



ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES

Quarter 2 – Module 8:

**SUMMARIZES FINDINGS AND EXECUTES
THE REPORT THROUGH NARRATIVE AND
VISUAL /GRAPHIC FORMS**



Quarter 2 – Module 8: Summarizes Findings and Executes the Report through Narrative and Visual/Graphic Forms

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Regional Director: Gilbert T. Sadsad

Assistant Regional Director: Jessie L. Amin

Development Team of the Module

Writer: VANESSA PADAYAO

Editors: GINA B. PANTINO
SONIA V. PRENSADER
JOSALIE T. TONIO
LORAIN T. CHIONG

Reviewers: GINA B. PANTINO and
Masbate City Division headed by JEANETTE ROMBLON

Illustrator/Layout Artist: JOHN MICHAEL P. SARTE, ANTONIO L. MORADA



Regional Center Site, Rawis, Legazpi City 4500

0917 178 1288
region5@deped.gov.ph





English for Academic and Professional Purposes

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**SUMMARIZES FINDINGS AND EXECUTES THE REPORT
THROUGH NARRATIVE AND VISUAL/GRAPHIC FORMS**

This instructional material was developed based from the Most Essential Learning Competencies (MELC) in English for Academic and Professional Purposes in response to the new normal scheme in learning delivery of the Department of Education. This module was collaboratively reviewed by educators and program specialists in the Regional Office V. We encourage teachers and other educational stakeholders to email their feedback, comments, and recommendations to the Department of Education at _____.

We value your feedback and recommendations.

I. Introduction

Welcome to your eighteenth module in EAPP! With your learning experiences in your previous lessons, I am pretty much sure that you are now ready for the next topic.

Through this module, you would gain knowledge on how to summarize findings and execute the reports through narrative and visual/graphic presentation. Moreover, this will teach you key points that you can use in writing reports.

Now, let us begin your journey! Happy Writing!

II. Objective

Summarizes findings and executes the report through narrative and visual /graphic forms

III. Vocabulary List

Know Me! - Below are some essential words that you need to understand to fully appreciate the lesson.

Summary - Gives brief statement of the main points

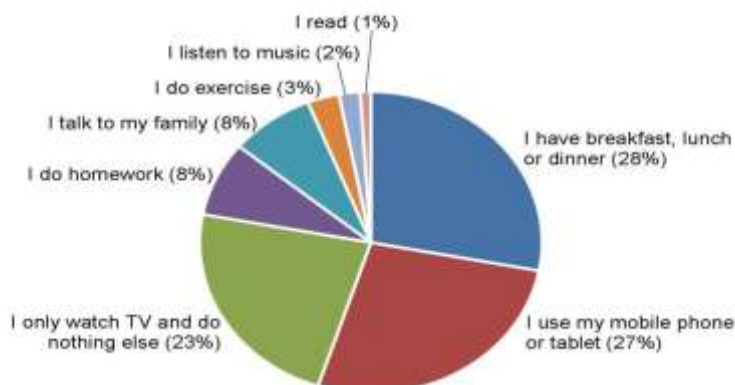
Execute - Carry out in full

Graphical Presentation - is a visual display of data and statistical results

Narrative - is a report of related events presented to listeners or readers, in words, arranged in a logical sequence.

IV. Pretest

Study the graph and the text below and answer the questions that follow. Choose the correct answer and write your answers in your notebook.



The pie chart shows teenagers' answers to a survey for New Normal Teenage Time magazine, which asked them if they do anything else while they watch T.V. It can be seen that over three-quarters of those surveyed do other things simultaneously.

Over half said they either ate or checked their mobile phone or tablet, while they were watching TV, while perhaps unsurprisingly, only a few of teenagers said that they read, did exercise or listened to music while watching TV. Eight percent talked to their families and another 8% said they often did homework and watched TV at the same time. It is not clear in the pie chart if they did more than one additional activity at once.

In conclusion it is evident that a large proportion of families watch TV while they are eating, while almost a third of young people divide their attention between several screen at the same time. These figure may reflect a general trend towards less formal family mealtimes and greater level of multi-tasking. However a significant number of teenagers still focus fully on the television when they are watching.

1. The text summarizes teenagers' answers to ____ about their TV viewing habits.
a. one question b. two questions c. three questions
2. The proportion of teenagers that did something else while watching TV was ____.
a. more than 50 per cent b. more than 75 per cent c. more than 80 per cent
3. We don't know from the survey results ____ while watching TV.
a. what percentage of teenagers read b. if teenagers talk to their families
c. if teenagers do more than one other activity
4. The top two activities done while watching TV could show ____.
a. a general trend b. a very surprising change
c. that teenagers' habits are the same as they've always been
5. The proportion of teenagers that do nothing else while they watch TV is ____.
a. surprisingly small b. unknown c. significant

V. Learning Concepts



What did you do with the information you have gathered from the survey?

Is the result too long and difficult to analyze?

After a series of making survey, distributing and gathering data, now it is time for you to make a summary of what you have found. These are the key points you need to follow to make your findings understandable and reliable.

Some techniques to differentiate your own research from previous research in your writing (these are suggestions not rules, and your best guides is to see how other writers in your discipline do this.)

Use the first person to describe the findings	Ex. My data shows...
Consistently use this to refer to your own research and refer to previous research by name, place or time	Ex. This study... The findings of this research... Smith and Geva found that... A previous study in Belgrade
Make reference to similarities or differences in approach or findings	Ex. Similar research carried out in the 1980s showed that...
Use the present perfect tense to highlight the recent relevance of your research in comparison with earlier research, referring to it in the simple.	Ex. The study has shown a prevalence rate of 2.5 which is greater than that found by Smith and Geva in their Belgrade study.

USING CAUTIOUS LANGUAGE

Discussing results and drawing conclusions involves making claims about interpretation, significance and applicability. This is done within a research tradition where existing knowledge is always being modified in the light of new results. As a researcher, you are expected to distinguish carefully between.

- ✚ Knowledge you are sure because you have reliable evidence for it
- ✚ Other knowledge you are less sure of
- ✚ Other knowledge you think is only within the realms of possibility

Therefore, very strong claims, like the one below, are rare in academic writing.

Reducing fat intake lowers the risk of heart disease.

A claim like this which implies that the statement is true in every case cannot be supported with evidence. Claims should therefore be specific and precise and the level of certainty must match the level of evidence.

There are many methods used in academic writing to qualify claim.

1. Indicate the degree of probability (note how the claim progressively weakens)

It is **certain** that

It is **very probable / highly likely** that

It is **likely** that



reducing fat intake lowers
the risk of heart disease

It is **possible** that

It is **unlikely** that

Reducing fat intake **lowers** the risk lowers the risk of heart disease.

Reducing fat intake **could/might lower** the risk of heart disease

Reducing fat intake **may lower** the risk of heart disease.

2. Distance yourself a.) from the claim

Reducing fat intake **appears** to lower the risk of heart disease.

It seems that reducing fat intake lowers the risk of heart disease.

Some researchers suggest that reducing fat intake lowers the risk of heart disease.

Or b.) from the data, by showing its limitations:

Some studies indicate that reducing fat intake lowers the risk of heart disease.

For this age group, reducing fat intake lowers the risk of heart disease.

In most of cases studied, reducing fat intake lowered the risk of heart disease.

3. Use a qualifying verb

Reducing fat intake **tends** to lower the risk of heart disease.

Reducing fat intake **contributes** to lowering the risk of heart disease.

4. In practice, a combination of these methods is often used.

The majority of studies indicate that for this age group, reducing fat intake contributes to lowering the risk of heart disease.

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A survey is a research method for collecting information from a selected group of people using a standardized questionnaires or interviews. It is also a means of obtaining information not generally available under other circumstances, and are often use in Social Sciences. Questionnaire is just one part of the survey.

What is a questionnaires?

A list of survey questions asked to respondents to extract specific information. Questionnaire is the data collection component of overall survey.

Are questionnaire and survey the same?

Very often, the questionnaire and survey are used to mean the same thing. But there is an important distinction between them: SURVEY describes the process of conducting a research, which includes the series of 7 steps, while the questionnaire is one part of the survey process.

We are all observer in our walking hours, but there are characteristics of scientific observations that distinguish them from our everyday observations. One of the most important is that scientific observations should be recorded immediately in a notebook. In discussion observation, we are referring not only to observation but also to data collected by. Observation involves selection and description

So you have just conducted a Survey and want to show your results in the best way possible?

To be able to create and present an organized picture of information from a research report, it is important to use certain techniques to communicate findings and interpretations of research studies into visual form. The common techniques being used to display results are tabular, textual and graphical methods.

Before the actual presentation of data, these non-prose forms must be properly introduced or described.

Some ways of introducing graphs are as follows:

1. The pie graph presented in Figure 2 shows the total number of enrolled Grade 11 senior high school students for school year 2014-2015.
2. The bar graph in Figure 1 presents the level of performance of senior high school students in different subjects such as English, Mathematics, Social Science, and Management.
3. Table 9, entitled “Weighted Mean of the Response of the Grade-VI Teachers Regarding Clinical Supervision during Post-Conference,” appears on page 34.
4. Table 4, below shows the weighted mean of the level of validity of test papers in terms of hierarchy of taxonomy.

Tables- Sometimes, you can simply report the information in a table. Tables provide exact values and illustrate results efficiently as they enable the researcher to present a large amount of space. The data, usually shown as specific numerical figures, are arranged in an orderly display of row and columns to aid in comparison. Therefore, the readability of both the results and analyses of variance is enhanced.

The following must be observed in the use of table:

1. Precise values are better than rounded-off values for they may display patterns and exceptions.
2. Comparing numbers down a column is better than a cross row.
3. Column and row averages provide a visual focus that allows easy inspection of data

After the presentation of the table, there is a need for a written analysis. The use of different colors is also encouraged for every column or row to make the data stand out.

Tables can be used in the following scenarios:

1. A single category is to be presented in different points. One example is the category of performance at different points. One example is the category of performance at different levels.
2. An exact value like the weighted mean or frequency must be emphasized.
3. The data set contains few numbers.

A good table must should include the following parts

1. Title Number and Title-These are places above the table. The title is usually written right after the table number.
2. Caption Subhead- this refers to columns and rows
3. Body- It contains all the data under each subhead
4. Source- It indicates if the data is secondary and it should be acknowledge

How are we going to summarize findings from a report using Tables?

Table 21.1. Sample Weighted Mean of the Responses of the Grade-VI Teachers Regarding Clinical Supervision during Post-Conference.

Behavioral Responses	Weighted Mean	Verbal Interpretation
1. Accepts all comments and suggestions of the supervisor.	4.49	Very Apparent
2. Reacts positively to the feedbacks	4.85	Very Apparent
3. Feels nervous	3.03	Apparent
4. Responds normally, thinking of clinical supervision as a regular process.	3.97	Satisfactory Apparent
5. Shows gratitude to the supervisor for the pointers given to improve certain areas	4.67	Very Apparent
Average Weighted Mean	4.2	Very Apparent

“Reacts positively to the feedback” is the indicator with highest weighted mean of 4.85 with an interpretation of “Very Apparent” while the indicator ; “Feels nervous”, has the lowest weighted mean of 3.03 and is verbally interpreted as “Apparent”. This variable has an average weighted mean of 4.2 and verbally interpreted “Very Apparent”

Table 2

Profile of Students According to Gender

Gender	Frequency	Percentage
Male	120	40%
Female	180	60%
Total	300	100%

Among 300 respondents , 120 (40%) are males and 180 (60%) are females)

Graphical Method of Presenting the Data

A graph or chart portrays the visual presentation of data using symbols, such as lines, dots, bars or slices. It depicts a trend of a certain set of measurements or shows comparison between two or more sets of data or quantities

How about summarizing information using a pie graph?

A pie chart is usually used to show how parts of a whole compare to each other and to the whole.

The entire circle represents the total and the parts are proportional to the amount of the total they represent.

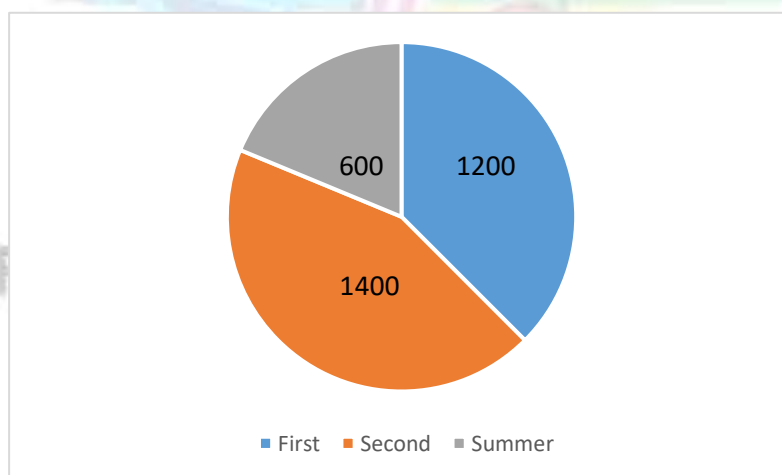


Figure 21.1. Sample Total Population of Enrollment of Senior High School (Grade 11) Students for School Year 2014-2015

The Pie graph shows that the highest enrollment of senior high school (grade 11) student is recorded in the second semester of school year 2014-2015 with 1400 enrollees while the lowest enrollment is listed in the summer term with 600 enrollees.

A **bar graph** uses bars to compare categories of data. It may be drawn vertically or horizontally.

A **vertical bar graph** is best to use when comparing means or percentages between distinct categories. The categories are measured independently and compared with one another.

A **horizontal bar graph** may contain more than five categories. A bar graph is plotted on either the x-axis or y-axis.

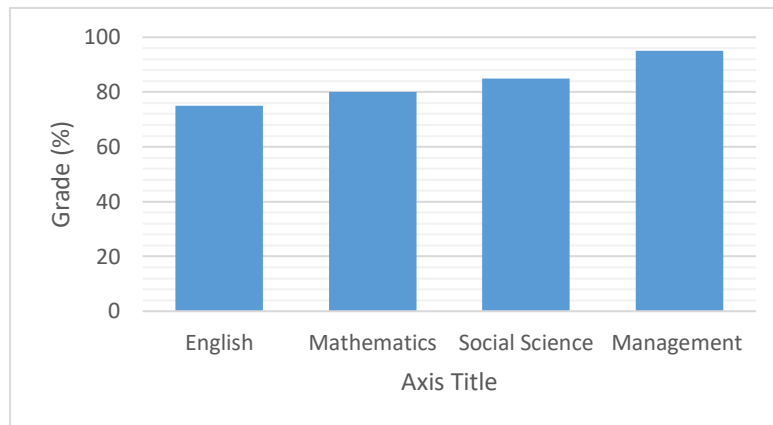
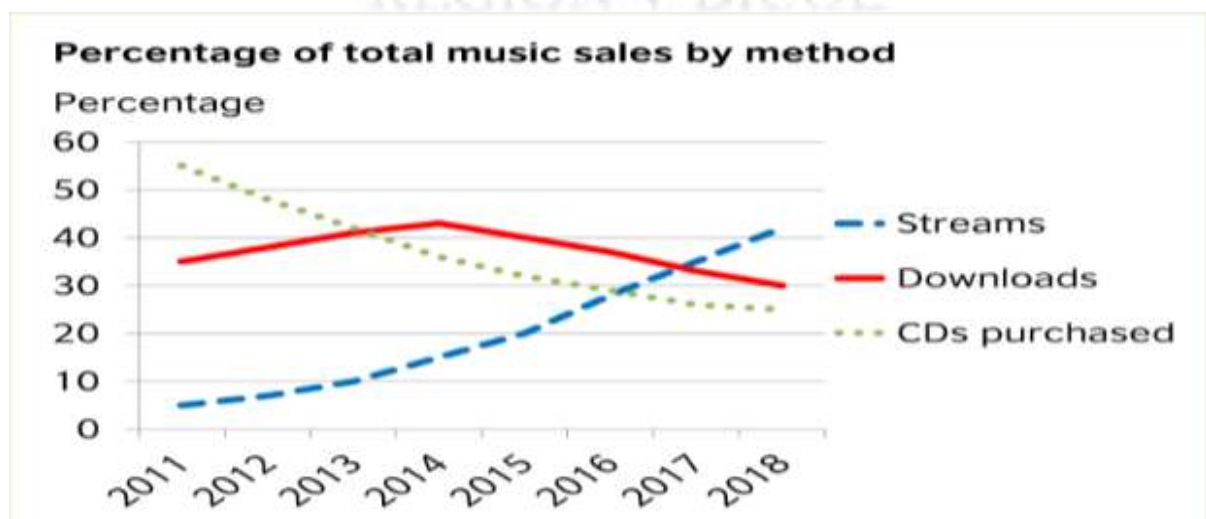


Figure 21.2. Sample Level of Performance (%) of Senior High School (Grade 11) Students in Various Subjects

The bar graph shows that the senior high school (Grade 11) students has the highest level of performance in their Management subject with an average grade of 95% while the English subject has the lowest level of performance with an average grade of 75%. The two subjects, Mathematics and Social Science, have performance level between the average grades of 80% to 85%.

Line Graph / Time Series is a graphical presentation of data that shows a continuous change or trend. It may show an ascending or descending trend.

The graph below shows how people buy music. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



The graph illustrates trends in music buying habits between 2011 and 2018. It presents three different methods: streaming, downloading and buying CDs.

Overall, both downloads and physical sales of music have steadily declined. The latter has slumped since 2011, while the downturn for the former began in 2014. However, there has been a sharp rise in people streaming music since 2013.

In 2011, the majority of music sales were of CDs, at 55% of all sales. In contrast, streaming was not common at all at only 5%. Also, although people had started to download music, it only represented 35% of sales. As sales of CDs began to fall, downloads started to rise. They rose steadily and downloads overtook physical sales in mid-2013. During the same period, streaming doubled to 10% but then it started to grow more dramatically.

Downloads peaked in 2014 at about 43% of sales but fell to 30% by 2018. This was slightly higher than physical sales, which shrank to 25%. Streaming, on the other hand, overtook both of them and accounted for just over 40% of sales in 2018.

VI. Practice Tasks

Do you want to try the concepts above? Now, that you have some idea about how to summarize findings and execute the report through narrative and visual /graphic forms, let's try what you have just known in the activities that follow.

Ready? Start!

A. Practice Task 1: Trial Stage



Given the following data create a respective graph of each item in a separate sheet of paper or in your notebook.

1. There are 42, 036 barangays in the Philippines. The largest barangay in terms of population size in Barangay 176 in Caloocan City with 247 thousand persons. It is followed by Commonwealth in Quezon City (198, 295) and Batasan Hills in Quezon City (161, 409). Twelve other barangays posted a population size of more than a hundred thousand persons. **(Table**

2. Enrollment of Mabait National High School. (Line Graph)

2006- 650
2017-1,000
2018- 800
2019- 1,500
2020- 1,200

3. When asked of the preferred distance learning modalities, these are the percentage of the answers of the 100 students from Fortitude Senior High School. **(Pie graph)**

25%- Modular Learning
5%- Online Learning
10%- Television
5%- radio
55%- blended learning

B. Practice Task 2: Rehearsal Stage



You are going to use the graphical presentation you have made in practice task 1 in this activity. Write a summary of your findings based on the graphs. (Choose at least 2 graphs which you prefer.) Write your answer in your notebook.

C. Practice Task 3. Challenger Stage



Below is a survey report from Social Weather Surveys. Create a summary of the findings and present it through your graphical presentation. Write your answer on a separate sheet of paper or in your notebook.

SWS: 3 of 5 Pinoys believe China concealed COVID-19 info

Published July 14, 2020 2:48pm

By DONA MAGSINO, GMA News

Three out of five Filipinos believe China withheld information about COVID-19, which has already infected 12.7 million people across the globe, according to results of recent Social Weather Stations (SWS) survey released on Tuesday.

Results of the July 2020 national mobile phone survey show 61% of the respondents accepted the allegation made by other countries that China did not disclose full information regarding the coronavirus, including the severity of the disease it causes and the number of deaths there.

The survey also shows 28% of respondents strongly believe while 33% somewhat believe the accusation against China. On the other hand, 23% expressed disbelief and 15% were undecided.

D. Optional Task 4. My Way!



Given the following data below, create a summary of your findings. You can write in your notebook.

	Time Spent Daily on Homework (min.)	Average Grade for the class (%)	Amount of Time Spent Daily Watching TV	Amount of Time Spent Daily Doing Chores (min)
September	85	73%	64	30
October	79	73%	116	35
November	48	75%	183	32
December	15	70%	212	37
January	39	68%	205	29
February	8	66%	215	28
March	10	69%	198	32
April	14	70%	168	33
May	26	72%	83	28
June	3	71%	45	20

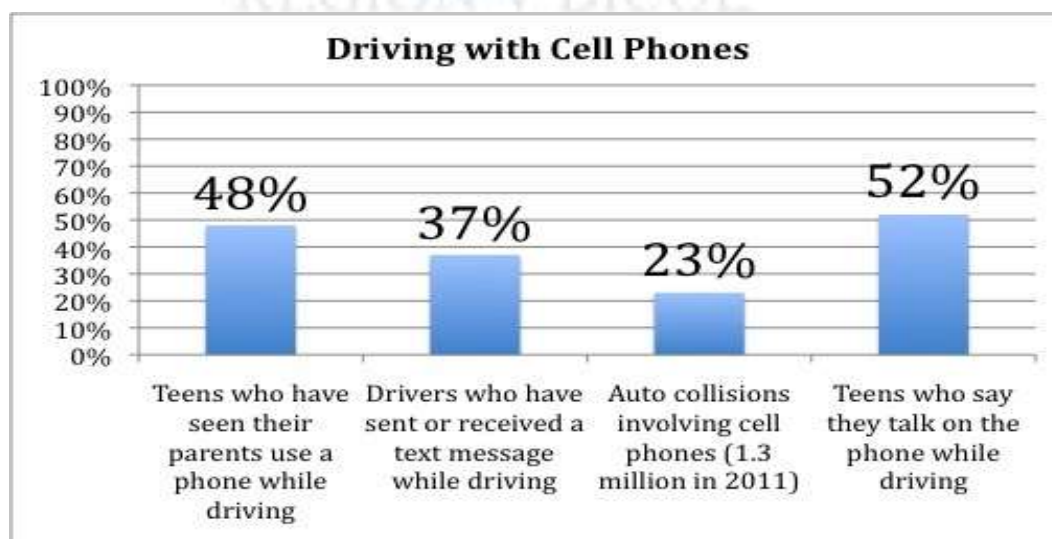
VII. Post-Test



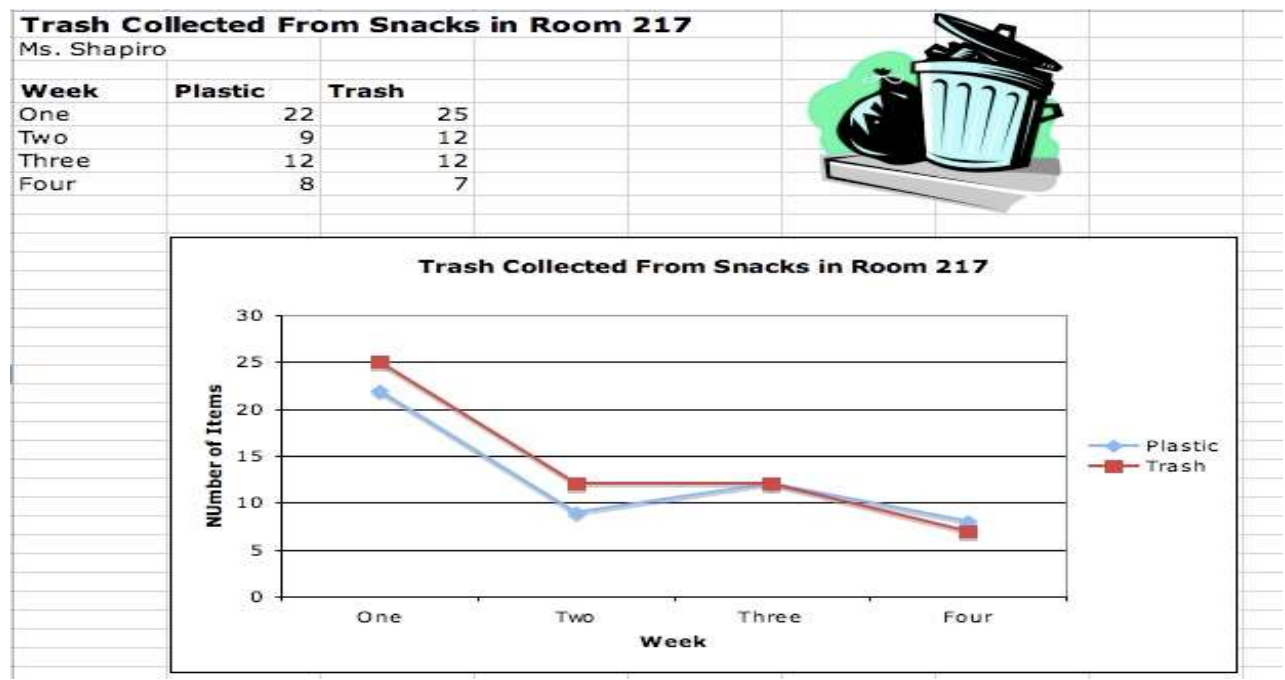
Timed Test. Congratulations for making it to this stage! You are close to completing this module.

Create a summary of your findings based on the graphical presentation presented below. Write in your notebook.

A.



B.



Reflection. As you are to leave this module, would you care share some insights you got from the topic, the reading selections, and the activities? I would really be glad to hear something from you.

Assignment: HOME BOUND!

Conduct a survey to every member of your family. Ask them what their usual new normal activity at home is. Gather their answers and create a graphical presentation together with a summarized narrative findings of the said survey. Use a coupon bond paper.

ANSWER KEY:

Post Test: The teacher may check the result of the post test using the rubric below.

CRITERIA	Needs More Effort	Fai r	Good	Very Good	Excellent	Scor e
	1	2	3	4	5	
Content There should be an originality of ideas. It is well-explained by using the data to support the presentation.						
Organization The ideas are organized smoothly using the different transition devices						
Language and Style There is an accuracy in grammar, spelling and punctuation There are appropriateness of vocabulary used ,						
TOTAL:						

Practice Task 1 Answer may vary, the teacher will use a rubric to rate the output of the student.

CRITERIA	Needs More Effort	Fai r	Good	Very Good	Excellent	Scor e
	1	2	3	4	5	
Content There should be an originality of ideas. It is well-explained by using the data to support the presentation.				Be guided by this Rubric		
TOTAL:						

For Practice Task 2,3 and Optional Task- Answer may vary, the teacher will use a rubric to rate the output of the student.

Be guided by this
Rubric

CRITERIA	Needs More Effort	Fair	Good	Very Good	Excellent	Score
	1	2	3	4	5	
Content There should be an originality of ideas. It is well-explained by using the data to support the presentation.						
Organization The ideas are organized smoothly using the different transition devices						
Language and Style There is an accuracy in grammar, spelling and punctuation There are appropriateness of vocabulary used ,						
TOTAL:						

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