

Oral Communication



Oral Communication in Context

Quarter 1 – Module 7: Various Communication Strategies to Avoid Communication Breakdown

First Edition, 2020

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Development Team of the Self-Learning Module

Writer: Ailene D. Ferrer

Editors: Arlene I. Donor

Reviewers: Arlene I. Donor

Layout Artist: Marisol Aspuria Baguisi

Management Team: **Ma. Evalou Concepcion A. Agustin**
OIC-Schools Division Superintendent
Aurelio G. Alfonso EdD
OIC-Assistant Schools Division Superintendent
Victor M. Javeña EdD
Chief, School Governance and Operations Division and OIC-
Chief, Curriculum Implementation Division

Education Program Supervisors

Librada L. Agon EdD (EPP/TLE/TVL/TVE)
Liza A. Alvarez (Science/STEM/SSP)
Bernard R. Balitao (AP/HUMSS)
Joselito E. Calios (English/SPFL/GAS)
Norlyn D. Conde EdD (MAPEH/SPA/SPS/HOPE/A&D/Sports)
Wilma Q. Del Rosario (LRMS/ADM)
Ma. Teresita E. Herrera EdD (Filipino/GAS/Piling Larang)
Perlita M. Ignacio PhD (EsP)
Dulce O. Santos PhD (Kindergarten/MTB-MLE)
Teresita P. Tagulao EdD (Mathematics/ABM)

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Quarter 1

Self-Learning Module 7

**Various Communication Strategies to Avoid
Communication Breakdown**



Introductory Message

For the Facilitator:

Welcome to the Oral Communication Self-Learning Module on **Various Communication Strategies to Avoid Communication Breakdown**.

This Self-Learning Module was collaboratively designed, developed, and reviewed by educators from the Schools Division Office of Pasig City headed by its Officer-in-Charge Schools Division Superintendent, Ma. Evalou Concepcion A. Agustin, in partnership with the City Government of Pasig through its mayor, Honorable Victor Ma. Regis N. Sotto. The writers utilized the standards set by the K to 12 Curriculum using the Most Essential Learning Competencies (MELC) in developing this instructional resource.

This learning material hopes to engage the learners in guided and independent learning activities at their own pace and time. Further, this also aims to help learners acquire the needed 21st-century skills especially the 5 Cs, namely: Communication, Collaboration, Creativity, Critical Thinking, and Character while taking into consideration their needs and circumstances.

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



Notes to the Teacher

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

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



For the learner:

Welcome to the Oral Communication Self-Learning Module on **Various Communication Strategies to Avoid Communication Breakdown.**

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

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

This module has the following parts and corresponding icons:



Expectations - This points to the set of knowledge and skills that you will learn after completing the module.



Pretest - This measures your prior knowledge about the lesson at hand.



Recap - This part of the module provides a review of concepts and skills that you already know about a previous lesson.



Lesson - This section discusses the topic in the module.



Activities - This is a set of activities that you need to perform.



Wrap-Up - This section summarizes the concepts and application of the lesson.



Valuing - This part integrates a desirable moral value in the lesson.



Posttest - This measures how much you have learned from the entire module.





EXPECTATIONS

This is your self-instructional learner module in Oral Communication in Context. All the activities provided in this lesson will help you learn and understand: **Various Communication Strategies to Avoid Communication Breakdown.**

After going through this module, you are expected to:

1. identify the types of Communicative Strategy;
2. determine the communicative strategy which may be effectively used in communication breakdown; and
3. demonstrate effective use of communicative strategy in a variety of speech situation to avoid communication breakdown.



PRETEST

Directions: Read and analyze the given dialogue below. Then answer the following questions.



(www.storyboardthat.com/storyboards/wackyboy00/dialogue-for-communication-breakdown)



Questions:

1. What is the conversation all about?

2. What do you think are the problems they encountered?

3. Why is there a breakdown in communication?

4. If you were the boy in the picture, what would you do if the answer of the person you are talking to was unclear?



RECAP

From the previous lesson, you identified the barriers that cause communication breakdown such as Language, Physical, Physiological and Attitudinal barriers. Since these barriers can distort or misinterpret the message we want to convey, they must be avoided and resolved.



LESSON

Introduction

We have known that humans are social beings who survive more effectively through sensible discourses, creating and sustaining meaningful conversations



However, a conversation may be complex at times; that is why some people get lost along the way and misunderstand each other. Hence, we are going to discuss today, the **various communication strategies to avoid communication breakdown.**

Types of Communicative Strategy

Since engaging in conversation is also bound by implicit rules, Cohen (1990) states that strategies must be used to start, to maintain a conversation and to avoid communication breakdown. The following are some strategies that people use when communicating.

1. Nomination

It suggests to open a topic. A speaker carries out nomination to collaboratively and productively establish a topic. Basically, when you employ this strategy, you try to open a topic with the people you are talking to.

Example: *“Do you have any idea why Albert is not attending our class?”*

2. Restriction

Restriction in communication refers to any limitation you may have as a speaker. When communicating in the classroom, in a meeting, or while hanging out with your friends, you are typically given specific instructions that you must follow. These instructions confine you as a speaker and limit what you can say.

Example: *“Group 1 will brainstorm about the disadvantages of peer pressure”.* (So they are not to talk for another topic.)

3. Turn-taking

Turn-taking gives others the opportunity or chance to talk. Sometimes people are given unequal opportunities to talk because others take much time during the conversation. Turn-taking pertains to the process by which people decide who takes the conversational floor. Thus, speakers must give only relevant ideas and opinions to give other people chance to speak.

Example: *“Do you want to say something?”* or *“What do you think?”*



4. **Topic Control**

Topic control covers how procedural formality or informality affects the development of topic in conversations.

For example, in meetings, you may only have a turn to speak after the chairperson directs you to do so. This is to avoid unnecessary interruptions.

5. **Topic Shifting**

Topic shifting, as the name suggests, involves moving from one topic to another. In other words, it is where one part of a conversation ends and where another begins.

Example: “**By the way**, can you tell Eryl to proceed in room 301”. You can also use other conversational transitions like “In addition to what you said...” or “...which reminds me of...”

6. **Repair**

Repair refers to how speakers address the problems in speaking, listening, and comprehending that they may encounter in a conversation. For example, if everybody in the conversation seems to talk at the same time, give way and appreciate other’s initiative to set the conversation back to its topic.

Example: “All right, let us do it this way”.

7. **Termination**

Termination refers to the conversation participants’ close-initiating expressions that **end** a topic in a conversation. Most of the time, the topic initiator takes responsibility to signal the end of the discussion as well.

Example: “It is nice to have you here, see you later”.

Guided Practice!

Identify the type of communicative strategy used in each statement. Write your answer in the space provided after each statement.

1. “Do you have anything to say?”



-The answer is Turn taking because the speaker tries to give someone the chance to say or talk.

2. “One of the essential lessons I gained from the discussion is the importance of disaster preparedness at all times.”

-The answer is Termination because the speaker tells already the summary of the lesson which signals an end of the discussion.

3. “Excuse me? I think we should speak one at a time, so we can clearly understand what we want to say about the issue.”

-The answer is Repair because the speaker addresses the problem and gives some solutions to the problem.



ACTIVITIES

Activity 1

Identify the type of communicative strategy in each statement. Write your answers on the space provided before the number.

- _____ 1. “Go on with your ideas. I’ll let you finish first before I say something.”
- _____ 2. “Have you heard the news about the new equipment of our government’s new projects for the disaster preparedness of our country?”
- _____ 3. “Hey, how are you? I missed you!”
- _____ 4. “Best regards to your parents! See you around!”
- _____ 5. “Good to see you. Anyway, I came to visit you because I want to personally offer apologies for what I did yesterday.”



Activity 2

Read and analyze the situations carefully. Identify what strategy is effective to the given situation and write the appropriate statement that should be said.

1. Liza, a leader from Group 2 discusses the assigned topic for the group. After the report she asks Michael one question about her topic. But Michael can hardly answer it. What strategy and statement can be used by Liza?

Strategy: _____

Statement:

2. Dan and Kate are watching a news about the government and suddenly, Kate wants to open a conversation about the latest achievements of the government in disaster preparedness. What strategy and statement can be used by Kate?

Strategy: _____

Statement:



WRAP-UP

Reflect on the learning that you gained after taking up this lesson by completing the phrases.

1. What were your thoughts or ideas about the topic before taking up a lesson on types of communication strategy?



I thought...

2. What new or additional ideas have you had after taking up this lesson?

I learned that...



VALUING

Effective communication requires more than an exchange of information. When done right, communication fosters understanding, strengthens relationships, improves team work and build trust.



POSTTEST

Directions: Read and analyze the situations carefully. Identify what strategy is effective to the given situation. Circle the letter of your answer.

1. Mikel, a leader from Group 1 discusses the assigned topic for the group. After the report she asks Felix one question about his topic. But Felix can hardly answer it. What strategy can Mikel use?
 - A. Nomination
 - B. Repair
 - C. Restriction
 - D. Termination
2. Which of the following statements manifest topic control?
 - A. "Excuse me? I think we should speak one at a time, so we can clearly understand what we want to say about the issue."



- B. "Go on with your ideas. I'll let you finish first before I say something."
- C. "Now, it's your turn to ask questions."
- D. "Do you have anything to say?"
3. A group of students does brainstorming and collaboration on how they help the victims of a disaster including the victims of coronavirus. Dane, who is one of the members wants to talk and to share his ideas with the group. What do you think is the best strategy Dane can use?
- A. Topic Control
- B. Termination
- C. Turn Taking
- D. Nomination
4. I am pleased to discuss with you the plans of our organization how we can be of service in times of disaster.
- A. Topic Shifting
- B. Nomination
- C. Repair
- D. Termination
5. Which of the following statements shows *Termination*?
- A. "Hey, how are you? I missed you!"
- B. "Best regards to your parents! See you around!"
- C. "Sorry, I can't decide on that now. I am still focused on my writing assignment. Let's talk next time, okay?"
- D. "Good to see you. Anyway, I came to visit you because I want to personally offer apologies for what I did yesterday."





KEY TO CORRECTION

Pre-Test	<p>Possible Answers:</p> <p>1. The conversation is about a boy and a girl who wants to eat in a restaurant.</p> <p>2. They are having a misunderstanding on the place where they want to eat.</p> <p>3. There is communication breakdown because they were not able to communicate their ideas properly.</p> <p>4. You can apply strategies in communications to solve the problem.</p>		
Guided Practice	<p>1. Turn-Taking</p> <p>2. Termination</p> <p>3. Repair</p>		
ACTIVITIES	<p>Activity 1:</p> <p>1. Turn-Taking</p> <p>2. Topic Shifting</p> <p>3. Nomination</p> <p>4. Termination</p> <p>5. Repair</p>	<p>Activity 2:</p> <p>1. Strategy: Repair</p> <p>Statement:</p> <p>"Let do this, what part of my topic that you've found difficult?"</p> <p>2. Strategy: Nomination</p> <p>Statement:</p> <p>"Have you heard in the news the achievements of government about COVID-19?"</p>	
Posttest	<p>1. B</p> <p>2. A</p> <p>3. C</p> <p>4. B</p> <p>5. B</p>		

References

Balgo, Philippe John F. Sipacio and Anne Richie G. Oral Communication in Context for Senior High School. NCR: C and E Publishing Inc., 2016.

StoryboardThat, July 2017 accessed June 4, 2020.<https://www.storyboardthat.com/storyboards/wackyboy00/dialogue-for-communication-breakdown>

