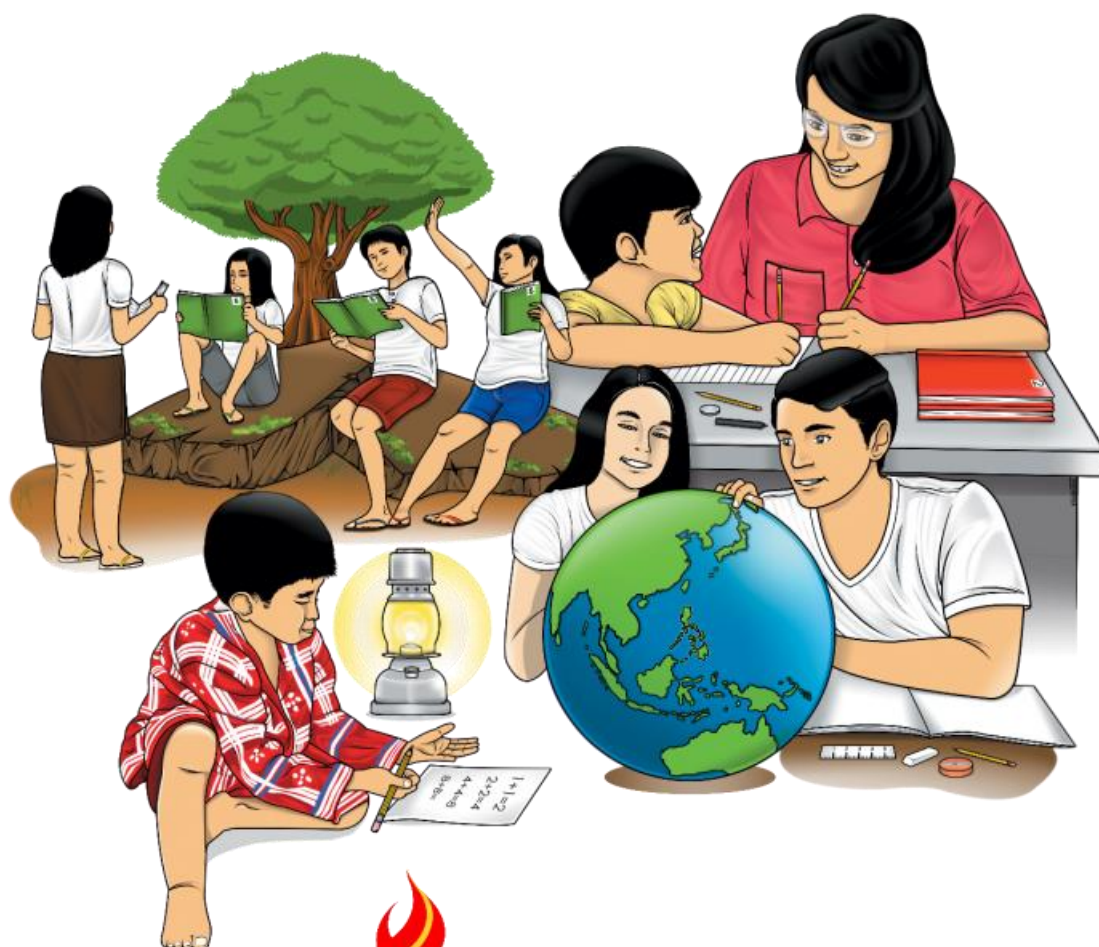


# Oral Communication in Context

## Quarter 1 – Module 2: Communication Models



**Oral Communication in Context**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 2: Communication Models**  
**First Edition, 2020**

**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education  
Secretary: Leonor Magtolis Briones  
Undersecretary: Diosdado M. San Antonio

**Development Team of the Module**

**Writer:** Divina P. Maming

**Editors:** Marites M. Aguilar; Rizza A. Pereyra

**Reviewer:** Liza L. Banayo; Lea C. Villegas; Leilani J. Miranda; Jhonathan S. Cadavido

**Illustrator:** Joseph O. Ocfemia

**Layout Artist:** Allan E. Medenilla

**Management Team:**

**Regional Director:** Wilfredo E. Cabral

**CLMD Chief:** Job S. Zape Jr.

**Regional EPS In Charge of LRMS:** Eugenio S. Adrao

**Regional ADM Coordinator:** Elaine T. Balaogan

**Schools Division Superintendent/s:** Edna Faura-Agustin

**Assistant Schools Division Superintendent/s:** Nicholas M. Burgos

**CID Chief/s:** Mary Ann L. Tatlongmaria

**Division EPS/s In Charge of LRMS:** Evelyn P. De Castro

**Printed in the Philippines by \_\_\_\_\_**

**Department of Education – Region IV-A CALABARZON**

Office Address: Gate 2 Karangalan Village, Barangay San Isidro  
Cainta, Rizal 1800  
Telefax: 02-8682-5773/8684-4914/8647-7487  
E-mail Address: region4a@deped.gov.ph

# **Oral Communication in Context**

## **Quarter 1 – Module 2: Communication Models**

# Introductory Message

For the facilitator:

Welcome to the Oral Communication in Context Grade 11/12 Alternative Delivery Mode (ADM) Module on Communication Models!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



## ***Notes to the Teacher***

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Oral Communication in Context Alternative Delivery Mode (ADM) Module on Communication Models!

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands, we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you, as a learner, are capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own leap and speed. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



***What I Need to Know***

This will give you an idea of the skills or competencies you are expected to learn in the module.



***What I Know***

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



***What's In***

This is a brief drill or review to help you link the current lesson with the previous one.



***What's New***

In this portion, the new lesson will be introduced to you in various ways such as through a story, a song, a poem, a problem opener, an activity or a situation.



***What is It***

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



***What's More***

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



***What I Have Learned***

This includes questions that you need to answer so you can process what you have learned from the lesson.



### ***What I Can Do***

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



### ***Assessment***

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



### ***Additional Activities***

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



### ***Answer Key***

This contains answers to all activities in the module.

At the end of this module you will also find:

### ***References***

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Do not forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the directions carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



## ***What I Need to Know***

This module was designed and written with you in mind. It is here to help you master the different models of communication. It will lead you to understanding how communication works among people to foster mutual understanding and good relationship. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

This module consists of one lesson:

- **Communication Models**

After going through this module, you are expected to:

1. differentiate the various models of communication;
2. explain the process of communication through the elements involved; and
3. recognize the importance of the models in understanding the communication process as applied in everyday life.





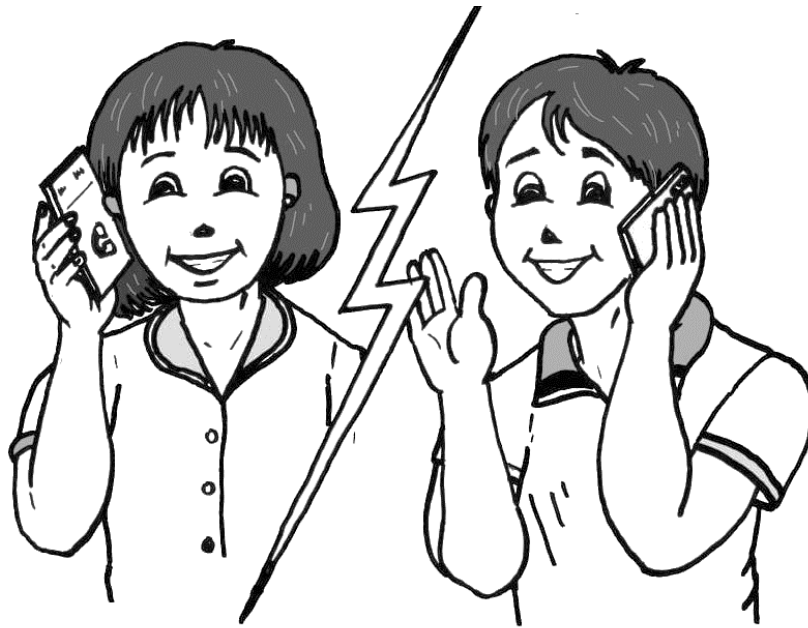
8. In the above situation, what element of communication is missing?  
A. barrier            B. context            C. feedback            D. receiver
9. When is a communication considered failed?  
A. A negative feedback was given by the recipient of the message.  
B. Both sender and receiver stopped the conversation process.  
C. The persons involved fixed the problem that provoked in the process.  
D. The recipient did not decode the meaning of the message sent.
10. Which of the following is NOT a purpose of communication?  
A. It creates blunder that worsens an existing issue or concern.  
B. It fosters good relationship among people.  
C. It gears towards the solution to a problem.  
D. It gives an overview of a national issue for public understanding.
11. Which of the following is an example of an interactive communication?  
A. A jeepney barker persuades the commuters to Pacita Complex.  
B. A social media influencer gets million views from her debut video.  
C. A TV anchor interviews lawmakers over the MECQ in the metro.  
D. A vendor starts a small talk with his customer and the latter gives in to it.
12. A friend's Facebook status caught your attention. It is intended for you. It is personally attacking you. To put the purpose of communication into context, what is the best thing you should do?  
A. Immediately comment on his/her status with provocative words  
B. Inform him/her that you are going to sue him/her in court  
C. Talk to the concerned person privately to settle the conflict  
D. Tell the public about his/her dishonest way of life
13. Which communication model is dynamic where the process does not stop after one has given a feedback and which continues to progress as topics and persons involved may change overtime, too?  
A. Interactive            B. Linear            C. Transactional            D. A and C
14. On your way home, you dropped by a convenient store. Queuing to pay for some essentials, you heard a customer arguing with the cashier. The customer talked on top of his voice complaining for something you could not clearly hear. The buyer next to him interrupted the one complaining. The others in the line could not help but gave their own sides of the story. Finally, the manager came in. What model of communication is presented in the entire scenario?  
A. Interactive            B. Linear            C. Occasional            D. Transactional
15. From the given situation above, what should the manager do?  
A. Arrogantly confront the customer for being tough.  
B. Publicly reprimand the cashier to show that the customer is always right  
C. Tell the other customers to stop gossiping.  
D. Respectfully pull out the customer and look for a win-win solution to the problem.

## Lesson 1

# Communication Models



### *What's In*



Communicating with others takes us to a new experience. We are either the ones starting the conversation process or the ones receiving it. As the exchange of information progresses, both the source and the recipient go through favorable or unfavorable experiences. The two or more individuals involved may end up satisfied or discontented with the result. At some random instances, conflicts may incidentally arise. But still, the end goal of communication is always for building better human relationships.

In the previous lesson, we talked about the functions, nature and process of communication. Let us recall some key terms that you encountered in the discussion.

**Directions:** Complete the paragraph below by choosing the correct word from the WORD POOL. Write your answer on a separate sheet of paper.

**WORD POOL**

behavior	motivates
communication	nonverbal
decoding	receiver
interact	sender
message	written

(1.) \_\_\_\_\_ is a process which follows a certain procedure. Communication occurs between two or more people: the (2.) \_\_\_\_\_ or source of the information and the (3.) \_\_\_\_\_. It can be articulated through (4.) \_\_\_\_\_ or spoken words. It can also be expressed through gestures, facial expressions, or actions which are (5.) \_\_\_\_\_ where words are not needed to understand what one means.

(6.) \_\_\_\_\_ is the process of interpreting the encoded (7.) \_\_\_\_\_ of the source by the receiver.

Communication also functions to control (8.) \_\_\_\_\_. It (9.) \_\_\_\_\_ or encourages people to live better and allows individuals to (10.) \_\_\_\_\_ with others.



## ***What Is New***

How often do you and your family eat all together? What do you normally talk about? Read the anecdote and extract the different communication situations that you will find in the story.

### **The Glitch**

By Divina P. Maming



Dela Cruz family came together for breakfast. Each had his/her own story to tell about his/her experiences for the week. This is the usual scenario every Sunday morning.

“Good morning kids!” greeted the mother who had just finished setting the table for five. Tonio and

Maria could not wait to reach for their chairs with a big grin on their faces as they said, “Good morning, nanay!”

Criselda walked out from her room, still sleepy, her hair unkempt, her sleepwear on but appeared equally thrilled as her siblings shared the table with their mother.

“Nanay, I can smell the aroma of your best delicacy, adobo,” she remarked. “Yeah, I know. It is the favorite of the family so adobo is what I prepared today,” she answered. Criselda replied, “I can’t wait to taste it!”

Mang Cardo, the man of the family, is a clerk in one of the rural banks in town. He was talking to somebody over the phone; his voice echoed excitement but later on, his positive mood gradually vanished. As he turned towards the table, he shrugged his shoulders for disappointment.

“Let’s eat!” mother exclaimed, wanting to turn the situation around. But everybody seemed to have been overwhelmed by their father’s silence. It was the first time they saw him in a really low spirit. “What happened?” at last, the wife asked.

“I may lose my job,” he said with a croaky voice.

“But why?” Aling Terie was surprised and so were the children. She quickly walked towards him and patted his shoulder. “It’s okay. You can still find another job,” she said offering him a seat.

The children also let their father feel their support as they smilingly uttered, “Tatay, don’t worry, we are here to help.”

“Yes, we will assist nanay in selling fish in the market after school hours,” Tonio said. “Maybe we can add vegetables to sell too, for additional income,” Maria added. Criselda, on the other hand, volunteered to do the home chores.

“Thank you, my dear children,” was all Aling Terie could say.

Mang Cardo was moved by his family’s gesture. He was not expecting for such an all-out support. He felt good about it. He started asking his kids about their activities in school and how they fared in their subjects.

Each of them excitedly told his own story. Criselda declared, “I got highest score in Math, so my teacher rewarded me with a bar of chocolate.” Tonio then mentioned about their project in Science which could eliminate foot smell and everyone poked fun at it. They asked him whether they could try the product to see if it would really work. Maria spoke about their field trip to the town’s historical heritage and talked about what she learned from it.

Exchanges of stories persisted until someone gave Mang Cardo a ring. The ringing lasted for some seconds and finally, he stood up to answer the call.

As he returned to the table, he was smiling. He was informed that the retrenchment was not for him; it was a mistake. Now, the glitch is fixed and he is to report to work the next day again.

All of them could not contain their happiness. And so, they sat down again to eat all together. “We will go to the church after breakfast, as usual,” Mang Cardo sighed with relief.

Now, answer the following questions:

1. What are the different communication scenarios in the story?

---

2. How did each communication scenario develop?

---

3. Did a conflict arise in the story? What kind of conflict is it? Did it affect the communication process? Was it resolved? How? How did the rest of the family members react to it?

---

4. How can we establish a good communication?

---

5. What is the importance of communication in our daily life?

---



## ***What is It***

Imagine your life and the world you live in without proper communication procedure. Would there be order or chaos? Would there be understanding or misunderstanding?

Communication plays a crucial role in human life. It facilitates the sending and receiving of knowledge and information. It allows people to develop various kinds of social relationships. It provides an avenue for people to express their ideas, thoughts, feelings, and insights. Without it, societies will be restrained from developing and progressing. With all the advancements in technology, communication nowadays has changed dramatically, adapting to the 21st century way of life. Beginning from the ancient times when messages were written on tablets, clays and barks of trees or conveyed by the heralds or emissaries for proclamations to an entire territory, communication has drastically evolved to fastest means of sending messages through electronic gadgets and computers. Video calling or conferences is another high technological innovation where distance is not quite a problem anymore to foster mutual understanding.

The representations below will help you understand the basic elements of communication. See how the elements operate and interact as communication progresses.

## **Models of Communication Process**

### **A. Linear Communication**

Have you talked to somebody but did not get any reaction from him/her at all? Have you experienced sending a message without receiving any feedback? This is linear communication.

**Linear communication** is one-way, focusing on the transmission of a message to a **receiver** who never responds or has no way of responding to the information conveyed. For instance, a competition organizer is presenting the contest mechanics. The message is final and cannot be contended at all. It could

be the president giving his State of the Nation Address on the national television or a student who reads a poem or tells a story in front of an audience in a school program. Other examples include sending a notification or automated message that does not require a reply, reading a blog, or even the traditional way of sending a message such as a telegram.

## Shannon-Weaver model of communication

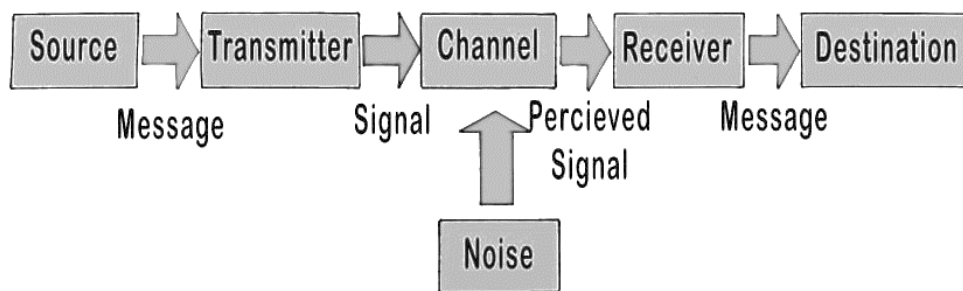


Fig 1. Shannon-Weaver Model

Source: <https://tinyurl.com/yaltqfqy>. Retrieved May 25, 2020

### Shannon-Weaver Model

An example of linear type of communication is the Shannon-Weaver model (1949). It is also considered as the mother of all communication models. It has a one-way process starting from a **source** (producer of message); passing through a **channel** (signals adapted for transmission) which may at times be interrupted by **noise** (barrier) to a **receiver** (decoder of message from the signal). The process stops after the message has arrived at its **destination**.

### B. Interactive

When was the last time someone surprised you? How did you react? Who was the last person whom you praised for a job well-done? What response did you get? What is the significance of getting a response or reaction from the person to whom you addressed your statement?

Interactive approach is a two-way communication process where a response is given after a message is sent. The recipient of the action intentionally or unintentionally gives a **feedback** associated with the information received.

Let us extract Criselda and her mother's dialogue from the story.

*Criselda: Nanay, I can smell the aroma of your best delicacy, adobo.*

*Aling Terie: Yeah, I know. It is the favorite of the family so adobo is what I prepared today.*

*Criselda: I can't wait to taste it!*

Aling Terie's response to Criselda's statement proves that she decodes the intended meaning of the idea passed on to her. That is what we call **feedback**.

See, feedback makes a difference. If the mother did not respond to the statement of her daughter, the latter would not know whether her mother understands what she said. The exchange of ideas or information verifies that both parties understand the message. Take a look at the next model.

### Schramm Model

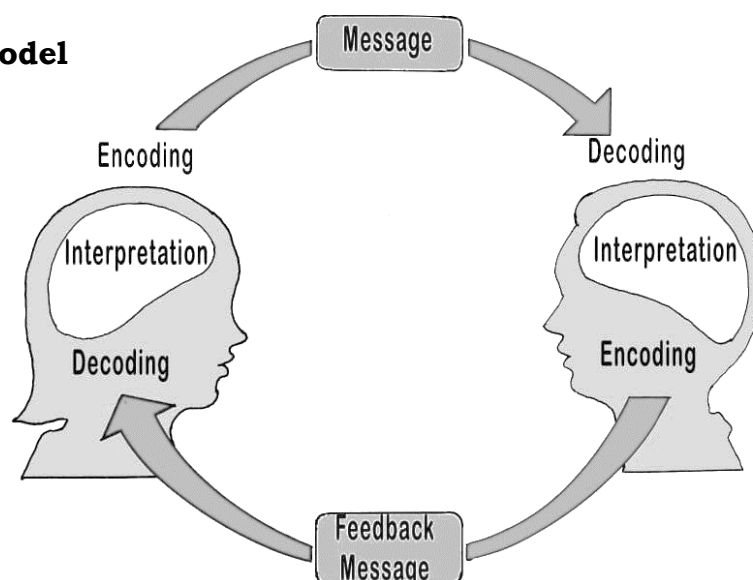


Fig 2. Schramm Model

Source: <https://tinyurl.com/yazbv5mv>. Date Retrieved May 25, 2020



Schramm (1954) visualized the process of communication as an exchange of thoughts and ideas. **Feedback** was added to the Shannon-Weaver Model. The **recipient** of the message decodes it and creates a **feedback** based on his understanding of the information sent and vice versa.

The figure identifies the six elements of communication which are the **sender**, the **message** sent, the **receiver** and the **feedback** provided by the receiver and sent back as a response to the sender and the processes of **encoding** and **decoding**.

Remember, information may become useless if it is not conveyed properly to others. Thus, the processes of encoding and decoding are the key components of this model, including feedback.

**Encoding** is when an idea or information is translated into words and expressed to others.

**Decoding** is when this idea or information is understood and interpreted by the receiver.

Hence, the receiver must be able to send feedback to the sender in order to complete the process. Otherwise, the communication transaction fails. Schramm's model, which is a two-way communication model, revolves around these principles.

The process goes on starting from the sender (source) who encodes the message transmitted to the receiver which he interprets; decodes a message (feedback) to be sent back to the source who in turn, decodes and interprets the information sent.

### **C. Transactional Model**

Communication is dynamic. It has a complex nature. It takes place among individuals at any given time with any given subject. However, there are tendencies that barriers would interfere which may create a sudden impact and change in the processing of information.

In a classroom setting, for example, you are being grouped into five or six members for an activity. Your task is to give an opinion or reaction to the closure of the biggest television network in the Philippines. Each of you expresses

your thoughts regarding the matter. While having that activity, you also heard the JHS graders having their dance practice for the upcoming event. That noise did not interrupt your discussion as you give your own views. This situation is an example of a transactional approach.

The **communicator** (source) **encodes** the **message** and transmits it through a **channel**. The message transmitted may be affected by the **noise** (barrier). The **receiver** (recipient of the message) **decodes**, processes, and filters the message for understanding and is now ready to give his own **feedback** to the sender.

## Transactional Communication Model

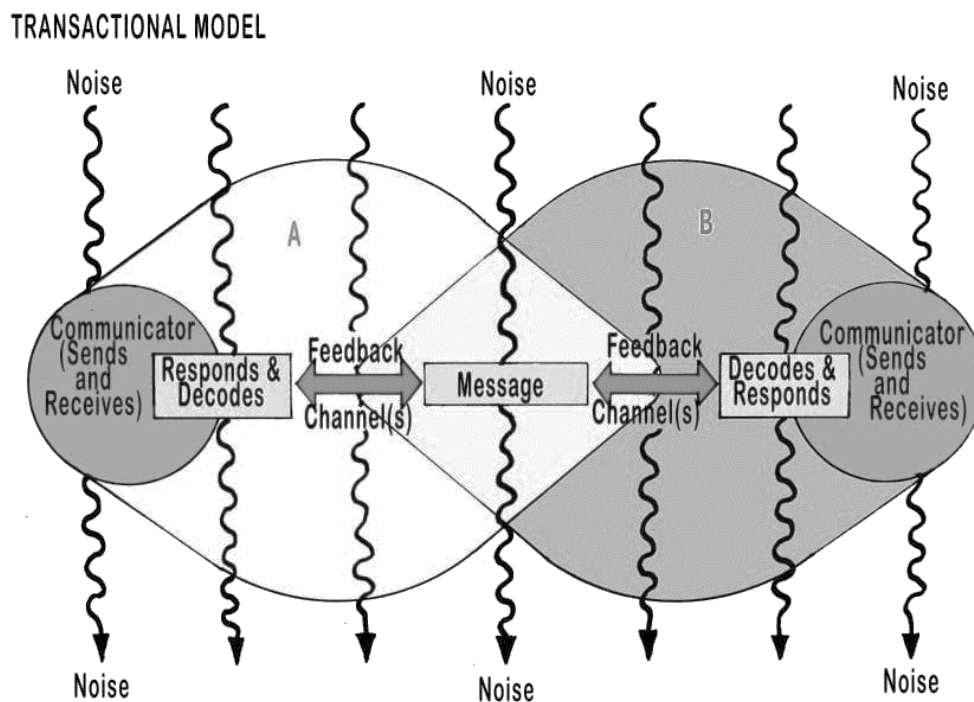


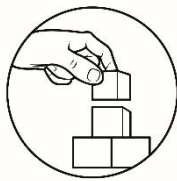
Fig 3. Transactional Model

Source: <https://tinyurl.com/ybwyog2a>. Date retrieved: May 25, 2020

The transactional model shows a circular process of interaction between the persons involved in the communication, with each one actively participating and sharing ideas with one another. They are the communicators actively exchanging information and reaction.

**Feedback** is given freely and deliberately to one another or to all members participating in the communication transaction. The **sender** and the **receiver** may simultaneously exchange roles as **communicators**. Since communication is deemed dynamic and progressive, the topic may also change from time to time.

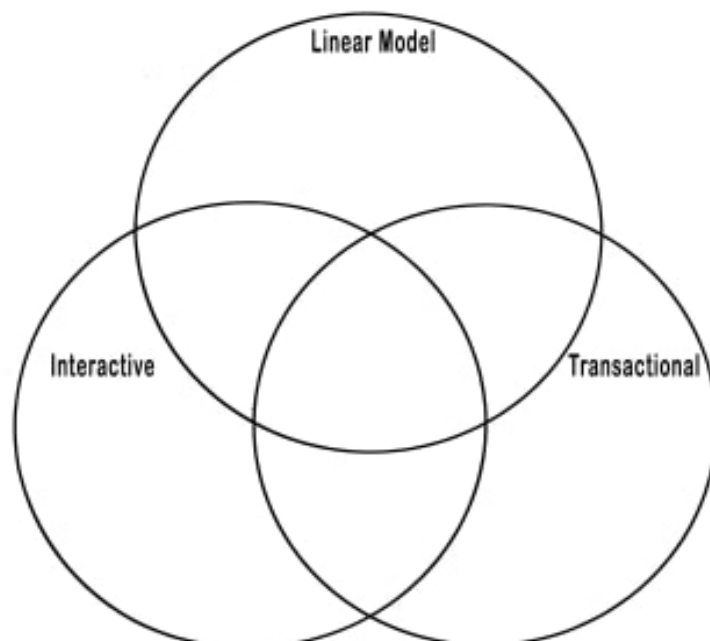
In this concept, the **noise** or barrier to communication is also taken into consideration for it may directly or indirectly affect the smooth flow of communication. In the event that the message was not clearly conveyed due to the barrier, the communication continues in order to clarify the intended meaning of the sender. When the transmission is cut along the way due to the barrier, the communicators work collaboratively to understand each other. Now, the sender becomes a receiver of feedback (the response from the receiver) and the receiver also acts as sender providing information in response to the message conveyed to him. In this way, the communication is made more effective and complete.



## ***What's More***

**General Directions:** Perform the activities below to better understand the concept of communication and how it works. Follow the indicated directions for each activity.

A. **Directions:** In the Venn diagram below, show the similarities and differences of the three communication models.



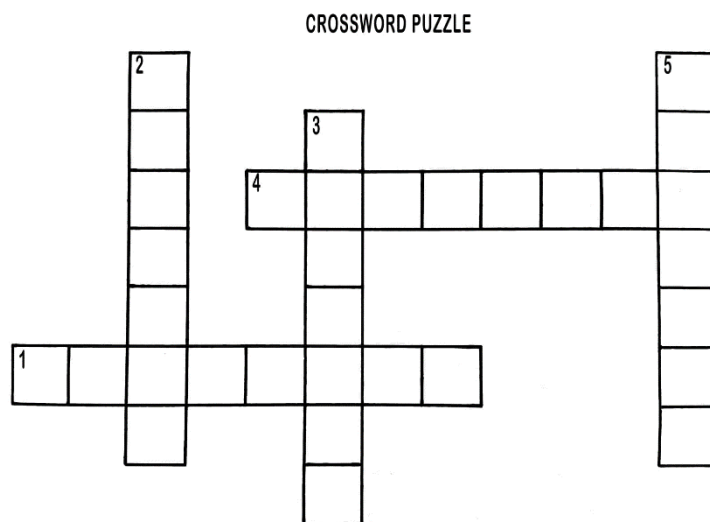
For you, which model is most effective? Why?

---



---

B. **Directions:** Identify the elements that constitute the communication process by answering the crossword puzzle below. Write your answer on a separate sheet of paper.



**Across:**

1. the reaction or response provided by the receiver of the information.
4. the recipient of the message sent

**Down:**

2. the source of the information or message
3. the information or idea conveyed
5. the factor affecting the communication flow

C. **Directions:** Read the given situations and fill in the grid below by identifying the elements of communication.

1. Rosa instructs her little brother to water the plants in their garden. However, she did not notice that her brother was wearing headphones when she gave instructions. She learned too late that her brother did not do what she told him.

source	
--------	--

message	
receiver	
<del>B</del> -barrier (if any)	

2. Gerry bought a can of milk from the nearby store. As it was handed to him, he checked its expiration date. He found out that the product is already expired and reported it to the storekeeper.

message	
receiver	
feedback (if any)	

3. Trina's mother sent her a ring and requested for a video call. The poor internet connection did not make it possible. They resorted to just texting each other.

source	
channel	
<del>B</del> -barrier (if any)	

D. **Directions:** Write a response to each of the following dialogue prompts to complete the communication processes.

Trisha: Gaby, can't you see that grandma crossing the street?  
 She might be hit by the speeding vehicles.  
 Your answer: \_\_\_\_\_  
 \_\_\_\_\_.

Rica: Hey Reggie! Are you going to join the Bible study this afternoon?  
 Reggie: I will ask permission from my parents because it may end late.  
 Your answer: \_\_\_\_\_.

You are comfortably seated on a bus full of passengers for a long drive. Before it departs, a pregnant woman persuades the driver

to count her in even if she'll be standing the whole trip.

Driver: Ma'am, there is no vacant seat anymore.

Pregnant Woman: Please sir, I'm already tired from the day's work and  
I'd like to go home to take a rest.

You: \_\_\_\_\_.



## ***What I Have Learned***

Answer the following questions:

1. What are the different communication models?

---

---

2. What sets communication models different from each other?

---

---

3. Why is feedback important in communication?

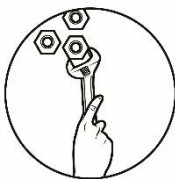
---

---

4. When is communication process successful?

---

---



## ***What I Can Do***

1. Call a friend over a phone or via free media platform such as messenger. Note down the conversation process. Identify what communication model is used. Illustrate how the communication happens.
2. Interview your family members. List down the things that you want to ask to them. You may record your conversation. Draw a diagram of the conversation and analyze how the communication takes place.

3. Listen to a radio drama or watch a teleserye on a television. Take note how the communication transpires. Identify the different elements that are present in the communication process and illustrate it.



## **Assessment**

A. Directions: Write **T** if the statement is TRUE and write **F** if it is FALSE. Use a separate sheet of paper.

1. There will be order and peace in the world without communication.
2. Along with the extensive revamp in most aspects of human life, ways of communication also change.
3. Schramm Model is the most complicated example of human communication process.
4. In the interaction model, communication is a one-way process.
5. Communication is merely successful when conflict was absent in the process.

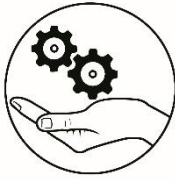
B. Directions: Read each item carefully then choose the letter that corresponds to your answer. Write your answers on a separate sheet of paper.

6. Which of the following is an example of a one-way communication model?
  - A. A group of teenagers planning for a big event
  - B. The committee finding ways to reach for the less fortunate in their barangay.
  - C. The Philippine President delivering his SONA
  - D. A and B
7. You ask your sister to put on her mask every time she goes out and she nods in reply. Which model of communication is presented here?
  - A. Interactive
  - B. Conversational
  - C. Linear
  - D. Transactional
8. Which model of communication portrays a multilayer of communication processes where the characters and environment change overtime?

- A. Interactive model
  - B. Linear model
  - C. Transactional model
  - D. ALL of the above
9. Which communication model focuses on the message sent to the recipient?
- A. Interactive Model
  - B. Linear Model
  - C. Transactional model
  - D. A combination of A and B
10. A strong wind struck as Arnold and his father took turns in pulling the fishing boat to the shore. Arnold cannot hear his father's voice. Which affects the flow of the communication process?
- A. Arnold's voice
  - B. boat
  - C. father
  - D. wind
11. Myra submitted her report to her teacher online because of the enhanced community quarantine. Which element is missing in the process?
- A. channel
  - B. encoding
  - C. feedback
  - D. receiver
12. The Enhanced Community Quarantine (ECQ) frightened many people here and there. On his social media account, Joshua posted a status of dismay. Many supported his claim, but others opposed it. His status acquired a hundred reactions and the comments thread rose to 75. What model of communication is exemplified?
- A. Berlo's Model
  - B. Schramm Model
  - C. Shannon-Weaver Model
  - D. Transactional Model
13. In the situation given in #12, what element of communication is NOT present?
- A. barrier
  - B. context
  - C. feedback
  - D. receiver
14. Which of the following is NOT a purpose of communication?
- A. It connects the gaps among persons involved.
  - B. It narrows down issues and addresses it.
  - C. It offers solution to the community problems.
  - D. It paves a way to conflict.
15. What happens when the message is NOT clearly conveyed?
- A. The communication continues.



- B. The communicators end the communication process.
- C. The recipient may get the wrong information to share with others.
- D. The situation will never change.

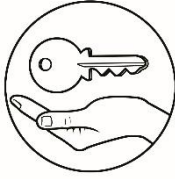


## ***Additional Activities***

- A. List down examples of situation in each of the given communication models

Shannon-Weaver Model	Schramm Model	Transactional Model

- B. Write a 10-sentence paragraph in this situation. As a student, if you are to address the nation or the Filipino people in this time of pandemic, what would you tell them? You may post it on your social media account (not compulsory) and see the different reactions you will get. You may clarify points but refrain from building conflicts in the process.
- C. Exchange e-mails or messages with your friends regarding your ECQ experiences and how do you see and feel about it. Tell them how it affects your life.



## Answer Key

WHAT'S IN

1. communication
2. sender
3. receiver
4. written
5. nonverbal
6. decoding
7. message
8. behavior
9. motivates
10. interact

WHAT I KNOW

1. B
2. A
3. C
4. B
5. A
6. C
7. C
8. C
9. D
10. A
11. D
12. C
13. C
14. D
15. D

Activity #3 Answer key:

1. Feedback
2. Speaker
3. Message
4. Receiver
5. Barrier

ASSESSMENT

1. F
2. T
3. F
4. F
5. F
6. C
7. A
8. C
9. B
10. D
11. C
12. D
13. A
14. D
15. C

## References

- Al-Fedaghi, Sabah. "A conceptual foundation for the Shannon-Weaver model of communication." *International Journal of Soft Computing* 7, no. 1 (2012): 12-19. Retrieved from docsdrive.com/pdfs/medwelljournals/ijscmp/2012/12-19.pdf. May 23, 2020.
- Foulger, Davis. "Models of the communication process." *Brooklyn, New Jersey* (2004). Retrieved from <https://tinyurl.com/ya8mh5fj>. May 23, 2020
- Liang-sheng, Y. A. O. "Enlightenments from Schramm model to practitioners in translation [J]." *Journal of Zhenjiang College* 2 (2004). Retrieved from [http://en.cnki.com.cn/Article\\_en/CJFDTotat-ZJGZ200402009.htm](http://en.cnki.com.cn/Article_en/CJFDTotat-ZJGZ200402009.htm). May 23, 2020.
- Meacham, John A. "A transactional model of remembering." *Life-span developmental psychology: Dialectical perspectives on experimental research* (1977): 261-283. Retrieved from <https://tinyurl.com/ybl76fhj>. May 23, 2020
- Narula, Uma. *Communication models*. Atlantic Publishers & Dist, 2006. Retrieved from <https://tinyurl.com/y6vorcuu>. May 23, 2020.
- Gillespie, Debra J., and Rachel Schiffman. "A critique of the Shannon-Weaver theory of communication and its implications for nursing." *Research and theory for nursing practice* 32, no. 2 (2018): 216-225. Retrieved from: <https://tinyurl.com/ybafwxvt>. May 27, 2020

**For inquiries or feedback, please write or call:**

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex  
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: [blr.lrqad@deped.gov.ph](mailto:blr.lrqad@deped.gov.ph) \* [blr.lrpd@deped.gov.ph](mailto:blr.lrpd@deped.gov.ph)