**. INTRODUCTION**

Welcome to your first lesson on Oral communication. For this subject, you’ll learn various things that deal with communication. From its definition, types, models, components, and a lot more. Are you ready for it? Let’s get started with the basics.

**Communication: Its Nature and Processes**

They say the no man is an island. Do you believe in this adage? Do you believe that it is innate for you to be with someone? I say “YES!” You need to build a connection with others to be able to survive. And to be able to build that connection you must communicate! The question is, do you know what is communication? Let’s have it hand in hand.

***Communication*** came from the word *Communicare*. It is a loan Latin word that means “To Share” or “To Make Common.” It is defined as the exchange of ideas from one person to another. This means that, through communication, you can share thoughts, feelings, or even a reaction or response to something that was given to you.

That is how often you use communication. However, despite your frequent use of communication, do you know what the process of communication is? To be able to communicate we go through a certain process. The simplest process of communication is composed of several components. These are *Sender, Message, a Channel, Receiver,* and *Feedback.*  Since it is a process, there a flow that needs to be followed.



Let’s take it one by one,

**Sender** serves as the source or the topic to communicate. He/she is the one who conceptualizes, formalizes, and organizes the idea that he/she wants to communicate. He/she is also called the *Encoder*

**Message** is the final concept of the idea formulated by the sender. The thought or the idea that is being communicated.

**Channel**is known as the platform as to where is the sound waves from the sender will flow towards the receiver of the message.

**Receiver**is the person with whom the sender is communicating. He/she receives the message and decodes it. That is why he/she is also called the *Decoder.*

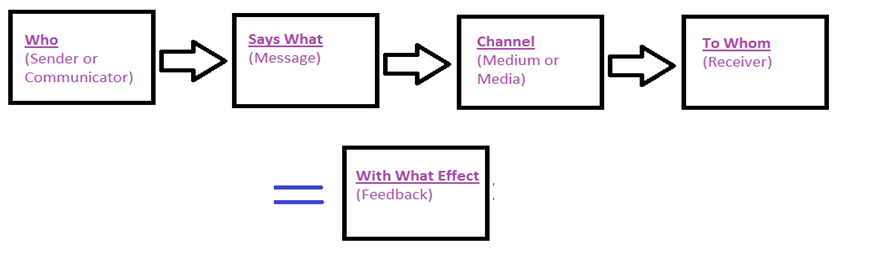
**Feedback** is the message sent by the receiver which serves as the response to the message that was sent to him/her.

As you can see, the communication process can be viewed as a cycle. This means that each role is very flexible. The receiver can now become the sender and vice versa.

The first figure shows you the simplest process of communication. Hence, several proponents developed various models of communication. Are you familiar with them? Let us see as we get to know them more on our next topic,*The Communication Models.*

Communication Models are graphic representations of the proposed elements included in the communication process. Some of the earliest communication model proponents are *Lasswell*, *Shannon and Weaver*, *Schramm*, *Berlo*, and *Barnund,*

**Lasswell’s Communication Model**

****

Laswell Communication Model was developed by Harold *Lasswell*, who is a communication theorist. He drafted his model by formulating questions as to who and what should be in the process.

The first question asks, **“***Who?***”** This aims to determine who is going to be the sender, communicator of the process.

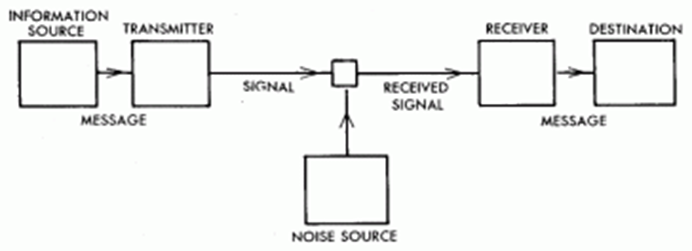
The second question is **“***Say what?***”** This part of the process aims to determine what is going to be the message or the topic of the communication.

The third is **“***In Which Channel?***”** At this stage, you are going to determine how or in what way is the message being delivered.

The fourth question is “*To Whom?***”** In this part of the process, you are now going to know who the recipient of the message is.

The fifth and last question is **“***With What Effect?***”** This part seeks for the outcome that may happen after the message was delivered.

**Shannon & Weaver’s Communication Model**

****

Shannon and Weaver’s model was developed by Claude Elwood Shannon. This model is very similar to Lasswell’s model; however, you can see from the figure above that some other elements were added. Let us know each element one by one. First, the*Information source***,** this serves as the one that decides what message to say. Second is the *Message*which refers to the actual thought/idea being sent. The third is the *Transmitter***.** This pertains to the encoder that converts messages to signals transmitted to cables. This can also be defined as the material used in delivering a message. Fourth is *Signals***.** Signals are the electrical impulse or radio wave that carries the message.

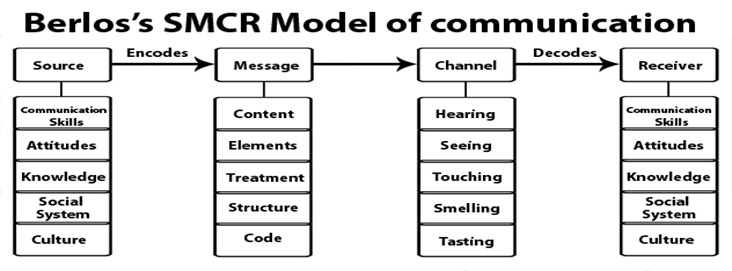
Upon the transmission of the message, the fifth element may occur. It is *Noise*that is seen as the physical distraction that may interrupt the flow of the message. Fifth element is the *Receiver*. The receiver from Lasswell’s model differs from the receiver from this model.

If in Lasswell the receiver is the final destination of the message, here in Shannon-Weaver receiver is the decoder of signals into a message comprehensible for the receiver. This also pertains to what material will receive the message. The final element of this model is the *Destination***.** It is known to be the recipient of the model.

**Schramm’s Model of Communication**

|  |
| --- |
| Schramm’s model of communication was developed by Wilbur Schramm. He is the founder of the Institute of Communication Research at the University of Illinois and Stanford University. Unlike Shannon&Weaver’s Model which specifies every element of communication, this model views communication as a continuous process where initially, the ***sender*** will also act as the ***encoder*** and the ***receiver*** will act as the ***decoder****.* On the other hand, the ***message*** is still the thought or idea being discussed in the communication. |

**Berlo’s SMCR Model of Communication**

****

Berlo’s SMCR Model was developed by David Berlo. He was a student of Wilbur Schramm and was known as one of the founding fathers of mass communication. In this model, Berlo emphasizes the importance of the relationship between the encoder and the decoder. He also reiterates the importance of the efficiency of the communication process that can be achieved through the consideration of sub-elements of every part of the process.

|  |  |
| --- | --- |
| **The Source And The Receiver** | |
| *Things to consider:* | *What is it?* |
| **Communication Skills** | Refers to the source and receiver’s skill in listening, Speaking, Reading, and Writing. |
| **Attitudes** | ***Sender***: the approach towards the receiver, the topic, and oneself  ***Receiver***: the stance towards the sender, the topic, and oneself. |
| **Knowledge** | Refers to the familiarity or level of authority or credibility a person has on the specific topic. |
| **Social System** | Refers to how a person sees and understand the different aspects of society; beliefs culture religion and values |
| **Culture** | The total way of life of a particular group or nation. |
| **The Message** | |
| *Things to consider:* | *What is it?* |
| **Content** | Refers to the entirety of the message from beginning to end. |
| **Elements** | Refers to the type of communication used in the process. Can either be Verbal or Non-verbal. |
| **Treatment** | Refers to how the message was delivered or relayed. |
| **Structure** | The framework of the message and how effectively it was organized. |
| **Code** | Refers to what form was the message sent. |
| **The Channel** | |
| *Things to consider:* | *What is it?* |
| **Hearing** | Refers to one’s capacity using the faculty of ***Ears*** |
| **Seeing** | Refers to one’s capacity using the faculty of ***Eyes*** |
| **Touching** | Refers to one’s capacity using the faculty of ***Hands*** or ***Skin*** |
| **Smelling** | Refers to one’s capacity using the faculty of ***Nose*** |
| **Tasting** | Refers to one’s capacity using the faculty of ***Tongue*** |

**Barnlund’s Model of Communication**

|  |
| --- |
| **model-of-communication-300x168**Barnlund’s model was developed by Dean C. Barnlund. He authored several books in communication, and he also addressed the linear model of communication by developing his Transactional model of communication. He states that communication is a “Complex and Dynamic process.” He emphasizes the importance of the sender and receiver coming up with mutual meanings |

**INTRODUCTION**

This module will help you understand the different levels of communication that can lead to better decoding of the meaning of the message. You will learn the ways of communication through the use of words and as well as the communication without it. Get ready to know more about the Elements of Communication. Enjoy!

**Elements of Communication**

Miscommunication is a result of a wrong interpretation of the meaning of the message due to some elements. These are known as the elements of Communication. Do you know that there are two general elements of communication, are the **Lexical** or **Verbal Element** and the**Non-Lexical** or **Nonverbal Element**.

**What is Lexical or Verbal Element?**

This element refers to the word or chain of words used to create meaning. Lexical or Verbal Element is composed of different sub-elements which are: *words*, *phrasal verbs*, *collocations*, *idioms,* and *sentence patterns*.

1. **Words** are a unique meaningful component of speech. It can be used alone or with others to form sentences. Words can be classified into two. First are the lone words. These are the basic form of words. Second, the Affixed words. These are basic words added an extra letter to differ the class and the meaning   
   Examples:

* *Happy* ( basic form )
* *Unhappy* (prefix “un” negates the meaning)
* *Happiness (*suffix” ness” change the class*)*

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

Examples:

* *Hand in* (meaning: to submit something)
* *Cut down* on (meaning: to reduce in number or size)

1. **Collocations** are a pair or group of words that are habitually used together that they sound correct together.  
   Examples:

* *Heavy Drinker (somebody who consumes more than the recommended daily limit)*
* *Keep in Mind (to remember something or someone)*

1. **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:

* *A penny for your thought (to ask someone what he/she is thinking of)*
* *Barking at the wrong tree* (blaming the wrong person.)

1. *Sentence Frames*are a group of words that provide a structure or a skeleton for a sentence

Examples:

* This is a \_\_\_\_\_\_\_\_\_\_.
* I have a \_\_\_\_\_\_\_\_\_\_.
* You can \_\_\_\_\_\_\_\_\_\_.

**What’s Non-Lexical or Nonverbal Element?**

This element refers to the type of communication wherein the message is being delivered without the use of words. This element is also composed of different sub-elements which are *body language*, *proxemics*, *paralanguage*, *presuppositions*, and *cultural and environmental conditions*.

1. **Body Language** is a kind of non-lexical communication where ideas or messages are expressed using your body. It includes *gestures, facial expressions, eye contact, and body stance.*

* **Gestures** are usually hand or head movements that indicate a particular meaning or support a particular idea so you can better persuade your audience.   
  Examples:
  + - Head nod (meaning: yes)
    - Head movement from side to side, wobble (meaning: not sure)
* **Facial Expressions** are executed using the facial muscles even without uttering a word. It is usually used to emphasize the emotion/feeling in the meaning being delivered. Facial Expressions can be managed into four techniques.
* **Intensify** *-* this technique is used when you want to show stronger emotions usually and exaggerated facial muscle movement.
* **De-intensify -** This technique is used when you want to control your feelings because someone might get hurt.
* **Neutralize -** This technique is used when you don’t want to show any emotions or feelings when talking to somebody.
* **Mask** *-*This technique is used when you want to convince somebody to do something for you; or when you wanted to ask favor from that person.
* **Eye Contact** means looking directly at your audience’s eyes. It is important to establish eye contact because it shows interest if you are the receiver of the message and confidence if you are the sender of the message. Also, through eye contact respect can be gained.
* **Body Stance** refers to show you sit or stand in front of a person or an audience. By simply sitting and standing you can encode and decode the message. You can relay information.

1. **Proxemics** a term is coined by Hall refers to the study of people’s use of space as a special elaboration of culture. The nearness or closeness of a person may also affect the delivery of a message. In Hall’s study, he has seen the four zones proxemics; the *intimate zone*, the *personal zone*, the *social zone*, and the *public zone*.

* **Intimate Zone** isalso known as the intimate space. This shows that the communicators are 0’ to 1.5’ ft away from each other. This is often used if you are very comfortable with the people you communicate with. *(E.g. your family or your Family)*
* **Personal Zone** is also known as the personal space. This shows that the communicators are 1.5’ to 4 ft away from each other. This is often used with the people close yet not intimate to you. *(E.g. Friends)*
* **Social Zone** is also known as the social space. This shows that the communicator is 4’ to 12’ ft away from each other. This often happens when you communicate with the people of the same society but not close to.

*(E.g. Classmates)*

* **Public Zone** is also known as the public space. This shows that the communicator is in 12’ to an infinite distance from each other. This often happens when you communicate in a not familiar location with people you barely know. *(E.g. sellers in the market trying to sell their goods)*

1. **Paralanguage** is the kind of non-lexical component of communication that we normally use every day, sometimes consciously and other times, unconsciously. It alters or nuances meaning and reflects our impression of the person we are talking with. There are three groups of paralanguages, *vocal characteristics*, *vocal qualifiers*, and *vocal segregates*.

* **Vocal Characteristics** includes the vocal aspects of the following action; whispering, snoring, yelling, yawning, laughing, smiling, crying, moaning, groaning, sucking, sneezing, sighing, and hiccups.

*Example:* Yawning connotes boredom or uninterest.

* **Vocal Qualifiers** include the tone, tempo, rhythm, pitch, volume, intensity, and extent.

*Example:* Speaking too fast can mean nervousness or excitement.

* **Vocal Segregates** includes sounds like “uh-uh”, “mmmmm”, “uhm”, and even silent pauses.

*Example:* “Mmmmm” can mean doubt.

1. **Presuppositions** are assumptions or something you believe is implied in an utterance. This usually happens without confirmation for it is mutually assumed by the speaker and the addressee.

*Example:* ***Assumption:*** If I will have a dog, then it will be a Golden Retriever.

***Presupposition*:** He has no dog.

***Assumption:*** Miguel no longer eats a banana.

***Presupposition:***Miguel once ate a banana.

1. **Cultural and Environmental Conditions**both affect communication. Culture as defined by Merriam Webster refers to the beliefs, customs, arts, etc. Of a particular society, group, place, or time. Without understanding one’s culture decoding of meaning may seem difficult. In addition to that, Environmental conditions in the context of communication refer to the strength of the influence of various factors in a particular place or time.

*Example:* Bowing for Filipinos means respect while for Koreans it is just a greeting.

**INTRODUCTION**

*“Effective communication is the communication which produces intended or the desired result.”* Communication is an important aspect of one's existence. You should communicate every day. However, there are times when the communication process fails and the message is not sent as it should be. However, in this session, you will discover how to be an effective communicator.

**EFFECTIVE COMMUNICATION SKILLS**

Effective Communication is a two-way process- sending the right message and to the right person. It is important to know the psychology of the people you are interacting with for communication to be effective.

**USES and IMPORTANCE OF EFFECTIVE COMMUNICATION**

* Effective communication helps to understand a person or situation in a better way.
* It enables us to solve the differences, build trust and respect in the organization.
* Sometimes our message is misunderstood or we misunderstand the received message, effective communication helps us to resolve problems with both points of view.
* Effective communication helps us to connect well with kids, spouses, boss, colleagues, etc.
* It helps us in decision-making.

**THE 7c’s of EFFECTIVE COMMUNICATION**

|  |  |
| --- | --- |
| **1. COMPLETENESS** | * Complete information persuades the audience. * Complete information always gives additional information wherever required, it leaves no question in the minds of the receiver. * Complete information helps in better decision-making as it serves all the desired and crucial information. * The sender must take into consideration the receiver’s mindset and convey the message accordingly. |
| **2. CONCISENESS** | * Conciseness means communicating what you want to convey in the least possible words. * Concise communication provides a short and essential message in limited words. * A concise message is more appealing and comprehensive to the audience. * Concise messages are non-repetitive. |
| **3. CONSIDERATION** | * Consideration implies ‘stepping into the shoes of others. * Consideration ensures that the self-respect of the audience is maintained and their emotions are not harmed. * Must consider audience by knowing the viewpoints, background, mindset, educational level, etc. |
| **4. CLARITY** | * Clarity implies emphasizing a specific goal or objective at a time, rather than trying to move away from the track. * Clarity helps to understand the message easily. * Clarity comes with the use of exact, appropriate, and concrete words. * Complete clarity of thoughts and ideas enhances the meaning of a message. |
| **5. CONCRETENESS** | * Concrete communication implies being particular and clear rather than being fuzzy and general. * Concrete communication shows a good level of confidence. * Concrete information helps to strengthen the reputation of the organization. * Concrete information cannot be misinterpreted. |
| **6. COURTESY** | * Courtesy means being polite, kind, judicious, enthusiastic, and convincing. * Courtesy is an important element of effective communication. * Courtesy reflects the nature and character of the sender of the message. * Courtesy is not at all bias in nature. * It is the same as give respect and then expect the same. |
| **7.CORRECTNESS** | * Correctness in communication implies that the correct information is conveyed through a message. * Correct information has a greater impact on the audience and boosts the confidence level of the sender. * Correct information includes precision and accurateness of facts and figures used in the message. * Free from grammatical errors and the use of appropriate and correct language. |

**BARRIERS TO EFFECTIVE COMMUNICATION**

To communicate effectively, we should also learn which are the barriers of communication that make communication ineffective.

|  |  |  |  |
| --- | --- | --- | --- |
| **ENCODING BARRIERS** | **TRANSMITTING BARRIERS** | **DECODING**  **BARRIERS** | **RESPONDING BARRIERS** |
| Lack of Sensitivity to a receiver.  Lack of Basic Communication Skills.  Insufficient Knowledge of the Subject.  Emotional Interference.  Lacking confidence. | Physical Distractions.  Channel Barriers.  Long Communication Chain. | Lack of interest.  Lack of knowledge.  Lack of Communication Skills.  Emotional Distractions.  Information Overload.  Conflicting Messages. | No provision for feedback.  Inadequate Feedback. |

Since we already know the barriers that make communication ineffective here are the ways to overcome those barriers.

**WAYS TO OVERCOME BARRIERS TO COMMUNICATION**

* Understand that others see things differently from you.
* Get feedback from the receiver.
* As often as possible- Speak face to face.
* Use language that fits the Audience.
* Use the right communication channel.
* Have integrity and honesty in your communications.
* Make it easy for others to listen to you.

After this lesson, you should be able to:

* Analyze the Intercultural Communication based on the activity given.
* Demonstrates sensitivity to the socio-cultural dimension of communication situation with a focus on;

1. Culture
2. Gender
3. Age
4. Social Status
5. Religion

* Explain the possible ways to establish good communication.

**. INTRODUCTION**

Communication is limitless. It is not bound to certain criteria. Although you belong to a group of people, it does not mean that you cannot communicate with others. You can connect to others even to those with different races, ethnicity, nationality, and cultural beliefs. It will even make more sense because being able to communicate to people with different values, attitudes, beliefs, etc. means being able to gather the information that is new to you.

**C. LESSON PROPER**

**Intercultural Communication**

Despite the differences, everyone can still get along with each other. You can still build a friendship with others, who in the first place you think you can’t be friends with. You can gather and share information. You can be entertained and as well as entertain others even though you have differences and it is all because of Communication.

**What is Intercultural Communication?**

**Intercultural Communication**refers to the task of sharing meanings and interpreting ideas from people of diverse cultural backgrounds. It usually occurs when cultural group membership factors affect our communication process that can either be awareness or unawareness of the factors.

**Variations of Intercultural Communication**

1. **Interracial Communication** isdefined as interaction among people of different races.
2. **Interethnic Communication** isdefined as interaction among people who have a different ethnic group.
3. **International Communication** isdefined as the interaction among people of different nationalities or between people representing different political structures.
4. **Intracultural Communication** is defined as the interaction that includes all forms of communication among members of the same racial, ethnic, or subculture groups.

Communicating with other people of different cultures, races or nationalities is quite a difficult job. It will require a deep understanding not only of your background but also the background of the people you communicate with. Some say it is troublesome to rely on a message to people that are different from who you are. However, you can aid this problem by taking into consideration the aspects that might affect the communication process. What are those? Well, get to know more about it here in our discussion.

**Factors Affecting the Intercultural Communication**

1. **Cultural Identity.** This includes the values, attitudes, beliefs, and, traditions a person absorbed from the place where he was born and reared up.

**Examples**: *Filipinos value the importance of family.*

*Westerners believe in individuality*.

1. **Racial Identity.** This pertains to how a person’s membership in a particular race affects how they interact with people from other countries.

**Examples**: *Filipinos are considered minority of Asia*

*Chinese are considered a majority of Asia*

1. **Social Class.** This refers to the division of a society the person belongs.

**Example**: *A BPO/ call center agent will communicate differently to a farmer as compared to their clients.*

1. **Gender and Role Identity.** Gender Identity refers to how a person sees and accepts the role of men and women in society (e.g. Man, Woman, Gay, Lesbian, Bisexual, etc.) Role identity, on the other hand, refers to the part or character a person plays in his life. (E.g. Father, Mother, Sibling, etc.)

**Example**: *Filipino Women have a different role as compared to Western Women.*

1. **Age.** This refers to the age group of people belongs and the gaps created differences in age groups.

**Example**: *Western Teenagers are very open and can speak freely, what they think of to their parents while most Asian teenagers keep their thoughts to show respect to their parents.*

1. **Individual Personality.** This refers to the distinct personal traits a person has and how they revere themselves.

**Example**: *A person who is genuinely fond of communicating will have an easier time as compared to the people who are innately shy conversing with others.*

1. **Proxemics.** this refers to the use of space or distance when we communicate with different people.

**Example**: *Conversational Distance Comfort Zones:*

*Europeans and Americans 20 inches*

*Latin and Caribbean 14-15 inches*

*Arabians 9-10 inches*

1. **Clothing and Physical Appearance.** This refers to how people present themselves and how they dress up.

**Example**: -*Arab men wear Thawb -Indian women wear Sari*

1. **Paralanguage.** this refers to the nonverbal elements such as vocal characterizers, vocal qualifiers, and vocal segregates that alter the meaning.

**Example**: *Quezonians think that the loudness of voice means anger as to Batanguenos loud voices is normal.*

1. **Facial Expression and Eye Contact.** This refers to how you move your facial muscles to send a message.

**Example**: *In Western countries, it is appropriate to make eye contact with the person you are speaking to, while in Eastern Countries, having eye contact may indicate disrespect when people involve are of different positions.*

1. **Gestures.** This refers to the body movements used to convey a particular meaning.

**Example**: *Pointing Fingers:*

*Americans find it acceptable*

*Asians find it rude.*

**Traits of a competent Intercultural Communicator**

1. **Flexible and can tolerate high levels of uncertainty.** Being flexible means being able to live in the situation you are currently in. Being with different people can make you uncomfortable. However, you should overcome it to be a good intercultural communicator.

1. **Reflective and open-minded** Being part of a particular group will make you think that what is right in your group is the only thing acceptable, but other groups have their own beliefs as well you should be open to learning those things too.
2. **Sensitive** Like is what is said above, what can seem true to you is not true to others. Be sensitive with the people you are with.
3. **Adaptable.** After accepting the ideas from another group, you must be able to apply them. You should know how to adapt the beliefs of each other so both you of can have a full understanding of each other.
4. **Polite**

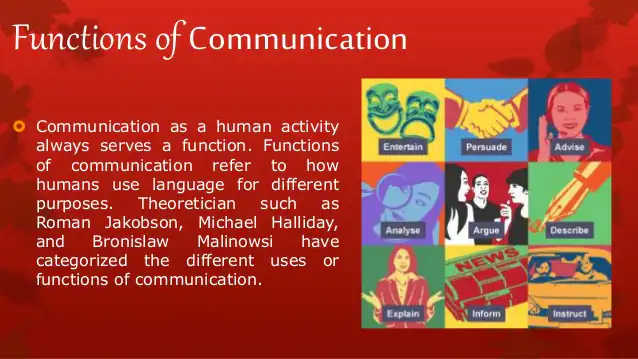
Not everyone can easily understand each other especially if you belong to a different group of people. Being polite gives comfort to communicators, and this comfort will lead to a better understanding of one another

**INTRODUCTION**

The communication process can be used for different purposes. These different purposes are used in different instances by different people. As the purpose of the speaker varies, the function of communication also varies. Often, however, people talk without having a clear goal and thus fail to receive their expected reaction from their listeners.

In this module, you’re going to learn your purpose in communicating with someone. By studying the different functions of communication, you can modify your communication style depending on your intended purpose.

**C. LESSON PROPER**

**Functions of Communication**

In Communication, there are times of uncertainty; why do I need to speak? Why am I saying this? What do I want to achieve? These are some of the questions that might enter your mind. However, if our purpose of communication is clear it will be easier to see our desired goals.

Identifying your purpose and focusing on it will help in many ways such as:

1. **Avoiding saying everything you know.**

Not because you know a lot does not mean you need to say a lot. There are situations wherein the receiver needs very minimal input from you.

**2. Becoming clear and concise.**

Because you already know your purpose, you can exclude the things that are not necessary for the conversation. You can now give short but complete information or a response to the one you are talking to.

1. **Determining the appropriate framework to use.**

Different purposes require a different framework. You cannot always sound demanding or requesting if what you want is to motivate others.

1. **Making a decision on who to talk to.**

A certain purpose is used in particular information to a particular person. For example, if you want to converse with others because you want to seek advice, you will now go to someone who can relate to you.

1. **Choose effective visuals.**

One function of communication is to inform others. There are types of people who can grasp the information better if visual aid is used.

The above-mentioned things are the benefits of knowing the functions of communication. Communication has the following communicative functions. These include regulatory or controlled, Social Interaction, Motivation, Information, and Emotional Expression.

**Communicative Functions**

**1. Regulatory or Controlled-**It is a type of communication that is used to regulate or control an individual, a small group, or a large audience. It is done to make people follow authority. This function of communication is more noticeable in formal organizations than in informal organizations. It is usually used by higher-ranking people in the group or organization.

**Example:** The parents telling rules to their children.

*Leaders communicate certain rules and policies that each member must follow to ensure that the group functions effectively.*

|  |  |
| --- | --- |
| **2. Social Interaction-** It is a communication between two or more individuals. The kind of interaction these individuals have will depend on the time, place, and role or relationship. It is known as the most basic and most common function of communication.  **Example:** A friend greeting you. |  |

*Communication can be used to produced social interaction. In their daily course of living, the human being develops and maintains bonds, intimacy, relations, and associations*.

|  |
| --- |
| **3. Motivation-** it is a communication function that deals with stimulating an individual or group of people to do a target goal. In the context of communication, it is an act of encouraging people by making clear to them what needs to be done, how they fare in doing their roles, and how they can improve themselves. It is also a widely-used function of communication. The setting where it is most used is in the business or corporate world. |

Incorporate settings, motivation is important because of the following benefits:

1. It puts human resources into action.

2. It improves the level of efficiency of the employees.

3. It leads to the achievement of organizational goals.

4. It builds friendly relationships.

5. It leads to stability in the workforce.

**Example:** When a manager congratulates his employees for a job well done.

*People are motivated through praise or constructive criticism. Communication refers to a person using a language to express desires, needs, wants, likes and dislikes, inclinations, choices, and aspirations.*

**4. Information-** it is a function of communication that is used to give facts or needed knowledge. Information is a vital need in society, every person needs to adapt and adjust to his environment, and it is only possible through the access of information. This function of information is also widely used in different fields.

Giving information usually comes in the form of statements of facts (grammatically known as ***declarative***).

**Examples:**

1. A company meeting to orient the employees on the new policies of the company.

2. A teacher discussing the lesson in her class.

*Communication facilitates decision-making through sharing and gathering of information which may help in identifying problems, analyzing the situation, and providing possible solutions to problems in the workplace*.

|  |
| --- |
| **5. Emotional Expression- i**t is a function of communication that serves as a way to express one’s feelings. In this function, nonverbal cues are usually louder than verbal expressions.  Emotional expressions through language can come in the form of interjections or exclamations. |

Not unusually, emotional expression can be done through gestures, facial expressions, and other simple or energetic body movements. The use of facial expressions, gestures, and body stance is very distinct.

The following are the basic emotions according to Humintell:

a. Anger

b. Contempt

c. Fear

d. Disgust

e. Happiness

f. Sadness

g. Surprise

**Examples:**

1. When you watch horror films.

2. When you see your best friend, who has been away for a while.

*Social interactions manage to fulfill needs by allowing emotional expression. At the same time, feelings of fulfillment, when shared, create a positive atmosphere in the workplace*



**B. INTRODUCTION**

To successfully communicate with others, you must first learn to communicate with yourself. However, connecting to oneself is as important as connecting to others. You have built yourself through intrapersonal communication. It is now time to develop yourself more and as well as to help others develop themselves via sharing of ideas.

In this module, you will extend your borders of communication, for you will now learn about another level of communication in various text types.

**C. LESSON PROPER**

**Levels of Communication in Various Speech Contexts: Intrapersonal Communication**

The two levels of variations of communication are the **Intrapersonal and the Interpersonal**. Let us first discuss Intrapersonal communication.

**1. Intrapersonal communication** takes place within a single person, often to clarify ideas or analyze a situation. Other times, intrapersonal communication is undertaken to reflect upon or appreciate something. Three aspects of intrapersonal communication are self-concept, perception, and expectation.

**a. Self-concept** is the basis for intrapersonal communication because it determines how a person sees him/herself and is oriented toward others. Self-concept (also called self-awareness) involves three factors: beliefs, values, and attitudes.

|  |
| --- |
| **1. Beliefs** are basic personal orientation toward what is true or false, good or bad;  ***Example:*** *You believe that little lies are still considered wrongdoing.* |
| **2. Values** are deep-seated orientations and ideals, generally based on and consistent with beliefs.  ***Example:*** *Because you believe that lying is bad, being honest will come naturally to you.* |
| **3. Attitudes** are learned predispositions toward or against a topic, ideals that stem from and generally are consistent with values. Attitudes often are global, typically emotional.  ***Example:*** *Because you value honest, you will feel bad or angry when someone is lying* |
| ***There are some activities that you often communicate to yourself without knowing it. These are the daily activities that you practice are considered as intrapersonal communication****.*  ***Intrapersonal Communication*** |

How did it happen, simply, because intrapersonal communication may involve different levels of communication activity: internal discourse, solo vocal communication, and solo written communication?

1. **Internal discourse** involves thinking, concentration and analysis. Psychologists include both daydreaming and nocturnal dreaming in this category. Prayer, contemplation, and meditation also are part of this category.

***Example:*** *Consciously appreciating the beauty of a sunset.*

*Recalling the answer during examinations*

1. **Solo vocal communication** includes speaking aloud to oneself. This may be done to clarify thinking, to rehearse a message intended for others, or simply to let off steam.

***Example:*** *Talking to yourself as you complain about your boss*

*Practicing a speech to be delivered in front of another audience*

1. **Solo-written communication** deals with writing to oneself and is not intended for others to read. This type of intrapersonal communication is often used to express the feeling of the writer or just to simply remind himself of the things that had to happen and the things that need to be accomplished.

***Example:*** *An entry in a diary or personal journal.*

**Importance of Intrapersonal Communication**

* **Self-Awareness** – allows the person to be aware of every aspect of their personality and can easily communicate his wants and needs to others. Through intrapersonal communication, you get to know yourself more.
* **Self Confidence** – A self-aware state makes one more secure and increases confidence.
* **Self-Management –** The fact that one is conscious of his strengths and weaknesses, equips him to manage his daily affairs efficiently using his strength to the maximum of which in turn compensates for his weakness.
* **Self-Motivation and Focus –** The absolute knowledge of what one wants out of life will enable the person to strive to achieve those aims and goals while continuously motivating them.
* **Independence –** Being self-aware makes one independent.
* **Adaptability-** Being conscious of oneself means being able to know the things he needs to enhance through adapting the things he/she can learn from others. Like intrapersonal, interpersonal is also a level of communication in various speech contexts.

**2. Interpersonal Communication** It is the type of communication you do when you talk with another person or group of people. It involves both verbal and nonverbal communication channels. It establishes how personal to impersonal our relationship is with the receivers. The purposes of interpersonal communication are to influence, help and discover, as well as to share and play together.

***Now can you recall every time you talk to your family or friends to tell the things that had to happen in your day. How about the time you argue with someone? Or when you share your sentiments on your different social networking sites? I bet you can relate to these. And that is good because it simply means that you are practicing interpersonal communication.*** 

***Interpersonal Communication***

**Uses of Interpersonal Communication**

Most of us engage in some form of interpersonal communication regularly, how well we communicate with others is a measure of our interpersonal skills. Interpersonal communication is a key life skill and can be used to:

* Give and collect information.
* Influence the attitudes and behavior of others.
* Form contacts and maintain relationships.
* Make sense of the world and our experiences in it.
* Express personal needs and understand the needs of others.
* Give and receive emotional support.
* Make decisions and solve problems.
* Anticipate and predict behavior.
* Regulate power.

There are different forms of Interpersonal communication such as ***dyadic, small group, mass, and public communication.***

**FORMS OF COMMUNICATION**

1. **Dyadic Communication**

Occurs when only *two people communicate face-to-face*. Topics of this form may range from the most common ideas, views, standards, to a deeper topic of one’s existence and personal feelings. Since communication only happens between two people, the exchange of messages is smoother as compared to other forms. This type of communication will only stop if the sender and the receiver decide to.

***Example:*** *two friends talking to each other about their favorite food.*

1. **Small-Group Communication**

Occurs when *three or more individuals with mutual objectives, purposes, or identity, are communicating.* This form of communication is usually used to accomplish or attain goals. The maximum number of people that can be involved in this form is not specific. As long as the purpose or goal of the group is met and nobody in the group gets disconnected, it is still considered as a small group.

***Example:*** *Group meeting for a project.*

1. **Public Communication**

Occurs when *a person delivers a speech in a public setting.* The speech is delivered with pre-set intentions that usually affect the audience. The receivers of this form of communication cannot directly interact with the sender via verbal communication, but their nonverbal reactions to the speech are considered their feedback.

***Example:*** *A politician doing his campaign for the upcoming elections.*

1. **Mass Communication**

This form of communication is all called, “one is too many” type of communication. It *uses the media as its medium to communicate* *to mass audiences.* Mediums for mass communication can be classified into two: old media and new media.

Old media includes books, newspapers, magazines, and other forms of printed media. Also under the old media category are radios, televisions, and film. On the other hand, the new media includes the uses of computers and technologies with social networking sites (Facebook, Twitter, etc.) and different search bars (e.g., google)

***Example:*** *A Radio DJ presenting the news today.*

**INTRODUCTION**

Like any other person, you have your style. The way you dress up, that’s your style. The way you present yourself, that’s your style. The same goes with communication, the way you talk to others, the way you present your thoughts and ideas, that, too, is considered as style. This way we can prevent people from having a false impression of us and our message. Each one of us has his or her way of conveying the meaning of our message/s through speech.

**C. LESSON PROPER**

**Different Speech Styles**

In communication, there are several styles you can use. It can either be *Intimate*, *Casual*, *Consultative*, *Frozen*, or *Formal*.

These styles are used for various reasons.

* First, the different styles are used by various sets of people in various sets of scenarios.
* Second, it helps the speaker to deliver the message free from misinterpretations. To further understand it, let us discuss it one style at a time.

1. **Intimate Style**

As what the world suggests, this style is *used when you are close to the person and you know him or her very well* because you communicate regularly. An intimate style is used when you are with family members, best friends, close friends, or your loved one. Usually, you have *a private language with these people which only you and they can understand* and you do not share this kind of language in public. The non-verbal component of communication is often used for this style.

***Example:***

* Telling your best friend about your secrets or your problems.
* Confiding in your family about your problems.

1. **Casual Style**

When you use casual style, *you are close to the person you are communicating with but the situation does not need the use of formal language.* Your receiver is usually a member of the same subculture you have. The person with a shared interest, organization, or a person of your same age.

Most of the people you communicate with using this style are those from your age bracket, you have a common way of speaking, the same set of words or phrases, and you understand each other’s nonverbal communication. Usually, the words you use are slang or vulgar, and they're a lot of jargon and contractions.

What do we mean when we say *slang*, *jargon*, and *contraction*? The word slang has been misunderstood by many young people.

* **Slang** refers to a *word or words created by a particular group.* These words are not part of the standard vocabulary or language. It is predominantly used in speech rather than in writing. Every culture has its slang.

|  |
| --- |
| F**OUR TYPES OF SLANG** |
| **Country slang.** These are the set of words used by those who are in the rural parts of a country.  *Example*: **Redneck** means farmers spend most of the day under the sun and their neck gets red because of the heat.  **Younguns**means young people. |
| **Urban slang.** These are slang spoken by those from the city.  *Example*: **Awesomesauce** means awesome than awesome  **Baby bump** refers to the protruding abdominal region of a woman who is in the first trimester of pregnancy |
| **Gay slang** – used by gays, bisexuals, homosexuals, or transsexuals.  *Example*: **Beat**(adj.) means fabulous or extremely wonderful.  **Miss congeniality** may refer to someone unlikeable or someone very friendly. |
| **Common slang** – used by almost everybody  *Example*: **Kudos**is another word for respect or recognition.  **Blimey**is an exclamation of surprise. |

* **Slang** is primarily *used by younger people to set themselves or their group apart from others, to gain popularity, or to creatively communicate informally.* In formal situations and the academe, slang is discouraged.
* **Jargons** are words or phrases that are *used in a specific setting, profession, or trade* and might not be understood by people out of the setting, or of a different profession or trade. These words or phrases bear hidden meanings assumed and understood by people with the same profession or trade.

***Example*:**

1. The word **pitch** in music denotes the highness or lowness of a note. In sports, specifically in baseball, **pitch**means to deliver or serve the ball to the batter. In television or film production, **pitch** means presenting an idea for the screenplay.
2. The word **peg,** which means a piece of wood, metal, or plastic used to hold the ropes or corners of a tent, stands for *“percutaneous endoscopic gastronomy*”, in the **medical profession**. It is a surgical procedure that aims to feed those who cannot swallow. In **business,** **peg**stands for *“price or earnings to growth ratio”.* This refers to the price of the stock and earnings generated per share. In **Filipino slang**, **peg** means a *standard or source of inspiration.*

Jargons can also refer to the *shorthand we developed to make communication easier.* In this text and computer generation where people wanted fast communication, jargon is commonly used.

***Examples*:**

* **FAQ –** frequently asked question
* **LOL –** laughing out loud
* **BTW –** by the way
* **Contractions** are shorthand versions of a word created by removing internal letters or sounds. Contractions are not abbreviations or acronyms.

***Examples*:**

* *‘re* for are They’re my friends.
* *‘ve* for have I should’ve done that.

1. **Consultative Style**

It is used when we talk to strangers or when we do not know the person that well. In this style, *the speaker uses professional or mutually accepted language and the listener participates and gives feedback.* We use consultative style when we do group discussion, talk to colleagues, are in a doctor-patient conversation, are in a judge and lawyer conversation, and the like. Short sentences and colloquial language are used in this style.

***Examples:***

* I believe we have matching ideas about the project. So, why don’t we discuss this over coffee?
* Good morning Doctor Lopez. I am having problems with my back for the past week

1. **Formal Style**

It is used in formal settings. *It does not encourage feedback and it does not have considerable social significance.* The main function of this style is *to impart information*. A speech written in this style should have complete sentences and words are carefully chosen.

***Examples*:**

* Sermons by priests and ministers
* State of the Nation Address of the president
* Speech in conversations or formal dinner parties

1. **Frozen style**

It is the *most formal of all styles.* It is also called a *fixed speech because the language used does not change in time.* This style is used in formal ceremonies or traditions. It is also used in the delivery of prose or poetry.

***Examples:***

* Pledge of allegiance to our country flag
* The preamble to the constitution
* Religious services

**INTRODUCTION**

In this module, you are going to learn the three types of speech acts. The speech has the power to put an effect on the listener/receiver’s action. These effects allow the speaker to deliver the action that he wants the listener to do. These speeches are called the Speech Acts! What are those? Let us learn more of it here in our discussion.

**C. LESSON PROPER**

What are Speech Acts?

**Speech acts** are the speaker’s utterances that convey meaning and make listeners do specific things. They believe that language is not only used to inform or to describe things, it is often used “to do things”, to perform acts. In other words, actions performed via utterances are generally called speech acts.

To better understand it, here is an example below:

1. Zeke made an utterance.

2. Zeke intends the utterance to produce a certain effect in Gian

3. Gian needs to recognize Zeke’s intention for the utterance to affect him.

Now the question is what does the speaker mean?

The speaker's meaning of the utterance is the effect that Zeke intends to produce in Gian through Gian’s recognition of that intention.

Speaker Meaning can only occur when a person:

1. Intends to produce an effect on an audience

2. Intends that this very intention be recognized by the audience, and

3. Intends this effect on the audience to be produced at least in part by the recognition of the speaker’s intention.

**Speech acts** are not limited to utterances, but for this module, we will focus on speech acts as utterances or spoken or words interpreted according to what the intention of the speaker is and its effect on the audience. There are three types of speech acts namely, Locution, Illocution, and Perlocution.

**TYPES OF SPEECH ACTS**

1. ***Locution*** refers to a word, expression, or phrase used by a particular person or group in certain situations. It can refer to a figure of speech that has traditional meaning. It is a person’s style of speech. A locutionary act is an act of producing a meaningful expression.

You can perform locutionary acts through the following: asking a question, giving an assurance, warning somebody, declaring an intention, announcing a verdict, making an appointment, lobbying an appeal, criticizing someone or something, or giving a description.

**Example:**

*“Do you have extra money?” “Can we meet later this afternoon?”*

A locutionary act consists of three sub-acts.

|  |
| --- |
| * **Phonic Act** is concerned with the physical act of producing a certain sequence of vocal sounds (in the case of spoken language), Which is also called phonetic, or a set of written symbols (in case of written language) * **Phatic Act** is the act of composing a particular linguistic expression in a particular language. This refers to the act of constructing a well-formed string of sounds and/or symbols, be it a word, phrase, sentence, or discourse, in a particular language. * **Rhetic Act** is the act of contextualizing the utterance inscription. This sub-act is responsible for tasks such as assigning reference, resolving pronunciation, and disambiguating the utterance inscription. |

**B.** ***Illocution*** refers to the actions performed by the speaker in producing a given utterance. These acts are closely connected with the speaker’s intention. The listeners should be familiar with the background or idea the speech act happens to appropriately decode the illocutionary act performed by the speaker.

**Example:** *“Do you have extra money?”* Illocutionary: asking if you can lend some money.

*“Can we meet this afternoon”* Illocutionary: demands to meet afternoon.

**Five Categories of Illocutionary Speech Act**

**1. Assertive** – The purpose of this speech act is to communicate information about some state of affairs from the speaker to the receiver e.g. asserting, concluding, stating, claiming, telling, describing, requiring, or suggesting.

**Examples:**

*The Wedding will be held tomorrow at the San Sebastian Basilica.*

*The dog is on the platform.*

**2. Directive-** The purpose of this speech act is to make the receiver do something or carry out some action e.g. ordering, requesting, commanding, daring, defying, challenging.

**Examples:**

*Will you accompany me to the wedding tomorrow?*

*Remove the dog on the platform.*

**3. Commissive –** The purpose of this speech act is to engage the speaker to carry out some future course of action e.g. Threatening, vowing, and promising something.

**Examples:**

*I promise to accompany you to the wedding tomorrow.*

*I will not remove the dog from the platform.*

**4. Expressive-** The purpose of this speech act is to express the speaker’s emotion or attitude about an event or proposition e.g. Congratulating, Condoling, Welcoming, Thanking, Excuses, Deploring, and Apologizing.

**Examples:**

*Thank you for accompanying me to this wedding.*

*I am sorry but I do not like dogs.*

**5. Declaration-** The purpose of this speech act is for the speaker to effect immediate changes and bring into existence the state of affairs by which it refers e.g. Christening, pronouncing someone guilty, blessing, bidding, excommunicating, firing, pronouncing someone husband and wife, declaring war.

**Examples:**

*I now pronounce you husband and wife.*

1. ***Perlocution*** refers to the action or state of mind brought about by, or as a consequence of, saying something e.g. convincing, persuading, deterring, surprising, scaring, enlightening, inspiring, impressing someone.

**Examples:**

*I have the latest DSLR camera model, would you like to borrow it? (*Perlocutionary act: to impress the receiver or to be friendly)

*Don’t eat the cake (*Perlocutionary act: to warn the receiver).

|  |  |  |
| --- | --- | --- |
| **Locution (utterance)** | **Illocution (intention)** | **Perlocution (response)** |
| ***The actual act of uttering*** | ***The social function of what is said*** | ***The resulting act of what is said.*** |
| “Please cook the food “ | The speaker *requests* the addressee to cook the food | The addressee cooks food. |
| “Is there any fish sauce?” | Speaker is *asking* you to give some fish sauce | You will hand him the fish sauce. |
| “Do not touch my belongings.” | Speaker is *warning* you not to touch her belongings. | You will not touch her belongings |
| “Would you lend me some cash?” | Speaker is *requesting* if he could borrow some cash. | You will lend him some cash. |

**INTRODUCTION**

A communicative strategy is used to enhance one’s technique and skills in communication. It covers four communicative competences: Linguistic competence, Sociolinguistic competence, Discourse competence, and Strategic competence. In addition to that, there are also different strategies you use to enhance your skills in communication.

**C. LESSON PROPER**

**Communicative Competence**

* It is the cluster of abilities that enable humans to convey and interpret messages and negotiate meanings interpersonally within the specific context. 
* It is the ability to use the language correctly and appropriately in the context where it is used to accomplish communication.

Developing or communicative competence is important for reasons like:

1. As a student, you can improve your academic performance,

2. As graduates, you can increase your employment options, and

3. As professionals, you can improve your effectiveness.

**Four competence areas:**

1. **Linguistics Competence** – refers to your knowledge in structuring words grammatically to be able to impart the correct message to our receiver.

***Linguistic competence asks:***

What words do I use?

How do I put them into phrases and sentences?

1. **Sociolinguistic competence** –refers to the consideration of the cultural background of a person when we listen and respond to people. It is achieved by being sensitive to the setting, topic, and attitude of the speaker. It is the understanding of the existing relationships of people communicating and knowing how to respond and use language appropriately.

***Sociolinguistic competence asks:***

Which words and phrases fit this setting and this topic?

How can I express a specific attitude when I need to?

How do I know what attitude another person is expressing?

1. **Discourse Competence –**refers to your being cohesive and coherent in structuring your sentences during a long conversation or speech without losing the interest of the audience.

***Discourse competence asks:***

How are words, phrases and sentences put together to create conversations, speeches, newspaper and articles?

**4. Strategic Competence –** refers to your capacity to recognize when there is a breakdown in communication due to the following:

a. You have committed a mistake

b. You have misunderstood a message sent to you.

c. You did not make yourself clear and your audience did not understand you or misunderstand you

d. The message was interrupted due to noise.

***Strategic competence asks:***

How do I know when I’ve misunderstood o when someone has misunderstood me? What do I say then? How can I express my ideas if I don’t know the name of something or the right verb form to use?

**TYPES OF COMMUNICATIVE STRATEGY**

* **Nomination**

A speaker carries out nominations to collaboratively and productively establish a topic. When you employ this strategy, you try to ***open a topic*** with the people you are talking to. For example, I was late again! I set my alarm to 5:30 but I was dead asleep!

To collaboratively and productively establish a topic for conversation, you may use the following strategies.

* If there is no previous topic in a conversation, start by assessing the person without prejudice.
* Ask his/her opinion about recent news, fashion, the occasion or event, or anything that you think that the person would be interested in. Generally, people would open up when they are asked about their opinion.
* Do not linger too long with the opinion conversation for this may lead to a debate.
* Try to find ways to end the conversation to open or shift to another topic.
* If there is an existing conversation topic already, you may join the conversation and later maybe shift to another topic.
* **Restriction**

Restriction in communication refers to the restraints that you may have as a speaker. ***There is a limitation set to the speaker as to what message he/she can deliver.***  For example, when you are tasked to deliver a talk to a large audience, you are going to use a formal style, therefore, you are not that acquainted with the audience and this gives you uncertainties. This limits you to share a message with your audience.

* **Turn-taking**

Turn-taking is what the people in conversation undergo to decide who will take the conversational floor. It is needed to establish and sustain a conversation that will be productive to all parties included. It also refers to ***giving a chance to speak to all communicators.***

* **Topic Control**

Refers to the ***control over the topic limits the coverage of the discussion to the issues*** that are adequate to the people involved in the conversation. It could depend on the formality or informality of the situation. For example, when talking to a superior, the latter usually takes control of which topic to explore. Hence, when talking to a friend, either can take the conversational floor at any phase of the conversation.

* **Topic Shifting**

The communicative strategy ***allows the speakers to move from one topic to another in a smooth manner.*** This is usually used when experiencing being caught up in an awkward situation or uncomfortable number.

* **Repair**

Is used ***when the conversation leads towards a negative or sensitive topic.*** Repair gets back the lost rapport between the speakers and needs proper timing.

* **Termination**

When repair could no longer achieve peaceful reconciliation, it is better to ***end a conversation to avoid conflicts and further disagreement.*** It also applies when situations do not permit you to stay longer in a conversation.

**INTRODUCTION**

In this module, we will tackle the different types of speeches according to their purpose. There are three main purposes of speech, these are Expository, Persuasive, and Entertainment. Each is done for a different reason in different situations. When, Where, and How to use it? That’s what you are about to find out.

**C. Lesson Proper**

Every speech should have a purpose, that is the aim or goal of your piece. Why are you speaking? Is it to inform, to persuade, or to entertain? Knowing your purpose allows you for a better choice of words, how to organize them, and finally how to deliver them.

**EXPOSITORY/INFORMATIVE SPEECH**

* An informative speech provides detailed information about a certain topic to a particular group of people.
* An informative speech is one in which the speaker relays knowledge to an audience on a specific topic. There are four distinct categories of topic: things, people, or places, methods, events, ideas.
* **Speeches about Processes**

A process is a manner in which something is created, made, done, or works. An informative speech about a process then describes how something is made, done, or works. Processes could include anything from how the modern electoral college works to how an ice cream sandwich is made on the factory line. Informative process speeches work to help your audience both understand the process and possibly be able to replicate the process for themselves (if applicable).

* **Speeches about Events**

Any occurrence that happens is regarded as an "event.” A speech about an event then, describes the occurrence in full: the time, date, location, and circumstances of that occurrence. Like all informative speeches, event speeches must also serve a purpose.

You may talk about how the Battles of Lexington and Concord came to be known as the "shot heard 'round the world," or describe the experience of your first week at college. In either case, your speech must have a purpose to it.

* **Speeches about Concepts**

Concepts refer to ideas, beliefs, theories, attitudes, and/or principles. When speaking about concepts, you may have to find concrete ideas to make abstract ideas more relatable and tangible to your audience. Whether discussing the theory of the origins of the universe to whether there's any truth to the phrase "love at first sight," concept speeches break down complex ideas into manageable chunks of your understanding.

**Guidelines for Writing Informative Speeches**

1. **Identify a specific purpose**
2. **Motivate the audience**
3. **Demonstrate Credibility**
4. **Organize your speech**
5. **Limit your speech**
6. **Avoid using complex sentence structures**
7. **Involve your audience**

**PERSUASIVE SPEECH**

* A persuasive speech is a specific type of speech in which the speaker has the goal of convincing the audience to accept his or her point of view. The speech is arranged in such a way as to hopefully cause the audience to accept all or part of the expressed view audience.

The following are some of the most important characteristics of persuasion (Adler & Rodman, 2006):

1. **Persuasion is not coercion.** It does not make use of force or threats. Persuasion is the process of influencing the listener to change his thoughts or actions, not because of fear but because the listener chooses to change.
2. **Persuasion often does not happen in an instant.** Changing people’s previously held beliefs takes time.
3. **Persuasion is transactional.** It is not a process in which the speaker does something to the listeners. Being able to persuade the listeners requires analyzing their background, establishing common ground, being sensitive to their needs, and adapting to their feedback.
4. **Persuasion can be ethical.** While most advertisements and political speeches make use of propaganda techniques, commit plagiarism, and fabricate or manipulate data to support claims, persuasive speeches can be effective without resorting to deception.

**ARGUMENTATIVE SPEECH**

* An argumentative speech is the first part of persuasive public speaking
* Argumentative speeches are often about hot topics, and they encourage the audience to change their views or opinions on a topic. The speaker shows an obvious problem at the beginning of the speech and then moves on to show proof of that problem and then suggests a solution in the body. The conclusion sums up the speech's main idea and supporting points and should leave the audience ready to make a decision based on what they just heard.
* When delivering an argumentative speech, the speaker must be careful to use facts rather than emotions to support the chosen claim, and it's important to avoid bias.

|  |
| --- |
| **TYPES OF APPEAL** |
| ***APPEAL TO REASON***  The argument should appeal to the rational intellect by finding a common ground to enable the audience to fully understand the topics. |
| ***APPEAL TO EMOTION***  The argument should anticipate the ethical, religious, social, and political beliefs and feelings of the audience |
| ***APPEAL TO CHARACTER***  An argument should appeal to the sense of right and wrong, justice, and fair play |

**ENTERTAINING SPEECH**

* The primary purpose of a speech to entertain is to have the audience relax, smile, and enjoy the occasion. The speech should have a central theme or a focus. A series of jokes will NOT work well for this type of speech. Aims to amuse and delight people

Offers lighter moments to people to make them run away from the usual humdrum of everyday life.

* Speech writing checklist (Peterson 205)
* Give a dramatic twist to a normal issue
* Perform dialogues and metaphors
* Tell a personal experience and interrelate humorous anecdotes to the main theme
* Give mocking comments on perfectly ordinary things, persons, places, values, or thoughts

**Purpose of Entertaining Speech:**

• Please the crowd.

• Hold attention

**INSPIRATIONAL SPEECH**

* It is a way to stir up people's higher-order values and plant positive and valid ideals in life.
* An inspirational speaker is a speaker who makes speeches intended to motivate or inspire an audience.
* An Inspirational speech is written to persuade or convince the listeners that they can succeed.

This might involve relating optimistic and uplifting stories, or anecdotes, based on faith or real-life situations taken from the lives of ordinary or famous people from history, sports, politics, and the Business world.

The objective of an inspirational speech is to provide the listener with the desire and confidence to pursue difficult goals to maximize their potential.

**The Main Elements to Writing an Inspirational Speech**

The main elements to writing a successful and effective Inspirational speech are to convey your credibility as a speaker and your passion for the subject:

**A. Optimism -** Instill optimism to make the audience believe in what you are saying

**B. Achievable Objectives -** Goals must be positive and the audience must believe that they are achievable

**C. Passion -** Convey the subject with enthusiasm, passion, and conviction to appeal to the emotions of the audience

**D. Confidence -** Inspire the audience with a 'Can Do' approach

**INTRODUCTION**

If speech is done for a different purpose, there are also variations as to how to deliver a speech. Like, the different type of speech according to purpose, the different type of speech according to delivery is used depending on the situation of the speakers. Through this different type, the speaker is allowed to deliver a speech at his/her comfort. In this module, you are going to understand what are the differences, advantages, and disadvantages of the four, as well as when to use them.

**C. LESSON PROPER**

**Types of Speech According to Delivery**

1. **SPEAKING WITH MANUSCRIPT** 

This type of speech is read by the speaker from written or visual material. Usually, the speaker stands behind a platform where he or she can place her manuscript or look at it from time to time.

**Advantages:**

1. The wordings of your speech will be perfectly chosen and controlled.

2. Your speech is guided and you need not worry about having mental blocks.

**Disadvantages:**

1. Speech with manuscript prevents the informal, conversational style of delivery that the audience appreciates.

2. It is hard to easily adjust if you will notice that the audience is not interested in your topic.

3. You may sound stiff because of the use of formal language.

4. You can lose your rapport with your audience.

**Speaking situations:**

1. During solemn and historic occasions

2. Newscasts

3. Courtroom proceedings

4. Contests

**Tips to Ponder:**

1. **Rehearse-** Nothing beats practice. Go over and over your speech until you need not read from it every single time. It will also help you sound natural by adding adlibs that might help you gain rapport with your audience.
2. **Observe-** Have a list of personalities that you admire when they speak. Notice how they deliver their read manuscript without sacrificing eye contact.
3. **Adjust-** Remember that the most important person in the room is not you, but your audience. When you sense that your audience is withdrawing their attention from the speech, be ready to modify your text.
4. **Mark-** Highlight the words that will help you remember important points.
5. **MEMORIZED SPEECH** 

In this type, the speaker is committing his entire speech in his memory alone, without any prompts. People who usually do this are those professional speakers already. Most often the content of this speech is being performed from time to time.

**Advantages:**

1. Same with speech with a manuscript, the content of the material to be used is already prepared.

2. The use of gestures, eye contact, and other communication skills can be maximized to make more appeal to the audience.

**Disadvantages:**

1. It takes too much time to memorize a speech.

2. It would be hard to recover if you make a mistake

3. It can put too much pressure and could affect your speech rate.

**Speaking situations:**

1. Stage plays and oratorical performances

2. Actors delivering their lines in movies or television.

**Tips to Ponder:**

1. **Break it down-** do not try to put everything in your head, thinking that this will make you memorize faster.
2. **Build it up** this means that you will add another paragraph (or stanza) in your memory when you finish memorizing the first ones.
3. **Speak it out** there are studies that say hearing the words aloud will help you remember them.
4. **Identify your keys-** identify the specific keywords that will help you recall important points. If worse comes to worst and you forgot some words, keys that will help you go back to your points.
5. **Have a break-** stressing yourself out will not help you anyway. You need to let your brain cells rest.
6. **IMPROMPTU SPEECH** 

This type of speech is unrehearsed, with very little time to no preparation. It involves delivering a speech on the spot. The speaker is given very little advance notice to speak for a few minutes regarding a specific subject.

**Advantages:**

1. Speaker is spontaneous and will sound comfortable and conversational

2. Speaker does not have to prepare.

**Disadvantages:**

1. If not knowledgeable about the topic, rambling and incoherence are expected from the speaker.

2. Could be nerve-wracking for inexperienced speakers and those who have stage fright.

**Speaking Situations:**

1. First day at work or in class, when you asked to introduce yourself.

2. Job interview

3. Special occasions like weddings, birthdays, and anniversaries when you are asked to give a message to the celebrators.

**Tips:**

1. Relax by thinking about positive things.
2. Identify your purpose.
3. When you are called, keep composed.
4. Shake hands with the one who introduced you, if necessary.
5. As you stand to deliver, establish eye contact, and begin right away with your opening statements.
6. From your initial idea to the next, use appropriate transitional devices.
7. Observe appropriate and effective nonverbal cues.
8. Observe the time limit. Remember, you barely have five minutes to say something.
9. Say thank you.
10. Return to your place comfortably.



1. **EXTEMPORANEOUS SPEECH**

The last type of speech according to delivery is extemporaneous speech. It is not read, nor committed to memory. It is a speech delivered with notes or an outline. In this type of speech, you are being prepared, but without a script.

The goal is not to memorize the script, but to be familiar with the points that you want to lay out. Familiarize yourself with the facial expressions that go with the points and how these points flow smoothly.

**Advantages**

1. A more spontaneous memorized speech.
2. Eye contact and audience rapport are easily established, helping you look confident.
3. Less time to prepare than a memorized speech.

**Disadvantage:**

1. This method requires constant practice to gain the confidence to speak without losing the flow.

**Speaking Situation**

1. During campaign speeches of political candidates.
2. When you are tasked to report a lesson in class.
3. In sharing life testimonies during Bible study

**Tips**

1. Create an outline. You are allowed to use these notes to guide you in your flow of thoughts. Use bullets.
2. Organize your thoughts starting with the most important to the least.
3. Manage your time well. Do not beat around the bush.
4. Research! Again, nothing beats practice.

**Instruction:** Write your answer in your CSTC green booklet.

***What is the importance of knowing the different types of speech delivery?***