



# **PURPOSIVE COMMUNICATION**

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**General Education**

# **LAGUNA UNIVERSITY**

## **Vision**

Laguna University shall be a socially responsive educational institution of choice providing holistically developed individuals in the Asia-Pacific Region.

## **Mission**

Laguna University is committed to produce academically prepared and technically skilled individuals who are socially and morally upright.

## **Course Code: GE 4**

**Course Description:** Purposive Communication is about writing, speaking, and presenting to different audiences and for various purposes (CMO 20 s 2013). Purposive Communication is a three-unit course that develops students' communicative competence and enhances their cultural and intercultural awareness through multimodal tasks that provide them opportunities for communicating effectively and appropriately to a multicultural audience in a local or global context. It equips students with tools for critical evaluation of a variety of texts and focuses on the power of language and the impact of images to emphasize the importance of conveying messages responsibly. The knowledge, skills, and insights that students gain from this course may be used in their other academic endeavors, their chosen disciplines, and their future careers as they compose and produce relevant oral, written, audio-visual and/or web-based output for various purposes.

### **Course Intended Learning Outcomes (CILO):**

At the end of the semester, the students should be able to:

1. Describe the nature, elements, and functions of verbal and non-verbal communication in various and multicultural contexts;
2. Explain how cultural and global issues affect communication;
3. Determine culturally appropriate terms, expressions, and images;
4. Evaluate multimodal texts critically to enhance receptive (listening, reading, viewing) skills;
5. Summarize the principles of academic text structure;
6. Convey ideas through oral, audio-visual, and/or web-based presentations for different target audiences in local and global settings using appropriate registers;
7. Create clear, coherent, and effective communication materials;
8. Present ideas persuasively using appropriate language registers, tone, facial expressions, and gestures;
9. Write and present academic papers using appropriate tone, style, conventions, and reference styles;
10. Adopt cultural and intercultural awareness and sensitivity in communication of ideas;
11. Appreciate the differences of the varieties of spoken and written language;
12. Adopt awareness of audience and context in presenting ideas; and
13. Appreciate the impact of communication on society and the world.

### Course Requirements:

- **ASSESSMENT TASKs - 60%**
- **Major Exams- 40%**

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**Periodic Grade 100%**

**Prelim Grade** = 60% (Activity 1-4) + 40% (Prelim exam)

**Midterm Grade** = 30%(Prelim Grade) + 70 %[60% (Activity 5-7)  
+ 40% (Midterm exam) ]

**Final Grade** = Total CS + Final Exam x 70% + 30% of the Midterm

**Final Grade** = 30%(Midterm Grade) + 70 %[60% (Activity 8-10)  
+ 40% (Final exam)]

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# **MODULE 1**

## **COMMUNICATION IN THE TWENTY-FIRST CENTURY**



### **Introduction**

The art of communication is the language of leadership (James Humes). People communicate with one another every day; the real question is whether the ideas one has expressed are truly understood by another. Communication breakdowns happen in every part of the globe and these have led to a plethora of problems. Effective communication can breach peace, spark revolutions, and affect change in government. However, to communicate properly, one cannot simply strive to express oneself and leave understanding to fate; one must also learn how to organize one's thoughts, control one's emotions, use one's words to articulate concepts and arguments, and express oneself in the best way possible.

This is also true when it comes to all the language skills essential in communication, whether this is in writing, reading, listening, or speaking. They are tools that help us analyze, critique, and negotiate with the world. To construct ideas and bring people to believe in one's vision, it is important to be able to communicate in an effective, articulate manner. On a personal level, honing one's communication skills can also bring about success to one's personal and professional life.

To lead nations or corporations, communication skills are essential. To work smoothly as a team, communication is indispensable. And to create a vision that people will believe in, one needs to learn how to communicate purposefully in today's society.



## Learning Outcomes

At the end of the module, students should be able to:

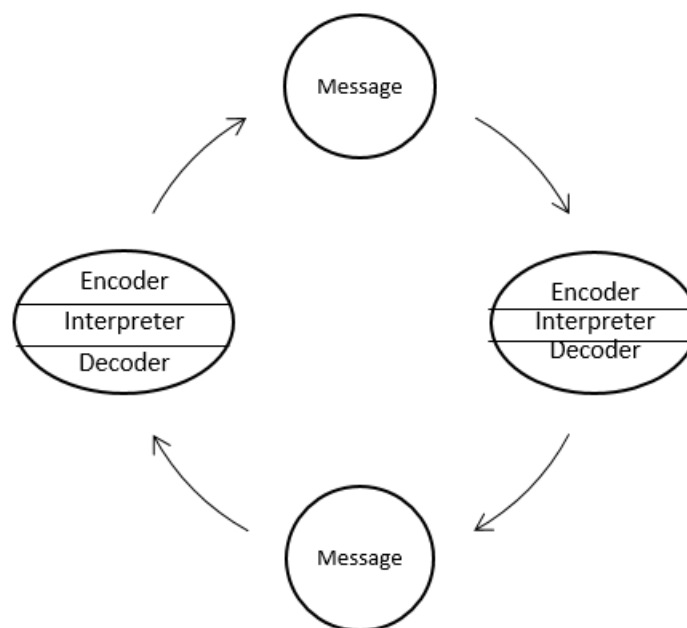
1. Have a thorough understanding of communication models and processes;
2. Understand the importance of ethics in communication and academic writing; and
3. Discover how the English language spread throughout the world, and appreciate the differences in World Englishes.
4. Determine the principles for effective oral and written communication.



## Lesson 1. The Communication Processes

When it comes to Schramm's model of communication, there are two primary models involved. The first one is built on the theories of Osgood, which is why this is also known as the Osgood-Schramm model. (Drew, n.d.)

### *Osgood-Schramm Model of Communication*



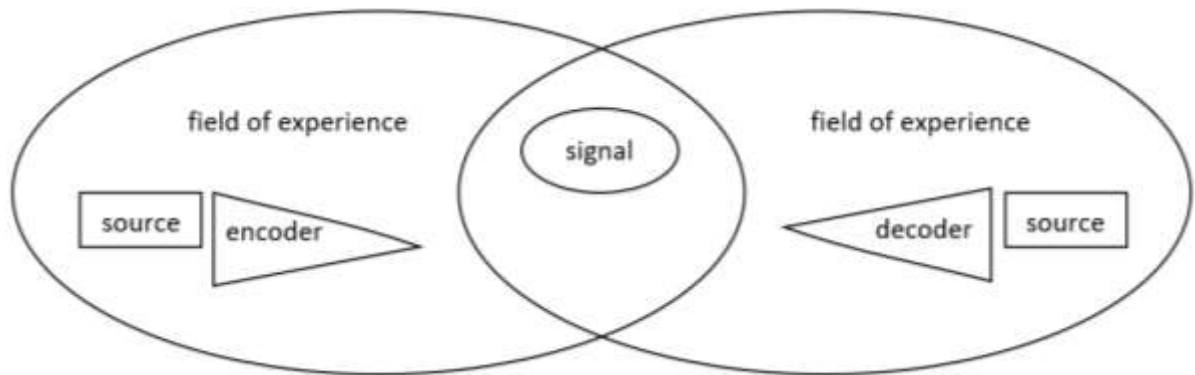
*Figure 1. Osgood-Schramm Model of Communication*

*(Drew, n.d.)*

In this model, pay attention to the role of the interpreter. Encoding and decoding are not automatic processes both go through the filter of the interpreter. therefore, the message may succeed or fail, based on the interpreter's appreciation of the message. There are times when the sender and receiver may apply different meanings to the same message, and this is termed "semantic noise." Semantic noise in communication is a type of disturbance in the transmission of a message that interferes with the interpretation of the message due to

ambiguity in words, sentences or symbols used in the transmission of the message. (Semantic Noise in Communication: Definition & Examples, n.d.)

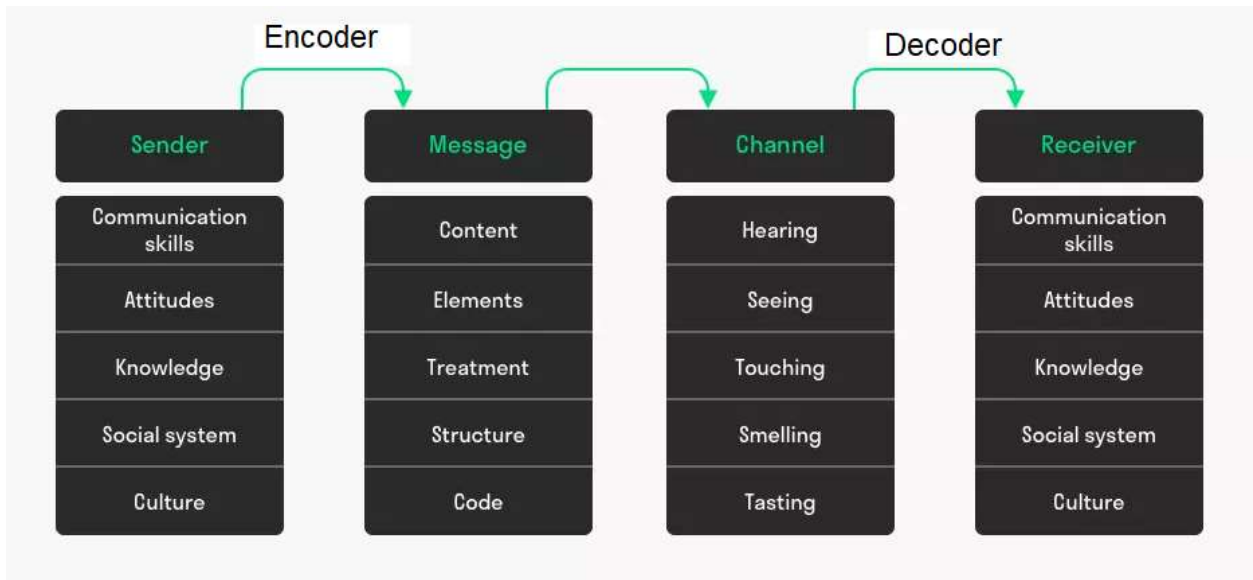
His second model, on the other hand, builds this theory about the interpreter into the different fields of experience of the sender and the receiver.



*Figure 2. Source-Encoder-Decoder and Signal*

#### *Berlo's Communication Model*

David Berlo's model conceptualized in 1960 is probably the most well-known among the communication models. Initially, Berlo's model was called SMCR which stands for sender of the message, sent through a channel or medium to a receiver. However, it was modified later on to include noise, hence the acronym SMCRN. (Janse, 2019)



*Figure 3. Berlo's Communication Model*

*(Janse, 2019)*

The major variables involved in the communication process are (1) source, (2) message, (3) channel, and (4) receiver.

The source being originator of the message acts as the encoder. As such, the encoder should practice communication skills such as listening, speaking, reading, and writing. His/Her attitude towards the audience of the subject as well as his/her knowledge about the topic on hand likewise counts along with the social system that he/she is in which includes values, beliefs and practices, and culture. (Janse, 2019)

The second variable which is message includes (1) content; (2) elements such as the language used and gestures employed; (3) treatment or the manner by which the message is transmitted; and (4) structure which refers to the arrangement of parts or flow of the message. The code shows how the message is sent: that is, the language (verbal code) used and the accompanying gestures (non-verbal code) employed. Note that there should be no mismatch between the verbal and non-verbal codes. (Janse, 2019)

In conclusion, communication is not a single process that starts with the speaker and ends with the listener. There are many factors to be considered – how the message is organized, when it comes to the sender the best communication is the feedback. Cultural differences, technology and interpretation needs to be considered as well. To be a good communicator, one needs to pay attention to how people are responding according to the message. (Janse, 2019)

### *General Principles of Effective Communication*

1. Know your purpose in communicating;
2. Know your audience;
3. Know your topic; and
4. Adjust your speech or writing to the context of the situation.

### *Principles of Effective Oral Communication*

1. Be clear with your purpose;
2. Be complete with the message you deliver;
3. Be concise;
4. Be natural with your delivery; and
5. Be specific and timely with your feedback.

### *Principles of Written Communication*

1. Be clear about your message;
2. Be concise, concrete, clear, coherent and complete with all the relevant information;  
and
3. Be courteous. Don't infuse confusion and misinterpretation.

### *Ethics of Communication*

1. Establish an effective value system that will pave the way for the development of your integrity as a person;
2. Provide complete and accurate information, the data should always be contextualized and correct;
3. Disclose vital information, whether it is needed or not. Never hide or conceal vital information necessary for transparency.

Related to the ASSESSMENT TASK that you will be performing at the end of this lesson or module, is an excerpt on the speech delivered by of President Rodrigo Duterte on his fifth State of the Nation Address (SONA) last July 27, 202 at the Session Hall of the House of Representatives, Batasang Pambansa Complex, Quezon City; against the backdrop of the coronavirus pandemic. The speech lasted for around 1 hour and 40 minutes. (Rappler.com, 2017)

*“Senate President Vicente Sotto III and the honorable members of the Senate; House Speaker Alan Peter Cayetano and the honorable members of the House of Representatives; Vice President Maria Leonor Robredo; former Presidents Joseph Ejercito Estrada and Gloria Macapagal-Arroyo; Chief Justice Diosdado Peralta and the justices of the Supreme Court; His Excellency Munther Mafoodh Salim Al-Mantheri and the esteemed members of the diplomatic corps; Executive Secretary Salvador Medialdea and the members of the Cabinet; mga mahal kong kababayan. (Rappler.com, 2017)*

*We live in a troubled time. Our dream of prosperity for our country was suddenly snuffed by a pandemic virulent virus. No nation was spared. Neither rich nor poor were exempt from the onslaught of this deadly disease. But let us not despair. The vaccine is around the corner. Sooner and not later, the virus that gobbled*

*up thousands of lives will itself be laid to rest. In the meantime, let us express the nation's gratitude to those who courageously and willingly put their lives on the line to serve the people and country. We share the griefs of their families and no amount of tears can compensate their great losses.*

*My countrymen, it is sad that while government focuses its attention and resources to battle the coronavirus, there are those who take advantage of a pre-occupied government. One of them is Senator Frank Drilon. In an interview, he arrogantly mentioned among others that oligarchs need not be rich. Then he linked the anti-dynasty system with oligarchy and the topic was my daughter and son. This happened after the Committee on Franchise voted 70-11 to deny the grant of franchise to ABS-CBN. Obviously, he was defending the Lopezes that they are not oligarchs. (Rappler.com, 2017)*



Figure 4. President Rodrigo Duterte s State of the Nation Address 2020

## **Lesson 2. Communication and Globalization**

### *Communication and Globalization*

Globalization has affected us in numerous ways. Airfare has become cheaper, and one can travel internationally more than one could in the past. Many Filipinos have decided to work or live abroad, with some of them migrating to other countries. The free trade of goods and services all over the world has brought multinational companies and foreign investors to our shores. Because of all of these factors, it is imperative to be aware of the differences between our culture and the rest of the world's cultures.

Because of the advent of the Internet, the world seems to be shrinking continually. One can communicate internationally in a matter of seconds, whether one is sending an email, chatting in social media, or sending a text message. One can read about different cultures, and have access to films, academic papers, and the like from countries around the world, and vice versa. Given this increasingly shrinking world, one should know the difference between the kind of English that we write and speak, and the kind of Englishes that exist outside of the Philippines.

### *Readings in World Englishes*

Read "Speak English: The Story of a Once-obscure Language and How It Became the Last Word in Global Communication," excerpted from the *Chicago Tribune* from *The Story of English* (McCrum et al., 1986). You may access the full excerpt via the following link: [http://articles.chicagotribune.com/1986-09-07/features/8603070293\\_1\\_official-language-mother-tongue-speak](http://articles.chicagotribune.com/1986-09-07/features/8603070293_1_official-language-mother-tongue-speak)). Read only up to the first paragraph of page 2 of the article. The first and final paragraphs of your assigned reading are given below for your reference.

(First paragraph)

*The rise of English is a remarkable success story. When Julius Caesar landed in Britain nearly 2,000 years ago, English did not exist. Five hundred years later, English, incomprehensible to modern ears, was probably spoken by about as few people as currently speak Cherokee – and with about as little influence. Nearly a thousand years later, at the end of the 16<sup>th</sup> Century, when William Shakespeare was in his prime, English was the native speech of between 5 and 7 million Englishmen, and it was, in the words of a contemporary, “of small reach, it stretcheth no further than this island of ours, naie not there over all.”*

(Final paragraph)

*The emergence of English as global phenomenon – as either a first, second or foreign language – has recently inspired the idea (undermining the above claims) that we should talk not of English but of many Englishes, especially in Third World countries where use of English is no longer part of the colonial legacy but the result of decisions made since their independence. Throughout the history of English there has been a contest between the forces of standardization and the forces of localization, at both the written and the spoken levels. The appearance of the first substantial English dictionaries in the 18<sup>th</sup> Century was a move towards written standardization. It was Victorian England that realized the idea of “the Queen’s English,” a spoken standard to which the “lesser breeds” could aspire. The industrial revolution meant roads, canals and, above all, trains: People travelled more, both geographically and socially. The pressures of class ambition speeded the emergence of a standard form of English speech.*



### *The Impact of Globalization on Communication*

As more people cross borders because of globalization, more language contact happens, making communication more challenging. The internet has revolutionized connectivity and communication and helped people share their ideas more widely, and the email faster than ever. Linguistic differences are of essence also. With the advent of World Englishes, different cultures develop different lexicon peculiar only to the speech community. In the Philippines a local variety of English called Philippine English has been developed which has introduced lexicon innovation not found in other varieties such as comfort room, salons and barangay captain.



## ASSESSMENT TASK 1-1

Check your understanding of the input by answering the following questions:

1. What are models of communications? Why do you think they are introduced?

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2. How can one observe ethics in communication?

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3. Why is it important to have a code and conduct of ethics?

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4. Could you explain the communication flow in the given model on Figure 2s, the Source-Encoder-Decoder and Signal?

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## ASSESSMENT TASK 1-3

1. How did English become the global lingua franca or an international language?

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2. Watch “The History of English in Ten Minutes” on YouTube” <https://www.youtube.com>. After watching it, come up with your list of the factors that led English to take its global status.

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3. How do you feel about the role and status of English in the Philippines?

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## ASSESSMENT TASK 1-4

A. Explain the meaning of the following Filipino slangs to correct English terminology or meaning.

- |                |       |             |       |
|----------------|-------|-------------|-------|
| 1. plastic     | _____ | 6. hitmen   | _____ |
| 2. do          | _____ | 7. tip      | _____ |
| 3. salvage     | _____ | 8. megastar | _____ |
| 4. double dead | _____ | 9. trip     | _____ |
| 5. flip        | _____ | 10. toxic   | _____ |

B. Give the meaning of some common foreign terms below.

- |                    |       |                      |       |
|--------------------|-------|----------------------|-------|
| 1. de luxe         | _____ | 6. bona fide         | _____ |
| 2. a la carte      | _____ | 7. status quo        | _____ |
| 3. croissant       | _____ | 8. entrepreneur      | _____ |
| 4. esprit de corps | _____ | 9. persona non-grata | _____ |
| 5. meme            | _____ | 10. modus operandi   | _____ |

## **SUMMARY**

The whole process of communication begins with the communicator (who) sending out message (what) using a medium (channel) for a receiver (to whom) experiencing an effect on the recipient of the message. Communication ethics emphasizes that morals influence the behavior of an individual, group or organization thereby affecting their communication. It is important that one's behavior should be regulated by honesty, decency, truthfulness, sincerity and moral uprightness.

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## **MODULE 2**

# **LOCAL AND GLOBAL COMMUNICATION IN MULTICULTURAL SETTINGS**



### **Introduction**

The two most well-known varieties of English are those of the colonial superpowers: British English and American English. But there are many multilingual countries around the world in which varieties of English have developed. This may be because English was initially “transporter” to that country by English-speaking settlers – as in the United States, Canada, Australia, and New Zealand. It could also be that English may have been brought to that country as a language of conquest by English-speaking colonizers – as in South Africa, Hong Kong, Malaysia, Singapore, and the Philippines. In the latter countries, English has a particular role as official language, medium of instruction, or even language of law and government.



### **Learning Outcomes**

At the end of the module, the learner should be able to:

1. Explain why English is a global language; and
2. List examples of the characteristics of Philippine English in:
  - a. pronunciation features;
  - b. grammatical features; and
  - c. unique expressions from Philippine English and their more commonly understood equivalents.
3. Identify some grammatical, lexical and syntactic features of past colonial varieties of English in Asian context.

4. Identify various communication modes and how they help in expressing one's communication skills;
5. Distinguish the differences between and among the communication modes; and
6. Use the communication modes/channels appropriately depending on the context of communication situation.

## Lesson 1. Varieties of English

English is also studied as a foreign language in some non-English speaking countries, such as Holland and Yugoslavia, as mentioned earlier by McCrum, and in Korea and Japan. In these countries, there is less exposure to English, and it is often learned for career progression because it is the language of international business.

### *Philippine English*

Philippine English has its unique and idiosyncratic usages. For example, “comfort room” is a Philippine term for “washroom,” “toilet” or “lavatory.” When Filipinos say “There’s traffic,” they mean there’s “heavy traffic.” Moreover, the word “salvage” in the Philippine context can mean “to save” or “to brutally murder.” Similarly, in the United Kingdom that “for a while” on the telephone while in the Philippines would be “hold on” or “hang on.” English is equally idiosyncratic in India, Zimbabwe or Singapore. In other words, there is no wrong way of speaking English. The many versions of English serve to make English an even richer tongue, but in the context of academic and professional writing to follow a standard. This standard advocates the use of consistent spelling and punctuation system.

### *The Structural Variations of English*

The varieties of English are influenced by local language in various areas of their grammars and specific phonological lexical, syntactic, discorsal characteristics, stress and rhythm. With respect to lexicon, vocabulary words are peculiar to some English varieties in Southeast Asia as seen with following examples:

Singapore English:	actsy	“show-off”
	missy	“muse”
Malaysian:	anti-log	“a male hated by a girl”
	popcorn	“a loquacious person”
	kachang	“peanuts”

### *On Philippine English*

The Philippines is recognized as one of the largest English-speaking nations with majority of its population having at least some degree of fluency in the language. English has always been the official language of the country, the other being Filipino. Filipino experience of Western Colonialism at its linguistics effect has been unique that the two colonizers in succession Spain and US spread rapidly. English was used universally in the school system. Philippine English is entering a stage of structural and codified system.

Table 1. Words and Expressions or Usage Peculiar To Philippine English

<u>Words/Phrase</u>	<u>Equivalent Definition in English</u>
- macho dancer	- male stripper in a gay bar
- kikay kit	- container where a woman's make-up is kept: toiletries
- salvage	- the act of saving or protecting someone
- eat all you can	- a buffet meal
- chancing	- to take the chance of sexual advancement

*Some varieties of English are as follow:*

1. British
2. American
3. Australian
4. Canadian
5. Southeast Asia

As regards structural variation, Kachru and Nelson (2006) claim that these varieties of English are influenced by local languages in various **areas of grammar, phonological** (sound), **lexical** (spelling), **syntactic** (sentence structure), **discoursal characteristics** and **vocabulary words peculiar to any variety**.

Examples:

<i>Philippine English:</i>	“high blood”	tense or upset
	“blow out”	treating someone with a meal
	“Amboy”	perceived to be American
	“promdi”	from the province
<i>Malaysian English:</i>	“antilog”	a male hated by a girl
	“popcorn”	a loquacious person

These are some of the essential features of the varieties of English which should be given full attention by users coming from different cultures. “English is ours.” As mentioned earlier, all of these World Englishes are equal in functionally, but not all are equal in prestige. The idea, however, in writing, is to adhere to the Standard English of one’s country because each variety, including those of the United States and United Kingdom, has its own peculiar or individual features. These features include differences in spelling, punctuation, favored words and expressions, and sometimes, grammatical constructions. The table that follows gives an example of some of these differences for American English and British English.

Table 2. Differences for American English and British English

Aspect	American English (US)	British English (UK)
Punctuation	She said, “I’ll be at work by 8 a.m.”	She said, “I’ll be at work by 8 a.m.”
Date	March 2, 2017	2 March 2017
Spelling	center, color, organize, program	centre, colour, organize, programme
Words	elevator, pants, diaper	lift, trousers, nappy
Expression/Local Idiom	ruffled feathers (agitated)	knickers in a twist (agitated)
Grammar	Do you have that book?	Have you got that book?
Pronunciation (irrelevant in writing)	Vase /vās/ - sounds like VEYZ	Vase /va:z/ - sounds like VAHZ

## **Lesson 2. Communication and Technology**

Communication mode refers to the channel through which one expresses his/her communicative intent. It is a medium through which one communicate through **face-to-face interaction, video** or **audio**. The audio maybe also be **text-based**.

Today, the rapid rise and spread of **Internet** connectivity, the old forms of communication have given way to new forms that make communication easier and faster. New technological trends accompanying microelectronics include **digitalization, computerization, automation** and **robotization**. As we access for more information, these are just advantages on the use of technology such as; ease to information saves time, ease of mobility, better communication, cost efficiency and **better learning** techniques.

### *Communication Modes*

#### **Face-to-face**

It is the most common mode of interaction. It is an informal or casual conversation between two or more people. People engage in social conversation to establish relationship or maintain them.

#### **Video**

**Web cameras** are used so that two or more people who cannot interact face-to-face can communicate. Without any technical glitches encountered, this could be a very effective mode of communication especially for people separated by distance. For example, you may engage via **Skype**. Other electronic applications that allow video calls are **Viber, WhatsApp, Facebook Messenger** and **Apple FaceTime** among others. In more formal settings, people may engage in **Video Conferencing**.

## **Audio**

Audio means transmitted sound, only the voice of the speaker is heard. Ordinarily, someone's voice is heard through the telephone or an answering machine. In **Skype**, a voice mail can be sent. The audio communication is quite difficult for other speakers of English who may find it peculiar to the accent of one's language.

## **Text-based**

This mode includes the **e-mail, facsimile, text messaging, social network sites – Facebook, Twitter and Instagram**. It has wider reach and can disseminate information in bigger audiences.

## ***Other Communication Aids and Tools of Technology***

### **Blog**

In today's digital world, blogging has become one of the effective ways of communicating and networking among students, professionals, businessmen and officials. The use of blogs has been engaging and effective way to promote writing skills. It is pure text-based or written content.

### **Vlog**

Another type is vlog where a video is used to explain everything. It is a form of web television or posting videos online.

## Multi-Media Presentation

Multi-media presentation are visually oriented (displayed on a monitor or projected on screen). They allow users to use different modalities such as **text, graphics, photographs, audio, animation and video.**

### *Steps in Making Effective Multi-Media Presentation*

1. Know the purpose of the presentation.
2. Use a variety of resources such as textbooks, photographs, etc.
3. Do not forget to cite resources.
4. Organize the information.
5. Check technical issues.
6. Be critical.

In groups of five or six members, do research and conduct interviews that will help you generate data and information about (1) various forms of communication, and (2) the advantages and disadvantages of using these forms. The groups may be organized as follows:

Group 1	Telegrams (or telegraph messages)
Group 2	Handwritten letters or messages
Group 3	Typewritten letters or messages
Group 4	E-mail messages
Group 5	Text (or SMS) messages
Group 6	Facebook posts
Group 7	Tweets
Group 8	Instagram posts





## ASSESSMENT TASK 2-1

- A. Refer to the Usages Unique to a Variety of English, and write your answer on the space provided for the More Widely Understood Alternative:

Usages Unique to a Variety of English	More Widely Understood Alternative
Philippine English – “I bought some dirty ice cream for you.”	
Canadian English – “I’m going to write a test today in English.”	
Australian English – “That book has good oil.”	
South African English – “She is coming just now.”	
Singapore English – “He always likes to action in front of the ladies.”	

B. Watch news on BBC, CNN and CNA International. Compare the three varieties of English you listened. Make a list of vocabulary items that each variety use and provide their counterparts.

<b>BBC</b> <b>(British English)</b>	<b>CNN International</b> <b>(American English)</b>	<b>CNA</b> <b>(Asian, Singaporean)</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.
16.	16.	16.
17.	17.	17.
18.	18.	18.
19.	19.	19.
20.	20.	20.



## ASSESSMENT TASK 2

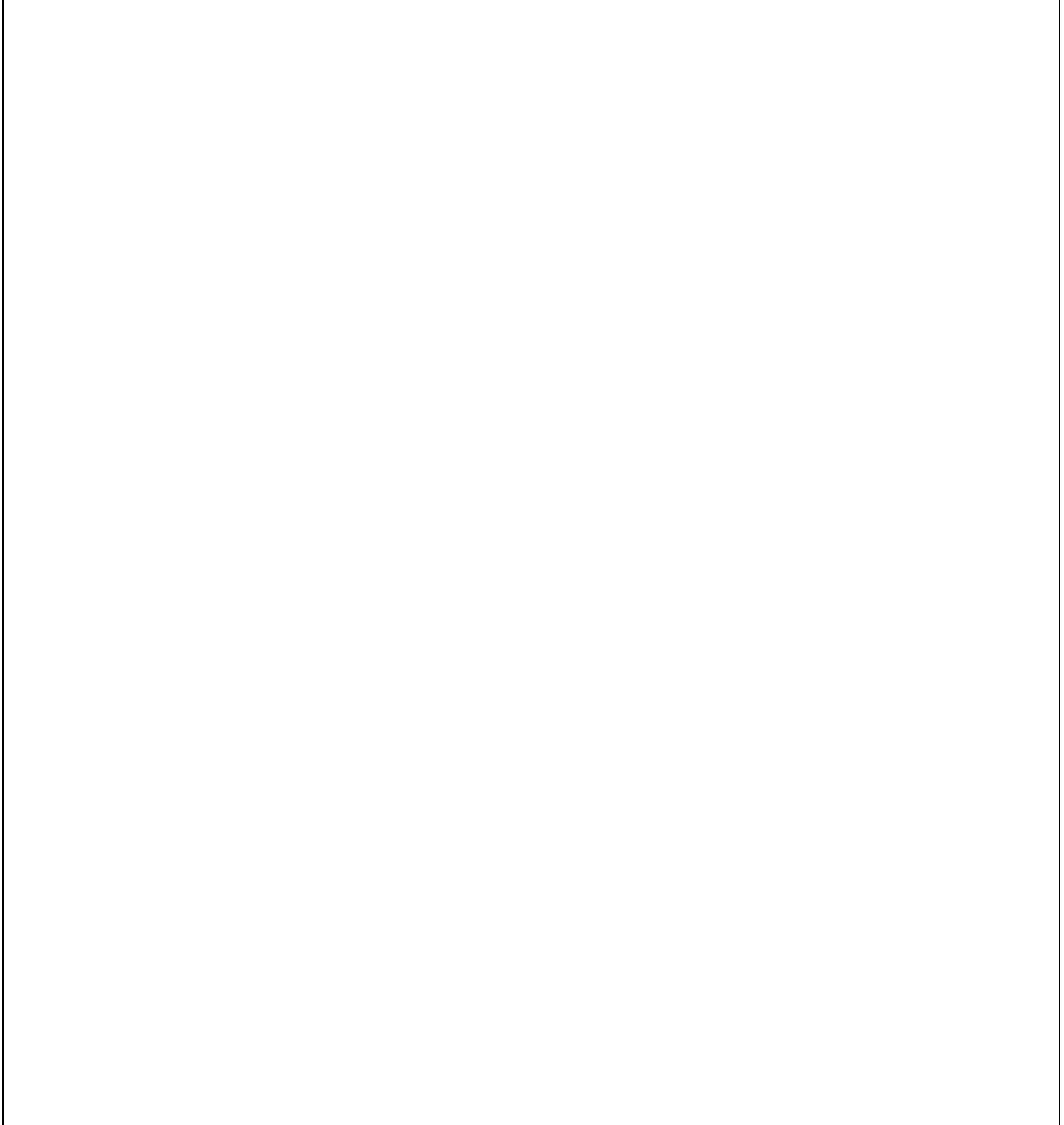
1) Reflect on your own use of social media. In what ways have you made good of social media? In what ways have you done harm to yourself or to others using any of the communication modes discussed. Share your answer with the class.

2) Individual Task:

Prepare a good blog/vlog on any interesting topic of your choice.

### 3) Group Task:

Feature your choice of town's heritage through multi-media presentation. Observe the guidelines.

A large, empty rectangular box with a thin black border, intended for a multi-media presentation. It occupies the central portion of the page below the instructions.

4) Report your findings to the class. Take down notes from the presentation of the other groups.

A large, empty rectangular box with a thin black border, intended for students to take notes during the presentation phase of the activity.

## **SUMMARY**

With the rapid rise and spread of Internet connectivity, the old forms of communication have given way to new ones that make the communication easier and faster. Technology tools in communication such as social networking sites are used to connect to distant family and relatives or old friends, to meet new ones or to share the most trivial to the most important information or ideas. Each tool has its own strengths and weaknesses. However, it is important to always be responsible in conveying ideas or delivering messages.

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# **MODULE 3**

## **CULTURALLY SENSITIVE AND BIAS-FREE LANGUAGE**



### **Introduction**

To write in a culturally sensitive way means to be aware that cultural differences and similarities between people exist and that these should not be assigned a positive or negative value via words and descriptions.

Here are some general principles to follow when referring to different groups or categories.



### **Learning Outcomes**

At the end of the module, the students should be able to:

1. Demonstrate an awareness of the reality of cultural diversity;
2. Communicate in a respectful manner; and
3. Be aware of cultural differences and similarities among people.

## **Lesson 1. Group Categories**

### ***Race and Ethnicity***

Racism is a form of discrimination against a person or persons of a different race. In general, it is best to avoid identifying people by race or ethnic group. Race is an emotionally charged topic, so it is best to tread carefully with the language used and to refer to race, as Patricia Arinto (2009) asserts in *English for the Professions*, "only if it is relevant to what you have to say." Words that reinforce stereotypes and that imply all people of a particular race or ethnic group are the same should be avoided. For example, although the assessment is positive in the sentence "Naturally, the Asian students won the math contest," the word "naturally" reinforces the stereotype or generalization that Asians have superior aptitude in math.

It is also important to be sensitive to religion when referring to various ethnic groups. Assumptions should not be made that stereotype a race, nationality, or ethnic group with a specific religion. For example, not all Arabs are Muslims, not all Indians are Buddhists, and not all Filipinos are Roman Catholics.

### ***Gender and Sexual Orientation***

Sexism refers to the prejudice and discrimination based on sex or gender. To be inclusive of all people in general REFERENCES, one should favor gender-neutral words and phrases over gender-biased words. For example, rather than "man-made," one can say "manufactured," "synthetic," or "artificial." Instead of "layman's terms," one can use "ordinary terms." Neutral words should also be chosen over words with "man" and "woman" in job titles or descriptions. For example, it is more appropriate to use "chairperson" in place of "chairman," "flight attendant" in place of "stewardess," and "labor" in place of "manpower." One should also avoid sexist terms like "woman lawyer" and "male nurse" and simply use "lawyer" and "nurse."

Pronouns may also be gender-biased, for example, when the masculine "he" pronoun is used as a generic one for both genders. Gender-biased pronouns can be avoided by (a) dropping pronouns that signify gender and restating the sentence, (b) changing to plural construction, and (c) replacing masculine or feminine pronouns with "one" or "you." Examples of alternative gender-neutral constructions are provided here.

Gender-biased example: Each student should submit his term paper by Monday.

Restatement	Each student should submit a term paper by Monday.
Plural construction	Students should submit their term papers by Monday.
Use of "you"	You should hand in your term paper by Monday.

Other gender-related terms may have to do with gender orientation or sexual orientation. It is important to be sensitive to new attitudes about homosexual, transsexual, and transgender people. For example, most gay people prefer the term "gay" to the more clinical "homosexual" as a label. "Lesbian" is currently the term preferred by gay women.

### ***Social Class***

Class discrimination or classism is a form of prejudice against a person or people because of their social class. There are examples from Philippine culture as well, in the informal terms "conyo" and "jologs," both derogatory terms referring to class. The first, used to describe young people from the upper class who speak an idiosyncratic mix of English and Tagalog, connotes vanity and consciousness about social status. The second, now perhaps replaced by the term "jejemon," as used in reference to an idiosyncratic spelling or writing style, is used to describe persons who look poor and out of style.

For example, instead of "the owning class," one can use "the upper class" or "the privileged class," and instead of "the underclass," one can say "the less privileged" or describe a condition of "chronic poverty." In the Philippines, "informal settlers" is now the more politically correct term for "squatters."

## *Age*

Ageism is a form of discrimination against other people because of their age, or assuming that older people are less physically, intellectually, or emotionally able than other age groups. The capabilities of younger people should also not be underestimated on the basis of their age. Again, it is important to refer to a person's age only when that information is pertinent to what is being discussed. When referring to a generic group, one should also ask their subjects what wordings they prefer: Do they wish to be called "older persons" or "senior citizens"? Do they prefer the label "youths," "teenagers," or "young people"?

## *Disabilities*

Discrimination in this area often arises because of lack of understanding and awareness. "A Guide to Bias-Free Communications" published by the University of Wisconsin-Madison defines the terms "impairment," "disability," and "handicap" as, respectively, (1) "on physiological condition," (2) "the consequence of an impairment" which "may or may not be handicapping," and (3) "the social implication of a disability; a condition or barrier imposed by society, the environment or oneself." Thus, according to these definitions, a "limp" is an impairment in which a leg or foot is damaged or stiff.

Finally, when referring to people with disabilities, the focus should be on the person, not the condition (Arinto, 2009). In Patricia Arinto's *English for the Professions* (2009), she advises writers to avoid hurtful expressions such as "retards" or even the seemingly neutral description "the mentally retarded" and to use instead "people with mental retardation." Similarly, instead of "the blind" and "cancer patients," one should instead use "people with vision impairments" and "people being treated for cancer," respectively. These examples demonstrate the importance of identity-first language or the importance of putting the person or people first.



### ASSESSMENT TASK 3

A. List down examples of words with their negative connotations.

a. Race and Ethnicity	b. Disability	c. Sexual Orientation	d. Age	e. Social Class
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.

B. Read the following statements carefully. Decide if each statement is true or false. Write T on the blank if the statement is true, and F if the statement is false. If the statement is false, re-write or revise it to make it true. Use the space provided after each statement.

\_\_\_\_1. Anyone who is a proficient speaker of a language will find communicating across cultures easy.

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\_\_\_\_2. Our emotions do not matter whenever we communicate with others.

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## SUMMARY

The final takeaway is that to be an effective writer, one must not stereotype, demean, or exclude any member of his or her audience. Such stereotypes and biases are barriers to communication. All international communication is influenced by cultural differences. One must consider the context, non-verbal cues and between the lines interpretation of what is actually said.

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# **MODULE 4**

## **PUBLIC SPEAKING AND REPORTS IN THE INFORMATIVE AGE**



### **Introduction**

The importance of public speaking cannot be denied. Great speeches have moved nations to war and revolution; they inspire and move people to act. Public speaking is an important life skill especially in contemporary times and what one says can live forever on the internet. Therefore, public utterance should be given importance and one needs to learn how to appreciate good speech and aspire to have the kind of skills that good speakers have.



### **Learning Outcomes**

At the end of this module, students should be able to:

1. Understand the history of public speaking and the nature of communication;
2. Dissect a speech using the principles of logos, pathos and ethos; and
3. Give a short, prepared speech in public.

## **Lesson 1. A Short History of Public Speaking**

There are many public speaking traditions around the world. We will discuss a few of these traditions, from the more well-known public speaking traditions of the Greeks and Romans, and the public speaking traditions that are found in the Philippines.

The most well-known public speaking traditions come from the West, specifically from the Greco-Roman tradition. The Greeks studied the art of rhetoric on the island of Sicily, and it began with a practical need. Their government had been overthrown, a new democracy was formed, and the Greek courts were filled with clashing property claims. The Greek teacher of rhetoric, Corax, and his student, Tisias, proceeded to help citizens when it came to speaking persuasively in courts of law, and this led to the expansion of the teaching of rhetoric to mainland Greece. According to Corax, a basic speech has three parts, the introduction, evidence, and conclusion, and this simple organization of speeches has endured throughout the ages (Morreale, 2010).

Other famous Greek teachers were Protagoras, the father of debate, who made his students argue for and against issues of the day, to sharpen their reasoning skills and appreciate different sides of an issue. And there was the famous Greek philosopher, Aristotle, also known as the father of modern communication. Aristotle wrote a treatise entitled "Rhetoric," where he discussed the use of logos (logical argument), pathos (emotional argument), and ethos (the speaker's character and credibility), in the use of persuasive speaking (Morreale, 2010).

According to Grenville Kleiser (2009), in *Successful Methods in Public Speaking*, "The great orators of the world did not regard eloquence as simply an endowment of nature, but applied themselves diligently cultivating their powers of expression." The most famous orator in Ancient Greece was Demosthenes. In the beginning, he had many flaws when it came to public speaking, chief among them were his stammer and weak voice. According to Kleiser (2009), Demosthenes practiced earnestly by "declaiming on the seashore with pebbles in his mouth, walking up and downhill while reciting," and that his speeches were known for their deliberation and forethought.

On the other hand, the most famous Roman orator was Cicero, whose eloquence was described as a "resistless torrent" (Kleiser, 2009). Cicero was a statesman who argued that the teaching of rhetoric should be considered an art form, and that this could be useful in "all practical and public affairs." Cicero believed that in order to prepare a speech, one should first think of one's listeners and their interests, and to use certain strategies, such as using humor, questions, etc., to engage the audience (Morreale, 2010).

The Roman lawyer and educator, Quintilian, also forwarded the idea that public speakers should be ethical. According to Morreale (2010), the ideal speaker was "a good man speaking well... a good speaker is ethical and of high character, and speaking well meant being well-informed and presenting the speech effectively."

It is interesting to note that during these times, women were not allowed to speak publicly in these countries, and that for a long time, this was true for women in other areas of the world. However, during precolonial times, the Philippines was one of the few places that allowed women to speak in public for the purpose of presiding over religious rituals. These women were known as the *babaylan*, priestesses of the community, and along with the warriors of the community, the *mandirigma*, they were the leaders of pre-colonial Philippines (Mallari, 2013). Although most of the *babaylan* were women, *babaylan* priests also existed, wearing feminine clothing and adopting a feminized role in Philippine society.

The Philippines actually has its own tradition of public speaking. It is called different words in different regions in the Philippines. According to Montemayor (n.d.), among the Tagalogs, the Karagatan is said to be a game wherein young men and women duel with each other using words when it comes to talking about love, while the "Huwego de Prenda... is a game used to entertain guests and the bereaved family during wakes." During the American period, the more widely known Balagtasan was also staged, on order to honor Francisco Balagtas, a well-known Filipino poet. The Balagtasan is "like an ordinary debate, except that one has to reason and argue in verse. Two master poets are assigned to defend the pros and cons of an issue, and a board of judges sits to determine the winner." At first, this whole enterprise was scripted and staged, but thereafter, they were made in a more impromptu

manner. When the Americans brought public education in the Philippines, they also brought their public speaking traditions along with them.

## **Lesson 2. Best Practices of Public Speaking** (Morreale, 2010)

### *Introduction*

What makes a speech electric? What makes a speech so effective it can make the audience have goosebumps or make them flush in rage or joy? Some speeches can be so effective they trigger adrenaline, while other speeches, just as effective, trigger a sense of peace and calm in the midst of chaos. Great speakers have been called hypnotic, magnetic, and charismatic, and this is not just because they have a compelling message, but because of the captivating manner they deliver these speeches, as well.

### *Performance*

Speeches are performances, and they are delivered best when they have the feel of authenticity and earnestness. People respond when they think that the one speaking is being honest and sincere, and they respond even more strongly when they feel that they can relate to the speaker in question.

### *Plan the Speech*

It is important to express oneself in an expressive and articulate manner. It is best to choose one's words carefully, and to ensure that one's speech builds on the foundations of logos, pathos, and ethos.

### *Eye Contact*

One way of coming across as authentic is the ability to make good eye contact with the audience, and to speak in a manner that touches them. It is important to engage the audience, and eye contact helps in doing that.

### *Speaking Style*

Different people have different speaking styles, and one can only find one's personal style through constant practice. Some people seem to be more effective when they come across as calm, trustworthy, and reasonable, and their hand gestures seem more open and thoughtful.

### *Hand Gestures*

Hand gestures can create as much of an impact as the content of the speech itself. They must always look smooth and natural, rather than robotic or artificial. Hand gestures can be useful signposts in making a point, such as the usual hand gestures of enumeration.

### *Recording the Speech for Feedback*

One of the best practices in public speaking is to videotape speakers, and then have these speakers watch themselves. It might surprise them that they use hand gestures or mannerisms that distract from or lessen the impact of their speeches.

### *Peer Evaluation*

It is important to have discerning teachers, coaches, or peers to provide feedback when it comes to the effectivity of one's speech. It is not enough to be given a grade for the speech, or just be accorded high praise. Feedback from people is important, and this will be a great tool in improving one's speech and one's speaking style in general.

### *Appearance*

When it comes to appearance, it is important to look credible and worthy of respect. In the real world, this depends a lot on one's audience, as the way one's dresses should match

the kind of audience one wants to impress. Whether one's audience are corporate clients or creative directors, this should have an influence on the appearance one presents.

### *Good Grooming*

In addition, good grooming is a must, and that extends to one's hair to one's nails. As long as one looks neat and clean, that should be enough to satisfy most audience's requirements.

### *Visual Aids*

Since we live in a world that is more dependent on information technology, it has become de rigueur for audiences to expect speeches to be accompanied with visual aids, such as PowerPoint presentations, video or audio clips, and infographics.

### *PowerPoint Presentations*

When it comes to the use of PowerPoint, one should ensure that the font size of the text is not too small. An acceptable size font would be type 24 or larger, and the text should be in dark colors for easier reading. The best PowerPoint presentations are not text-heavy: instead, they are visually oriented, which is why the use of photographs, illustrations, charts, and the like would better serve one's use of the medium. Video clips may or may not be embedded in the presentation, as well as audio clips and animation.

The University of Leicester gives a few guidelines about the use of PowerPoint, as well. When it comes to color, it is best to be consistent and to have the same color and background schemes for each slide. It also mentions the "six by six rule," whereby, "slides should have no more than six bullet points and each bullet point should be no more than six words long". Although it is good to use animation, it would be best not to overuse this feature. Once the PowerPoint presentation is finished, one can view it several ways; one can view it in the "Notes" tab to see the comments and notes for the speaker, aside from the actual slide

presentation: and another is the "Slide Sorter" view to see the visual impact of the presentation. A good rule of thumb is one slide for every two minutes. One should also rehearse the speech while using the presentation, and check the infrastructure (such as the room, laptop, and projector) before the speech (2017).

### *Handouts*

It would be best to have handouts ready for one's audience.

### *Feedback*

Although the speech is a performance, it is where its audience can participate, often by the speaker asking or directing actual questions to the audience.

### *Conclusion*

In the end, public speaking is a dynamic performance that is meant to disseminate information, create greater awareness, and evoke emotions in the audience.





## ASSESSMENT TASK 4-1

After-Reading Questions:

1. What are the three parts of speech according to Corax?
2. What makes a speech persuasive? Explain these in your own words?
3. What is Balagtasan? Does this tradition continue until now? Where?
4. Whose good speaker have you heard? Why?
5. What are your thoughts and feelings about public speaking?



## ASSESSMENT TASK 4-2

After-Reading Questions:

1. Why is public speaking a performance?
2. Is a good public speaker born, not made? Or is it a mixture of both? Explain your answer.
3. As an audience member, what affects you the most when it comes to the effectivity of a speech? What qualities of the speaker give the greatest impression to you?



## ASSESSMENT TASK 4-3

A. On the Spot

Pick from the teacher's box a quote or a question then develop a minute of impromptu speech. You may explain, argue, support or illustrate the quote you picked.

- a. Has social media affected you?
- b. Every day is a gift.
- c. The CoViD-19 affecting the world.
- d. I was misjudged.

B. Answer the question intelligently.

1. Do you think you can still improve your speaking style? How?

C. Speaking Activities In the Virtual Classroom. Ask students to do some impromptu speaking skill.

- Short Talk
- Show and Tell
- Running Dictation
- Survey and Interview

## SUMMARY

Public speaking is a dynamic performance that is meant to disseminate information, create greater awareness and evoke emotions in the audience. It is utilized by teachers, lawyers, politicians and the like. Although it is a performance, the most important speeches of Abraham Lincoln, Susan B. Anthony and Martin Luther King Jr. still affect the world today. Being able to speak effectively in front of an audience will always be an advantage.

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