilton Office Machines, Inc.
6194 Main Street
Hampton, Virginia 23661

Dear Miss Smathers:

During the recent NOMAD convention in Washington, a member of your sales staff, Mr. Dale Jarrett, informed me of a possible opening for a Manager in your Dealer Sales Division. My extensive background in the office machine industry, I believe, makes me highly qualified for the position.

I was with Technology, Inc., Dealer Division from its formation in 1969 to its phase-out last year. During this period, I was involved in all areas of dealer sales, both within Technology Inc., and through personal contact with a number of independent dealers. Between 1967 and 1969, I served as Assistant to the Dealer Sales Manager as a Special Representative. My education and work experience are contained in the enclosed résumé.

May I have an appointment for an interview with you to discuss my qualifications in detail? Please write to me at my home or telephone me at (703) 449-6743 any weekday.

Sincerely,

Gregory Mingukakis

Enclosure: Résumé

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***Applying and Evaluating your Learning** (Refer to Worksheet 7 for Lesson 3, page 44)*

Chapter 8
Communication for Academic Purposes

The most popular and used type of an academic paper is a research paper. Writing research has been introduced to you during your senior high school years. You have been exposed to both quantitative and qualitative researches, so it is expected you have had a clear understanding of them. Now that you are in college, research can take many forms depending on the program that you enrolled in. Whatever the form is, the basic steps to remember in making a technical research have the same principles to follow. If you think you will get rid of doing research after graduation, you are wrong because in the workplace and in all walks of life, research is present. Thus, you must learn to appreciate doing and living with research.

Target Learning Outcomes
LO5 - Summarize the principles of academic text structure.
LO11 - Adopt awareness of audience and context in presenting ideas.
LO12 - Appreciate the impact of communication on society and the world.

Lesson 1: Academic Writing: Definitions and Principles

Learning Outcomes:
At the end of the lesson, you are expected to:
1. Identify the nature, process, and features of writing a research study;
2. Determine the appropriate tone, style, and conventions of academic paper; and,
3. Evaluate research articles considering the conventions and principles in academic writing.

Nowadays, fake news has established its unwanted presence in the factfinding world. Hence, it is important to be careful and meticulous in dealing with such information sourcing activities like doing research. Why is there a need to do a careful process in doing research? What happens if the information you obtained is not factual? And as a researcher, what are the things you need to be equipped of when writing a research?

In this lesson, you will be learning how to identify principles in writing a research, an example of an academic paper. In the issue of fake news, one can possibly detect whether a source is factual or not by considering the academic nature of a source. When a paper is said to be academic, it follows certain conventions that other forms of writing do not. These conventions and principles make academic papers less doubtful and free from becoming another input of "fake news". Hence, it is necessary for a college student to be familiarized on how to evaluate good research articles.

Warming Up (Refer to Worksheet 8 for Lesson 1, page 44)

Academic Writing - it is a holistic and intellectual process that demands inquisition, observation, investigation, interpretation, analysis, and critical reflection of the found facts or data.

Concepts of Academic Writing

1. Across all professions, academic writing is used by professionals for other professionals.
2. Academic writing is for topics/issues which are relevant to the academe.
3. Academic writing is informative in nature.

Principles of Academic Writing

1. Clear Purpose
2. Audience Engagement
3. Clear Point of View
4. Singular Focus
5. Logical Organization
6. Strong Support
7. Clear and Complete Explanations
8. Use of Research
9. Use Correct Citation
10. Writing Style

Conventions of Writing Academic Papers

1. Write in complete sentences, always. Make it short, clear and complete.
2. Know the functions of your punctuation such as the period, question mark, comma, colon, dash and hyphen so that you can use them appropriately.
3. Be very keen in selecting appropriate words that would express your thoughts.
4. Never use contractions (i.e. *don't, I'll*, etc) in academic papers, more particularly in research documents, unless it is a direct quote from the source.
5. Be certain of when and how you will express your numbers, dates, abbreviations, acronyms, and capitalization.
6. If it is not a fiction that you are writing as an academic paper, then your tone should be formal, impersonal, and jargon and cliché free.
7. To note, paragraphs are expected to have a minimum of 50 words and a maximum of 200 words.
8. Know your transitional devices (i.e., *moreover, furthermore, however, considerably*)
9. Be very mindful of your academic paper's organization.
10. Never plagiarize

Applying your Learning (Refer to Worksheet 8 for Lesson 1, page 45)

Evaluating your Learning (Refer to Worksheet 8 for Lesson 1, page 46)

Lesson 2: Developing a Research Study

Learning Outcomes:

At the end of the lesson, you are expected to:

1. Discuss the importance of research process in developing a research study;
2. Evaluate a research task schedule with considerations on time and immediacy of accomplished tasks; and,
3. Create a research working schedule for an actual conduct of a research study.

People do research every day without even acknowledging it as research already. For instance, when we plan an out-of-town or even a trip abroad, we tend to research about the place, how to go there, what sort of fun or adventure can we experience in that place. Also, when an interior designer wants to innovate modern trends in fashion, research is absolutely done.

Research, indeed, helps us think and arrive at a sound decision. However, doing research is not simply getting an information from lots of sources. There are lots of things a research offers, and researchers must consider when making it.

Warming Up *(Refer to Worksheet 8 for Lesson 2, page 47)*

Deepening your Understanding

It is vital to determine situations and questions to accomplish the workload in developing a research study. It is carefully designed and planned from the beginning. The following tasks must be taken into consideration when you develop a research study:

1. ***Designating the Research Task*** - It is important to develop a scheduler that will fit to your workload whether it is a group effort or not. A is research done empirically research –it includes preliminary research to come up with your research top come up with your research questions.

2. ***Choose a Topic/interest*** - This is done through a collective discussion of the group. A group topic is fuelled from the genuine interest of the proponents.

3. ***Do a preliminary research*** - It is advised to conduct a preliminary research to narrow down your research topic. One way to begin is to look for references that are related to your topic.

4. ***Come up with research questions*** - List your questions from 1H And 5W's (What, where when, why, and how)

5. ***Schedule interviews, Survey, Observations, and /or other field research activity*** - Setting goals to acquire information in a limited time. Make sure to take note the details of the schedule-time, place, topic, and person.

6. ***Implementation of necessary field research study*** - There are various activities that you can use in field research activity such as interview, survey questionnaires and observation.

7. ***Sketch a tentative research outline*** - Before you write the draft of your research. It is advised to sketch a rough outline first. A rough outline serves as the framework and the foundation of the logical sequence of your research paper.

8. ***Look for related literature in the library and in the web*** - It is important to gear up your study with variety of literature. It is advice to list all the works you cite alphabetically as preparation to your bibliography.

9. ***Write the first draft, get additional information and revise*** - Your first draft is not your final output mostly the first draft will on for several revisions before the final draft.

10. ***Preparation of the bibliography*** - Bibliography is not a list of books, journals, and references you used in your research study. Whatever documentation style you will be required to use (MLA style and APA style).It is a best to compile and keep track of all the references you used in your study.

11. ***Write the final draft -*** After rigorous revision and process, writing your final draft would, probably, be the most fulfilling stage of your research study.

12. ***Establishing the Schedule*** - It is important to establish a working schedule or calendar to finish all tasks on or before the set given. Developing a working schedule is encouraged to be done in the beginning.

The process of writing a research study requires time to complete. Note that each task demands different amount of time to finish. For example, writing your initial draft usually takes a longer span of time rather than accomplishing the final draft or choosing for a topic is but difficult than making a summary of the study so a lot of time should be given to the former than the latter. This makes it clear that careful designing of the work schedule is a top skill that researchers must possess.

Applying and Evaluating your Learning *(Refer to Worksheet 8 for Lesson 2, page 47)*

Lesson 3: Finding and Evaluating Sources

Learning Outcomes:
At the end of the lesson, you are expected to:
1. Define and explain the meaning, nature, kinds of resources for an academic research study;
2. Differentiate kinds of sources according to its use and features; and
3. Evaluate and generate a list of sources to be used in a research study.

One of the most difficult parts in doing a research is accomplishing a well-written review of related literature and studies. To have limited related inputs to your current study may reflect a poor study because of weak supporting information to back up your claims in your study. Therefore, coming up with a rich review of related literature and studies would entail injecting sufficient literature from various sources.

In the advent of technology, it is said that information is at your fingertips and answers are just one click away. While information could be retrieved anywhere, there are still risks when information is not properly sought. In research writing, research outputs must be filled with a multitude of sources. Nevertheless, it is not easy as it appears. This lesson aims to provide a wide range of knowledge in finding appropriate resources for your research study.

Deepening your Understanding

Your testimonies in the kind of experience you had in searching for the different sources value the necessity of the researcher to be sincere and delicate in writing a research, particularly in the presentation of the related literature.

Hence, one must be familiar with the different kinds of sources.

Photo Source: Adobe.com

Kinds of Sources

1. *Primary and Secondary Sources* – primary sources provide first-hand information from the sources. It includes historical documents; literacy works; personal notes such as diaries, journal, and letters; observation and interviews from field reports and etc. On the other hand, secondary sources are materials that are already interpreted, curated, and drawn conclusion from the primary sources.

2. *Print and Online Sources* – when it comes to finding a source, researchers shall not base its judgement on how easy the source was acquired. Before searching online, you should come up with keywords that are related to the specific information you look for.

3. *Reference Works* – it is often consulted during preliminary research for overview and validation of the topic. It includes encyclopedia, dictionaries, almanac, bibliographies, and others.

4. *General Reference* – are used for background information.

5. *Specialized Reference* – authoritative bibliographies can lead you to a more specific references and literature. You can also ask a reference librarian for specialized references that might help your study.

6. *Field Research* – there are three kinds of field research you might want to explore on your study; interviews, observations, and questionnaires.

    •*Interview* – interviewing is a skill. It should be practiced and prepared, because you cannot learn interview by simply reading literatures or watching how-to-casts in the internet.

    •*Participant Observation* – 'observation is a both humanistic and scientific'. Participant observation produces information that is mostly qualitative.

    •*Questionnaires and Survey* – whether written or online, questionnaires and survey are instruments that can gather wide range of data from large number of respondents.

Evaluating Sources

Finding sources comes hand in hand with evaluating them. One cannot just pick a source without examining the validity and accuracy of the sources. Researchers should have the capacity to decide which materials to read. With the present concern on fake news, one should be able to check for the credibility and reliability of sources.

Your answer to the following questions will help you determine. Ask yourself the following questions:

1. ***Check the Relevance*** – how is the source relevant to the purpose of my study? How do its contents contribute to my research?
2. ***Check the Author's Credentials*** – who is the source of the knowledge? What are his/her qualifications? Is s/he known for a specific stand of an issue? If it came from online, who is the website host?
3. ***Check the point of view*** – does the title suggest or advocate a certain idea? If it is from a website, check the links that the host subscribe to.
4. ***Check the Publisher*** – if it is a book, what is the reputation of the publisher? What kind of books that the publisher usually published? If it is a journal, what kind of periodical it appears in?
5. ***Check the Website Sponsor*** – who hosted/ sponsor the website? A government agency? A private institution? An interested group?
6. ***Check the Date Published*** – check when the books and articles have been published. If it is online when the article is published.

Applying your Learning *(Refer to Worksheet 8 for Lesson 3, page 50)*

Evaluating our Learning *(Refer to Worksheet 8 for Lesson 3, page 51)*

Lesson 4: Citing, Referencing and Paraphrasing Sources

Learning Outcomes:
At the end of the lesson, you should be able to:

4. Cite properly authors of sources used in the study ;
5. Identify and arrange bibliographical entries using the APA style; and
6. Paraphrase pieces of information copied from a source.

There are few issues in writing a research paper that you must know. The knowledge that we borrow should be given credits to the original source. Plagiarism is common problem in academic papers.

To maintain the integrity of your research, this lesson will teach you proper citation and referencing original sources. Furthermore, the skills of paraphrasing original text may be essentially practiced by the writers to avoid issues of plagiarism.

Warming Up *(Refer to Worksheet 8 for Lesson 4, page 52)*

Deepening your Understanding

The issues on originality index and plagiarism are just some of the many complexities in writing a research. However, the anxiety to get plagiarized may be lessened, if not avoided, if the research writer knows how to acknowledge his sources and do not copy in verbatim the words for the original text.

Plagiarism is using another person's idea or exact words without citing the original source to make it appear as his own.

In addition, plagiarism occurs when (Bullock, 2009):
1. you use the "exact words of the writer without quotation marks"; and
2. when you copy, you do not paraphrase or summarize a work using the language closest to its original work.

In-Text Citation and Referencing

To avoid committing plagiarism, the skill of proper citing and referencing must be practiced by research writers. Citing and referencing are used to find information about something and to tell people where the first-hand information can be found for purposes of validation and verification.

In the field of social science and education, the use of APA style is highly followed.

American Psychological Association (APA) Style Guide
- ✓ It was established in 1929
- ✓ It is-used in the field of Psychology, Education, and in Social Sciences
- ✓ Prevention of plagiarism, construction of correct in-text citation, and language standards are achieved in research through the use of APA style.
- ✓ It allows in-text citations, direct quotation and endnotes and footnotes
- ✓ The author uses past tense verbs in reportage.
- ✓ Brief in-text parenthetical documentation for quotations, paraphrases, or summaries and more-detailed documentation of list of sources at the end of the text are the inclusions of the APA Style Guide.

The following are the conventions of the APA style for in-text citation and referencing:

Examples: In-text citations
As Faigley (1992) suggested, "The world has become a bazaar from which to shop for an individual 'lifestyle' "(p.12)

Reference-list documentation
Faigley, L. (1992). Fragments of rationality: Postmodernity and the subject of composition. Pittsburg, PA: University of Pittsburg Press.

Source: https://bit.ly/3ArxGwa

Structures of an APA Format Citation
1. Structure for one Author   *Last name of Author (Year)…(page number).*

2. Structure for two Authors   *Last name of Author 1, and last name of Author 2 (Year)…(page number).*

3. Structure for 3, 4, or 5 Authors   *Last name of Author 1,last name of Author 2,*

APA for Academic Writing

A. Books
Author last name, first initial, middle initial. (Year published).*Title of work.* Location: Publisher. (Note that in articles, the title of the work is italicized.)

> Example:
>> Moriarty, L. (2014). *Big little lies.* New York, NY: G. P. Putnam's Son's

B. Chapters in Edited Books
Last name of chapter Author, first initial, middle initial, (Year published). Chapter title In first initial, middle initial, last name of Editor (Ed.).*Book title* (pp. xx-xxx) publishing city, State publisher. (Note that in articles, the title of the book is italicized.)

> Example:

>> Smith, F. M., (2004) The college student In C. Wood, & M. Meyer (Eds.). *Cross –cultural education* (pp. 75-105). London, Canada: McMillan

C. Articles: Journals and Periodicals
Authors last name, first initial, middle initial. (Year published). Title of article. *Title of periodical,* Volume (Issue), page range. (Note that in articles, the title of the journal is italicized.)

> Example:
> Thompson , W. R. (2013). The forum: *International studies, Review,*15 (3), 396-419

- Newspaper Article
  Author last name, first initial, middle initial. (Year Month Day Published). Title of article. *Title of Newspaper*, page range

  Example:
   Frost, L. (2006, September 14). First passengers ride monster jet. *The Salt Lake*
  > Tribune, p.A2.

- Magazine
  -Author last name, first initial, middle initial. (Year, Month Published). Title of article. *Title of Magazine*, Volume (Issue), page range

   Example:
   Quammen. D. (2018, December). The man who wasn't Darwin. *National Geographic*
  > Magazine,214(6),106

D. Websites
Authors last name, first initial. (Year, Month Date Published). Title of webpage. Retrieved from URL
> Example:
 Austerlitz, S. (2015, March 3) How long can a spinoff like 'Better Call Saul' last?

Paraphrasing

In paraphrasing, you have to express the information and ideas of other sources using your own words. Using synonyms and rearranging the sentence's structure are not the only processes involved in paraphrasing. Rephrasing the sentence substantially while retaining its original meaning and citing the original source with appropriate referencing are also important in paraphrasing.

Paraphrasing is useful when you wish to refer to a chunk of information from one part of a source and when you are dealing with facts and definitions.

Here are the Four R's in Paraphrasing:
1. *Reword* – make use of the synonyms to replace the words originally used.
2. *Rearrange* – reposition the words and even the ideas that are expressed in the paragraph.
3. *Realize* – understand that there are words that cannot be altered (names, dates, titles, etc.) Changing such words is not possible but you can to present them in a different manner in your paraphrase.
4. *Recheck* – the paraphrase should express the same thought as that of the original text.

Paraphrasing can be done with individual sentences or entire paragraphs. Here are some examples and observe very well how the original forms have been paraphrased:

Example of a paragraph

Original text
"At just 8.5 square miles, the Pacific island country of Nauru is one of the smallest countries in the world. The island was one rich in phosphate, but most of the resource has been mined, leaving damage to the environment behind. Nauru has a population of about 10,000 people."

Paraphrased text
"Nauru is a Pacific Island country that is only 8.5 square miles in area. It is one of the smallest countries on the planet and only about 10,000 people live there. Nauru has mined its once plentiful supply of phosphate. This has damaged the environment on the island."

Source: https://bit.ly/3yEGRc0

Example of sentences

Original text 1
Her life spanned years of incredible change for women.

Paraphrased text 1
Mary lived through an era of liberating reform for women.

Source: https://bit.ly/3jHLvjg

Original text 2
Giraffes like Acacia leaves and hay, and they can consume 75 pounds of food a day.

Paraphrased text 2
A giraffe can eat up to 75 pounds of Acacia leaves and hay every day.

Source: https://bit.ly/2Xc3x5w

Remember: Include a proper citation when paraphrasing and be careful not to change the author's meaning.

Applying your Learning *(Refer to Worksheet 8 for Lesson 4, page 53)*

Evaluating our Learning *(Refer to Worksheet 8 for Lesson 4, page 55)*