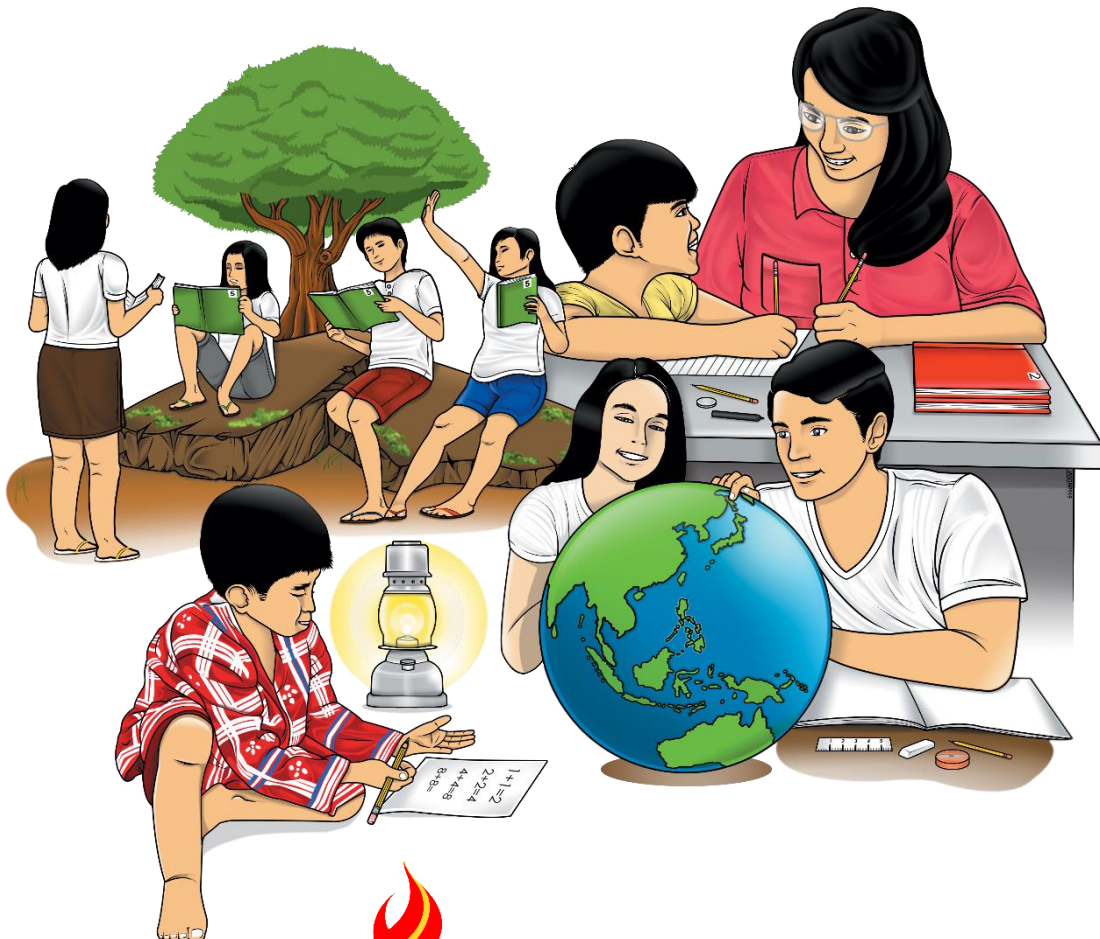


English

Quarter 1 – Module 8: Evaluating Spoken Texts



English – Grade 10
Alternative Delivery Mode
Quarter 1 – Module 8: Evaluating Spoken Texts
First Edition, 2021

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writer: Jhobelle N. Gonzales

Editor: Patricio Dawaton – Regional EPS-English

Reviewer: Lillian S. Pagulongan – Division EPS-English

Management Team: Estela L. Cariño, EdD, CESO III - Regional Director

Carmel F. Meris – Chief Education Supervisor - CLMD

Rosita C. Agnasi, Ed.D. – Regional EPS-LRMDS

Benjamin Dio-al – Regional ADM Focal Person

Juliet H. Sannad, Ed.D. – Chief Education Supervisor, CID, SDO-Baguio

Armi Victoria A. Fiangaan – Division EPS-LRMDS

Printed in the Philippines by _____

Department of Education – Cordillera Administrative Region

Office Address: Wangal, La Trinidad, Benguet

Telefax: (074)-422-4074

E-mail Address: car@deped.gov.ph

10

English

Quarter 1 – Module 8: Evaluating Spoken Texts

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

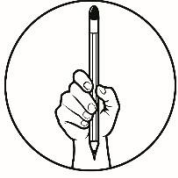


What I Need to Know

This module was designed and written with you in mind. It is here to teach you how to evaluate spoken texts. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to have:

1. recalled correct details of messages, speeches, or news reports heard; and
2. evaluated spoken texts in terms of fluency, tone, cohesion, and correctness.



What I Know

Identification: Identify what is being defined in each statement. Choose your answer from the word box below. Write your answer on a separate sheet of paper.

reading	listening	accuracy	coherence
fluency	correctness	cohesion	tone

1. This is the ability to identify and comprehend what others are saying.
2. It refers to speaking smoothly, reasonably fast, and without having to stutter, stop, or pause a lot.
3. This is based on the writer's/speaker's attitude while writing/delivering a text.
4. It refers to the excellent flow of words and ideas that are easy to understand.
5. There is a correct usage of grammar, proper pronunciation, and right expression.

True or False: Write the word TRUE if the statement is true and FALSE if the statement is incorrect.

6. Hearing is the same as listening.
7. Literary devices are needed to achieve cohesion.
8. Cohesion is synonymous with coherence.
9. Tone is the feelings felt by the readers/audience.

Access the link below on Cybersex Trafficking. After listening, answer the following questions. Write the letter of the correct answer on your answer sheet.

<https://www.660citynews.com/video/2019/01/21/cybersex-trafficking-increasing-at-alarming-rate-advocates/> (for the news report transcript, refer to Appendix A, p. 15)

10. What country ranks third when it comes to cybersex trafficking?
a. Canada b. Egypt c. Philippines d. USA
11. How old is the youngest victim of cybersex trafficking?
a. one month old b. two years old c. two months old d. 12 years old
12. What is the general speakers' level of fluency in the news report?
a. 4 - Easy, smooth flow of speech, and no unnecessary stop/pauses.
b. 3 - Has a generally smooth flow, with self-correction and little hesitation.
c. 2 - Speaks slowly, using hesitant or halting speech.
d. 1 - Makes no attempt or shows constant hesitation.

13. What is the overall tone of the news report?
- a. Authoritative b. Casual c. Edgy d. Formal
14. What is the speakers' level of correctness in terms of grammar, pronunciation, and vocabulary?
- a. Beginning b. Developing c. Competent d. Exemplary
15. What is the news report's overall level of cohesion?
- a. 4 - Shows cohesion with fully appropriate cohesive devices.
- b. 3 - Shows cohesion with appropriate cohesive devices.
- c. 2 - Uses a range of cohesive devices but not always appropriately.
- d. 1 - Uses limited and inappropriate cohesive devices.

Lesson

1

Evaluating Spoken Texts



What's In

A usual classroom scenario starts with the teacher giving a recap on the previous lesson with a short motivation that would eventually lead to the objectives and the lesson proper. The teacher delivers the lecture, emphasizing that afterward there will be an assessment. After the assessment, 60% of the students got low scores while 40% aced the assessment. What is the implication of the result? This implies that 60% of the students heard the lesson, while the remaining students listened and were able to understand the lecture.

There is a big difference between hearing and listening. Hearing is an automatic brain response – accidental, involuntary, effortlessly - it occurs naturally. Listening, on the other hand, is focused, voluntary, and intentional.

Listening to spoken words is one of the macro skills that is often taken for granted. Everyone should hone their listening skills because when an individual listens, he/she becomes a better student, friend, colleague, or boss among other things.

In module 5, you learned how to become an analytical/critical listener - analyzing and assessing the things that you heard. Likewise, in this module you should be able to evaluate the information you heard in terms of fluency, tone, cohesion, and correctness.



Notes to the Teacher

Prior to understanding the lesson on evaluating listening texts, the students are given a brief background on the importance of listening. The students should have been exposed to listening activities.



What's New

Activity: SEARCH ME

Read the words in the WORD BOX. Circle/highlight each word you can find in the puzzle below. The words maybe hidden in any direction.

WORD BOX

FLUENCY	GRAMMAR	RATE
VOCABULARY	COHESION	PROSODY
PRONUNCIATION	ATTITUDE	CONTINUITY
TONE	ACCURACY	CORRECTNESS
PURPOSE	COHESIVE DEVICES	AUDIENCE

T Y I
 Z K Z P A X G H F
 R S B F K A R N K S Y M M
 L V T S S P K S T O X H L C X K R
 H L T G F C T D F U O S K J X Q Q X A
 R Z H B D V S H S O A P J O W B P O Z U J
 E R P S V B Q T E C B I R B D Q Z K T J A
 D F N H F L U E N C Y N G I F N Y D N X T F I
 S G E J Q D K K U O A N X L L G E I B Y A O Q
 U L B M K D M E R J H W O N J Y S A W N W W T I N
 S G X L Q P B A A C E P I L E G P B B V E T F M R
 T W P R J W C L W O S D T X H E N O T X J P J X V
 D P Z H A U Y B L P R I B A V E A A V W J D K R G Z A
 K X Y U M E O W A C R V Q I D T K A O Q O Q A M G P H
 B G J H M W F T X O E E P C P H Y U C A M T S Y J Y R
 B L X A B I N V N C D S N P K C D A Z E N H O T E
 F E D R U T T P T T E F U C F M I B S E M G A Q V
 U H D G Q Z I O I N V B N N U A E U Z S O T P S J
 Q M U K S K I N E I J O O S F N L X O P L F F
 D T V T K Q O U S C F R X Z A C A O P O S P N
 C S C I E M I S E Q P C Y Z E R Y R I P R
 R J U S T C T Q S Z D O G Q R Y J U F D V
 A V D G T Y H T H L Q S C I B K P E A
 U Y I K A T A S P M L L U O I M T
 M R Z P F N O I S E H O C
 A G T V X Y Z Z P
 F E L



What is It

Speaking with one another is part of life, whether in a formal or informal setting. And to be able to respond well, an individual must have good listening skills.

Enhancing one's listening skill is a must. It takes a lot of practice concentrating on the details spoken by a speaker. When a person's listening skill is excellent, it will not be difficult to evaluate whether the text heard conveys fluency, tone, cohesion, and correctness.

Fluency

Fluency in speaking starts with fluency in reading. Reading fluency has three elements, namely; accuracy, rate, and prosody. Accuracy is pronouncing words correctly that results to the ability to grasp the meaning of words in the existing vocabulary of an individual. While reading rate is defined as, "the speed with which a reader processes an extended text and grasp the meaning of each sentence without skipping any words" (Fujita & Yamashita, 2014). Prosody on the other hand is reading with expression. When these three elements are developed, it is easier for a person to achieve fluency in speaking.

Fluency is speaking effortlessly, reasonably fast, and without unnecessary stops or pauses. Daniel Morgan of Shenker Institutes of English gave a spot-on definition of what fluency is, "fluency refers to how 'smoothly' and 'efficiently' a second language speaker can speak on a range of topics in real time". Fluency encompasses two concepts - speech rate and speech continuity. Speech rate which is measured by words per minute indicates how fast or how slow a speaker delivered the text. The speech rate depends on the context of the text. Speech continuity goes hand in hand with coherence.

Coherence vs Cohesion

Bear in mind that there is a difference between coherence and cohesion. **Cohesion** is the linking of words and sentences by using correct transitional/cohesive devices, such as conjunctions (e.g., FANBOYS), and adverbial conjunctions (e.g., even, although, and instead). By using proper cohesive devices, coherence is achieved. **Coherence** is centered on the general sense and organization/logical sequence of thoughts/ideas in a text – meaning, whether or not the text makes sense.

Tone

Tone is the attitude of the writer/speaker regarding a subject. In a speaking situation or engagement, the tone of a speaker is dependent on the purpose of the talk and who the audience are. For instance, a formal tone will resonate from a resource speaker in a seminar for professionals. While a light or humorous tone will emanate from a stand-up comedian in a comedy bar. It is vital that the audience use their higher order thinking skills to be able to identify the tone employed by the speaker.

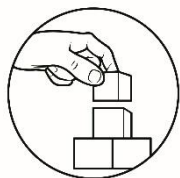
Correctness

Correctness in a spoken text is focused on grammar, vocabulary, and pronunciation. It is important that the speaker follows grammatical rules accurately, uses relevant and appropriate vocabulary, and demonstrates clear pronunciation.

Debates, news reports, and interviews are perfect examples for evaluation in terms of fluency, cohesion, tone, and correctness.

In debate tournaments, debaters are expected to be well-versed in current events and social issues. They should also have the following capabilities. First, they can deliver their speech fluently, quickly (since debate speeches are timed depending on the format), and without difficulty. Second, debaters also advised to use signposting which link words and sentences to establish cohesion and achieve a smooth flow of ideas that are understandable by the other debaters, judges, and spectators of the debate. Third, manifest an appropriate overall tone that coincides with the purpose and audience of the debate. Keep in mind that a debater's tone relies on how the debater attacks the argument and what the team stands for. Lastly, it is a given that debaters use correct grammar, good pronunciation, and wide range of vocabulary.

Evaluating spoken text in terms of fluency, cohesion, tone, and correctness is not an easy task. But with practice and enhance listening skill it is doable.



What's More

Activity #2: COMPREHEND ME

Unscramble and rewrite the following words to form coherent sentences.

1. difficulty. / speaking / / quickly, / means / and / without / smoothly, / reasonably / Fluency
2. text / well / Cohesion / together. / fit / how / paragraphs / - / is / of / sentences, / your / parts / - / words,
3. speaking / and / audience / the / purpose / a / of / Tone / relies / on / situation.
4. correct / the / vocabulary. / pronunciation, / / grammar, / Correctness / is / ability / to / proper / good / use / and

Activity #3: EVALUATE ME

Below is a transcript of then Mayor Duterte's introduction during the Presidential Debate 2016 held in Cagayan de Oro. (You can listen/watch in this link: <https://www.youtube.com/watch?v=G5S4APX1TUE>). Listen/read the introduction and then answer the following questions in two to three sentences only.

Good day! It's good that Miriam is here. She's one of the two only qualified to run this country as president. I am here because there is so much criminality, drugs are flooding the country, calling the attention of the national government, and there is so much corruption in government. I propose that if I am president, I would get rid of criminality, drugs, and corruption. Just give me 3-6 months and I will do it for you, I will deliver. Again, I said we cannot go for economic growth unless we start with government. For as long as there are incompetent and corrupt officials in our government, we would never reach our goal of a happy country. And so, I say that you stand here, and you might consider what I've told you this afternoon.

1. Based on the introduction, aside from Duterte, who is the only person qualified to become president of the Philippines?
2. What are the three things Duterte will eliminate if he wins?
3. Does the introduction shows fluency? Justify your answer.
4. Is there a smooth flow of words, sentences, and ideas? Justify your answer.
5. What is the speaker's tone?
6. Was the delivery of the speech correct in terms of grammar, pronunciation, and vocabulary? Justify your answer.



What I Have Learned

Activity #5: SUMMARIZE ME

Give a “summary sentence” on the importance of the concepts discussed. Follow the indicated number of words that would make up each summary sentence. An example is provided to serve as your guide in answering this activity.

Example: Listening – 10 words

Listening plays a vital role in effectively evaluating spoken texts.

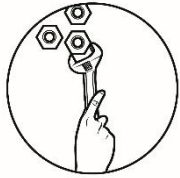
1 2 3 4 5 6 7 8 9 10

1. Fluency – 12 words

2. Cohesion – 10 words

3. Correctness – 8 words

3. Tone – 6 words



What I Can Do

Activity #6: ASSESS ME

For this activity, you will evaluate a portion of Karen Davila’s interview with Sec. Harry Roque (You can access the full interview in this link: <https://pcoo.gov.ph/media-interview/interview-with-presidential-spokesperson-harry-roque-by-karen-davila-anc-headstart-9/> you can listen to the audio file by clicking Audio on the left side of the transcript.) Use the rubric below and explain why you have given that rating/score in two-three sentences.

DAVILA: All right. Now, one thing that’s made the news is the President actually saying in one of his meetings that it’s possible to file maybe murder charges and then it goes as far as reckless imprudence which is two charges that are so far apart from each other frankly against quarantine violators. And the one who gave this idea as Secretary Sal Panelo during one of the meetings. You are a lawyer yourself, Secretary Roque, let’s be honest, can it actually be done in the Philippines?

SEC. ROQUE: Well I think—I cannot speak for Secretary Sal Panelo. But as lawyers, you know we do have a thousand interpretation of the same law. But I am with the opinion that perhaps reckless imprudence would be more in point rather than murder. Because murder number one, you need definitely an intent to kill; and number two, you need to have qualifying circumstances such as you know treachery abuse of strength and all of that, which you can’t actually prove when you infect someone with a disease.

Now reckless imprudence could be, but my point of view there is although there is a penalty attached to it because of our laws in probation and parole, *wala rin kulong*. And that is why I have reiterated that we still need a quarantine law. To be moved once and for all the legal basis for holding individuals liable, criminally liable for breaches of minimum health requirements.

Again, I stress the ideal is to have a separate quarantine law, but I think we do have functional equivalent, we do have existing statutes for instance, there is a provision on the RPC also on disobedience to lawful orders given by persons and authorities. That could also be a basis in addition to reckless imprudence. And moreover as far as the use and sale of drugs is concerned which should not be sold, we do have a provision in the FDA law which prohibits and penalizes individuals who will sell, distribute drugs which have not been given commercial use by the FDA.

	5	4	3	2
FLUENCY	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Smooth and fluid speech; few hesitations; a slight search for words. inaudible word or two.	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Speech is slow, hesitant & strained; difficult to perceive continuity in speech; inaudible.
	Explanation:			
COHESION	Shows cohesion with fully appropriate cohesive devices.	Shows cohesion with appropriate cohesive devices.	Uses a range of cohesive devices but not always appropriately.	Uses limited and inappropriate cohesive devices.
	Explanation:			
TONE	Tone is mature, consistent, appropriate for purpose and audience.	Tone is appropriate for purpose and audience.	Tone shows inconsistencies and/or lack appropriateness for purpose and audience.	Tone is unclear.
	Explanation:			
CORRECTNESS a. Grammar b. Pronunciation c. Vocabulary	a. Accuracy & variety of grammatical structures	Some errors in grammatical structures possibly caused by attempt to include a variety.	Frequent grammatical errors even in simple structures that at times obscure meaning.	Frequent grammatical errors even in simple structures; meaning is obscured.
	b. Pronunciation is excellent.	Pronunciation is good.	Pronunciation is okay.	Pronunciation is lacking and hard to understand.
	c. Excellent control of language features; a wide range of well-chosen vocabulary.	Good language control; good range of relatively well-chosen vocabulary.	Weak language control; basic vocabulary choice with some words clearly lacking.	Weak language control; vocabulary that is used does not match the topic.
	Explanation:			

Adapted and modified from: 20090805_style_rubric.pdf and

https://www.dcs.k12.oh.us/cms/lib07/OH16000212/Centricity/Domain/104/Rubric_Speaking.pdf



Assessment

Identification: Identify what is being defined in each statement. Choose your answer from the word box below. Write your answer on a separate sheet of paper.

reading	listening	accuracy	coherence
fluency	correctness	cohesion	tone

1. This is the ability to identify and comprehend what others are saying.
2. It refers to speaking smoothly, reasonably fast, and without having to stutter, stop, or pause a lot.
3. This is based on the writer's/speaker's attitude while writing/delivering a text.
4. It refers to the excellent flow of words and ideas that are easy to understand.
5. There is a correct usage of grammar, proper pronunciation, and right expression.

True or False: Write the word TRUE if the statement is true and FALSE if the statement is incorrect.

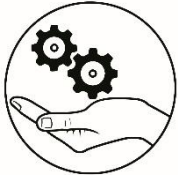
6. Hearing is the same as listening.
7. Literary devices are needed to achieve cohesion.
8. Cohesion is synonymous with coherence.
9. Tone is the feelings felt by the readers/audience.

Access the link below on Cybersex Trafficking. After listening, answer the following questions. Write the letter of the correct answer on your answer sheet.

<https://www.660citynews.com/video/2019/01/21/cybersex-trafficking-increasing-at-alarming-rate-advocates/> (for the news report transcript, refer to Appendix A, p. 15)

10. What country ranks third when it comes to cybersex trafficking?
a. Canada b. Egypt c. Philippines d. USA
11. How old is the youngest victim of cybersex trafficking?
a. one month old b. two years old c. two months old d. 12 years old
12. What is the general speakers' level of fluency in the news report?
a. 4 - Easy, smooth flow of speech, and no unnecessary stop/pauses.
b. 3 - Has a generally smooth flow, with self-correction and little hesitation.
c. 2 - Speaks slowly, using hesitant or halting speech.
d. 1 - Makes no attempt or shows constant hesitation.
13. What is the overall tone of the news report?
a. Authoritative b. Casual c. Edgy d. Formal
14. What is the speakers' level of correctness in terms of grammar, pronunciation, and vocabulary?
a. Beginning b. Developing c. Competent d. Exemplary

15. What is the news report's overall level of cohesion?
- Shows cohesion with fully appropriate cohesive devices.
 - Shows cohesion with appropriate cohesive devices.
 - Uses a range of cohesive devices but not always appropriately.
 - Uses limited and inappropriate cohesive devices.

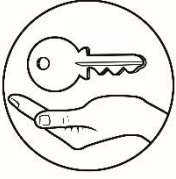


Additional Activity

Activity #7: COMPARE ME

Compare two of the vlogs of Ms. Toni Gonzaga featuring Atty. Chel Diokno (<https://www.youtube.com/watch?v=XvTvMXPnuks>) and DOT Sec. Art Tugade (<https://www.youtube.com/watch?v=ITI3pPlqXjQ>). In the table below, check who exhibited excellent fluency, proper cohesion, appropriate tone, and superior correctness in grammar, pronunciation, and vocabulary. In the last column, explain your choice in two to three sentences.

	Chel Diokno	Art Tugade	Explanation
Fluency			
Cohesion			
Correctness			
Tone			



Answer Key

Additional Activity
 Answers vary.

What's New

What I Can Do
 Answers vary.

Post-Assessment

1. Listening
2. Fluency
3. Tone
4. Cohesion
5. Correctness
6. FALSE
7. FALSE
8. FALSE
9. FALSE
10. A
11. C
12. B
13. D
14. C
15. B

What I Know

1. Listening
2. Fluency
3. Tone
4. Cohesion
5. Correctness
6. FALSE
7. FALSE
8. FALSE
9. FALSE
10. A
11. C
12. B
13. D
14. C
15. B

What's More

COMPREHEND ME

1. Fluency means speaking smoothly, reasonably quickly, and without difficulty.
2. Cohesion is how well parts of your text - words, sentences, paragraphs - fit together.
3. Tone relies on the purpose and audience of a speaking situation.
4. Correctness is the ability to use correct grammar, proper pronunciation, and good vocabulary.

EVALUATE ME
 Answers vary.

What I Have Learned

1. Answers vary.
2. Answers vary.
3. Answers vary.
4. Answers vary.

References

- ANC Headstart. 9 June, 2021. Interview with Presidential Spokesperson Harry Roque by Karen Davila. <https://pcoo.gov.ph/media-interview/interview-with-presidential-spokesperson-harry-roque-by-karen-davila-anc-headstart-9/>
- Almonte, Liza, Lerma Fernandez, Angelo Hermosa, Nedia Lagustan, et al. 2015. *Celebrating Diversity through Word Literature*. Philippines: REX Bookstore, Inc.
- British Council. 2013. "Fluency". Accessed July 25. <https://learnenglishteens.britishcouncil.org/exams/speaking-exams/fluency>
- Engexam.info. 2016. "Cohesion in text and speech". Accessed July 25. <https://engexam.info/cohesion-in-english/>
- fivefromfive.2021. "Components of Fluency". Accessed July 25. <https://fivefromfive.com.au/components-of-fluency/>
- How to Become an Intelligent Listener. 2011. January. <https://eskwelanaga.files.wordpress.com/2011/01/how-to-become-an-intelligent-listener.pdf>
- Lasuik, Stefanie. 2019. "Cybersex Trafficking Increasing at Alarming Rate: Advocates". January 21. <https://www.660citynews.com/video/2019/01/21/cybersex-trafficking-increasing-at-alarming-rate-advocates/>
- Mercadal-Sabbagh, Trudy, and Purdy, Michael. 2015. "Listening: The "Lost" Communication Skill". April. <http://www.globallisteningcentre.org/wp-content/uploads/2015/04/Listening-LostSkill.pdf>
- Rappler.com. 2016. Full Transcript: Cagayan de Oro Presidential Debate. March 17. <https://www.rappler.com/nation/elections/transcript-first-presidential-debate-cagayan-de-oro>
- Sandoval, Eva. 2019. "How do we measure language fluency?". Accessed July 25. <https://www.bbc.com/future/article/20190903-linguistic-fluency-proficiency-second-language-learning>
- Skill You Need. 2020. "Listening Skills". Accessed May 24. <https://www.skillsyouneed.com/ips/listening-skills.html>

Appendix

Cybersex Trafficking Increasing at Alarming Rate: Advocates

CityNews' Anchor Stefanie Lasuik reports on Cybersex trafficking. The report includes Leila Castro a Filipino Canadian Advocate on cybersex trafficking, Catherine Chabbert, Program Manager of Cybertip.CA, Cassie (not her real name), a victim of cybersex trafficking, and Samson Inocencio, National Director, International Justice Mission, Philippines as they tackle the increasing alarming rate of cybersex trafficking in Canada and in the Philippines.

Transcript

LEILA CASTRO: It is high time that people will know that this problem is happening. It is not talked about in our country.

STEFANIE LASUIK: Advocates are hoping to shed light on cybersex trafficking which they say is increasing at an alarming rate and it is happening here.

CATHERINE CHABBERT: Everyone wants to believe that their community is safe and that it does not happen there. The sad reality is, is that it is happening, it is happening on a daily basis and I think that's the reality.

CASSIE: He is going to hurt me, he is going to spank me, slap my face in front of the people.

LASUIK: Canada ranked in the top three for hosting websites and images and selling material containing explicit child sexual abuse. Many of the victims are from the Philippines. Advocates say it is often their families doing the abuse.

SAMSON INOCENCIO: It is economically motivated. We have also seen middle income earners, those who have already houses, but who wants to earn easy money by actually selling their kids online.

LASUIK: The International Justice Mission, rescued about 470 children in the Philippines, almost half of whom are under 12. One was just two months old.

INOCENCIO: It is just really very sad to see young children, Filipino children, actually abused by customers from the other side of the globe, and including of course facilitated by their moms, or aunts, or relatives.

LASUIK: The International Justin Mission provides after care for the rescued victims but emphasize there are still a lot more being abused. They'd like to see Canada place an RCMP Liaison Officer in Manila. The Canadian Center for Child Protection would like to see more resources for police officers and investigators. They're also asking for stricter sentences for those who are caught.

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph