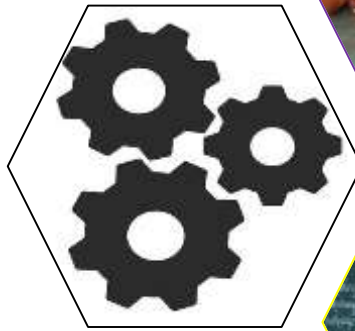


Oral Communication



Oral Communication in Context

Quarter 1 – Module 10-B: Nonverbal Communication

First Edition, 2020

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Published by the Department of Education - Schools Division of Pasig City

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Printed in the Philippines by the Department of Education – Schools Division of Pasig City



Oral Communication

Quarter 1

Self-Learning Module 10-B

Nonverbal Communication



Introductory Message

For the Facilitator:

Welcome to the Oral Communication Self-Learning Module on **Nonverbal Communication**.

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 **Nonverbal Communication**.

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: **Nonverbal Communication**.

Specifically, you will learn the following:

1. Identify different forms of nonverbal communication.
2. Identify the advantages of acquiring mastery of nonverbal communication.
3. Illustrate how nonverbal communication skills can be effective.
4. Exhibit the value of creativeness or innovativeness by recognizing Generation Z individuals' technological proficiency.



PRETEST

Directions: Choose the concept or idea that best answers the question or completes the statement. Write the letter of your answer on the blank before the number.

- ____ 1. Which is NOT an element of non-verbal communication?
- A. posture
 - B. eye contact
 - C. style of attire
 - D. profile of speaker
- ____ 2. Which of these is an element of nonverbal communication?
- A. age of the speaker
 - B. tone of the speaker
 - C. name of the speaker
 - D. educational background of the speaker



- ____3. _____ is a type of nonverbal communication involving the proper and effective use of space while communicating.
- A. Tactile
 - B. Kinesics
 - C. Proxemics
 - D. Chronemics
- ____4. _____ generally takes place as a supportive form of communication.
- A. Verbal Communication
 - B. Written Communication
 - C. Horizontal Communication
 - D. Nonverbal Communication
- ____5. Scenario: John has asked Edward if he could help him accomplish his Science project. Edward just crossed his arms and rolled his eyes and did not say anything. Has Edward communicated?
- A. Yes. He has sent John a written response.
 - B. Yes, He has used nonverbal communication.
 - C. No. He has shown rudeness with his gestures.
 - D. No. John would not know until he would respond though.



RECAP

In Self-Learning Module 10-A, we have learned the different characteristics of effective verbal communication. To further enhance the verbal part of our message, we also need to consider the nonverbal communication skills. Nonverbal communication can, in fact, repeat, contradict, replace, and substitute verbal communication. Research has shown that nonverbal messages in human communication constitute about 55 percent of the message and the verbal components only about 45 percent. That is how important nonverbal communication is.





LESSON



Source: <http://www.aoc-training.de/communication/non-verbal-communication>



Source: <https://mattjaquesblog.wordpress.com/2016/05/13/why-non-verbal-communication-is-a-vital-component-of-public-speaking/>

Nonverbal Communication refers to an interaction where behavior is used to convey and represent meanings. All kinds of human responses that are not expressed in words are classified as nonverbal communication. Examples of nonverbal communication are stares, smiles, tone of voice, movements, manners of walking, standing and sitting, appearance, style of attire, attitude towards time and space, personality, gestures, and others.

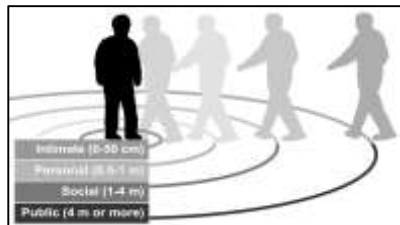
To ensure understanding of common nonverbal messages between you and the other person you are talking to, you must be able to understand the different terms which nonverbal messages may take, among which are the following:





Source: <https://etcsub.blogspot.com/2019/07/unit-i-basics-of-communication-history.html>

First, **Chronemics** or noting time in communication situations may also convey certain messages. Example: What message does looking at one's watch behavior convey? Perhaps it might mean one has arrived very late for class.



Source: https://www.researchgate.net/figure/Halls-proxemic-zones_fig2_254058742

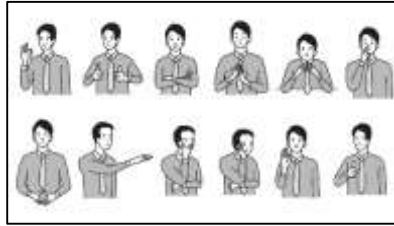
Second, **Proxemics**. This is the use of space by the speaker and the listeners in communication situations. What do you notice in terms of the use of space by two close friends sharing a secret in contrast to newly-introduced persons talking to each other? The two close friends are nearer each other than the two who are newly-introduced to each other.



Source: <https://www.jstor.org/stable/26190845?seq=1>

Third, **Tactile** or Touch nonverbal communication. What feeling or message does a pat on someone's shoulder after a good presentation in class convey? It means a job well done.





Source: <https://examples.yourdictionary.com/examples-of-body-language.html>

Fourth, **Kinesics**. These are the body movements such as movements of your eyes, head, feet, hands, or arms, etc. It also includes your posture. These, too, convey certain meanings. What does clenched fist might mean? Perhaps, someone who has clenched his hands is angry.



Source: <https://www.dreamstime.com/illustration/quiet.html>

Fifth, **Silence**. What possible message does it convey when the teacher asks a question and no one answers? It is possible that no one knows the answer.

And the sixth one is **Paralanguage**. It is concerned with how one says the message, not with what one said. A speaker may use different intonation patterns, stress or pause to mean what he/she says. What meanings does the statement “*He is...smart?*” suggest when said in these situations? Note the indicated intonation and stress placed on the underlined word: 1. an extra high rising-falling intonation with stress placed on He might mean that he was able to solve a challenging problem in record time and 2. a rising intonation with stress placed on smart, might mean he did not get the instructions well.

Mastery of these nonverbal communication is important for these essential reasons: First, it can communicate feelings and attitudes without you saying a word. Second, it gives the audience a preview to the type of speaker you are. Third, it can build a connection with listeners. Fourth, it makes you a credible speaker. Fifth, it enhances and emphasizes the message of your speech, thus making it more meaningful, truthful, and relevant. Sixth, it can sustain the



attention of listeners and keep them engaged in the speech. Seventh, it makes you appear more dynamic and animated in your delivery. Eighth, it serves as a channel to release tension and nervousness. Ninth, it helps make your speech more dramatic. And tenth, it helps you vary your speaking style and avoid a monotonous delivery.

Guided Practice

Let us try a few items as practice exercise. Determine the form of each nonverbal message. Write **C** if it is Chronemics, **Pr** if Proxemics, **T** if Tactile, **K** if Kinesics, **S** if Silence, and **Pa** if Paralanguage on the blank provided.

____ A. gap between a teacher and a student discussing the lesson in the classroom vs. a teacher and her student talking to each other outside the classroom

-Since the situation in the classroom is formal, the teacher is the person in command, and it is also a sign to show respect, there should be appropriate space between the teacher and the students. On the other hand, there is little space between the teacher and the student talking to each other outside the classroom since it is an informal and a friendly talk. It is Proxemics.

____ B. bowing his head to a person/audience he is addressing

-The person is exhibiting respect by bowing his head. It is Kinesics.

____ C. when the Philippine flag is brought in and placed on the stage before the program starts

-The audience should become silent when the Philippine flag is brought in and placed on the stage to show respect. It is Silence.

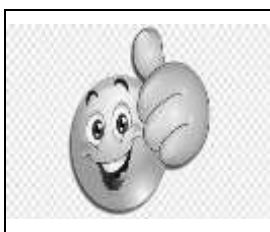




ACTIVITIES

Activity 1

Imagine that you are speaking before a big group in a large lecture hall. Of course, you would want to attract your listeners. In return, they might respond with nonverbal messages, which you should be able to interpret. These are the possible nonverbal messages you might encounter. Determine the message conveyed by each nonverbal sign and what you would do or say in return. Write your one or two-sentence response on the space provided.



1. _____

2. _____



1. _____

2. _____



1. _____

2. _____



1. _____

2. _____





1. _____
2. _____

Activity 2

Imagine that you are addressing a group of parents and teachers in an assembly on understanding your generation known as “Generation Z”. Prepare a four to five-minute speech that communicates your ideas about the topic. Your speech should highlight who the generation z individuals are and how technologically creative or innovative they are. Consider appropriate verbal and nonverbal communication. Deliver it in front of a mirror. Send me a video of it.

Rubric for Evaluating Speech Presentation

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The ideas in the presentation are organized.					
2. The message is expressed clearly.					
3. There are sufficient supporting ideas.					
4. The choice of words is appropriate for the audience.					
5. Biases are avoided.					
6. Speech is free from grammatical mistakes.					
7. Ideas are communicated vividly and meaningfully.					
8. Nonverbal cues are appropriate.					
Total					
Grand Total	/40				



Legend:

VGE – To a very great extent; GE – To a great extent; SE – to some extent; LE – To a little extent; N – Not at all

Scoring:

VGE – 33-40; GE – 25-32; SE – 17-24; LE – 9-16; N – 8

Comments:

The good points of the presentation are...	The areas that need to be improved are...



WRAP-UP

Express your thoughts on what you have learned after taking up Nonverbal Communication by completing the following utterance with four to five sentences. Write your answer on the space provided.

I learned that _____



VALUING

When talking with someone, how can you become more creative or innovative in utilizing nonverbal communication to have a meaningful and



successful conversation? Write your five to six-sentence paragraph on the space provided.



POSTTEST

Directions: Write the letter of the correct answer on the blank before the number.

- ____ 1. Which of the following is NOT required in interpreting nonverbal language?
- A. To judge the person's actuations
 - B. To determine the totality of the person's character
 - C. To be aware of both individual and cultural differences
 - D. To consider the nonverbal signals as a group, not as single cues
- ____ 2. What form of nonverbal message is slouching while talking?
- A. Tactile
 - B. Kinesics
 - C. Proxemics
 - D. Chronemics
- ____ 3. Which of the following is NOT an advantage of gaining mastery of nonverbal communication?
- A. It can build connection with the listeners.
 - B. It assists you in wrapping up your speech.
 - C. It can serve as a channel to release tension and nervousness.
 - D. It helps you vary your speaking style and avoid a monotonous delivery.



_____4. Which of the following is NOT required in delivering nonverbal language?

- A. To pause to collect your thoughts
- B. To adjust your nonverbal signals to the context
- C. To use body language to convey positive feelings
- D. To use nonverbal signals that match your words

_____5. Which is NOT true about nonverbal communication?

- A. Nonverbal communication may be interpreted in many ways.
- B. Nonverbal communication can be used to augment, contradict, and replace the verbal part of the message.
- C. Your interpretation of the nonverbal message relies heavily on your professional relationship with the listener.
- D. Your interpretation of the nonverbal message and cultural orientation could affect your interpretation of the nonverbal message.





KEY TO CORRECTION

5. B	5. [answers vary]	5. C
4. D	4. [answers vary]	4. A
3. C	3. [answers vary]	3. B
2. B	2. [answers vary]	2. B
1. D	1. [answers vary]	1. A
Pretest	Activity	Posttest

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