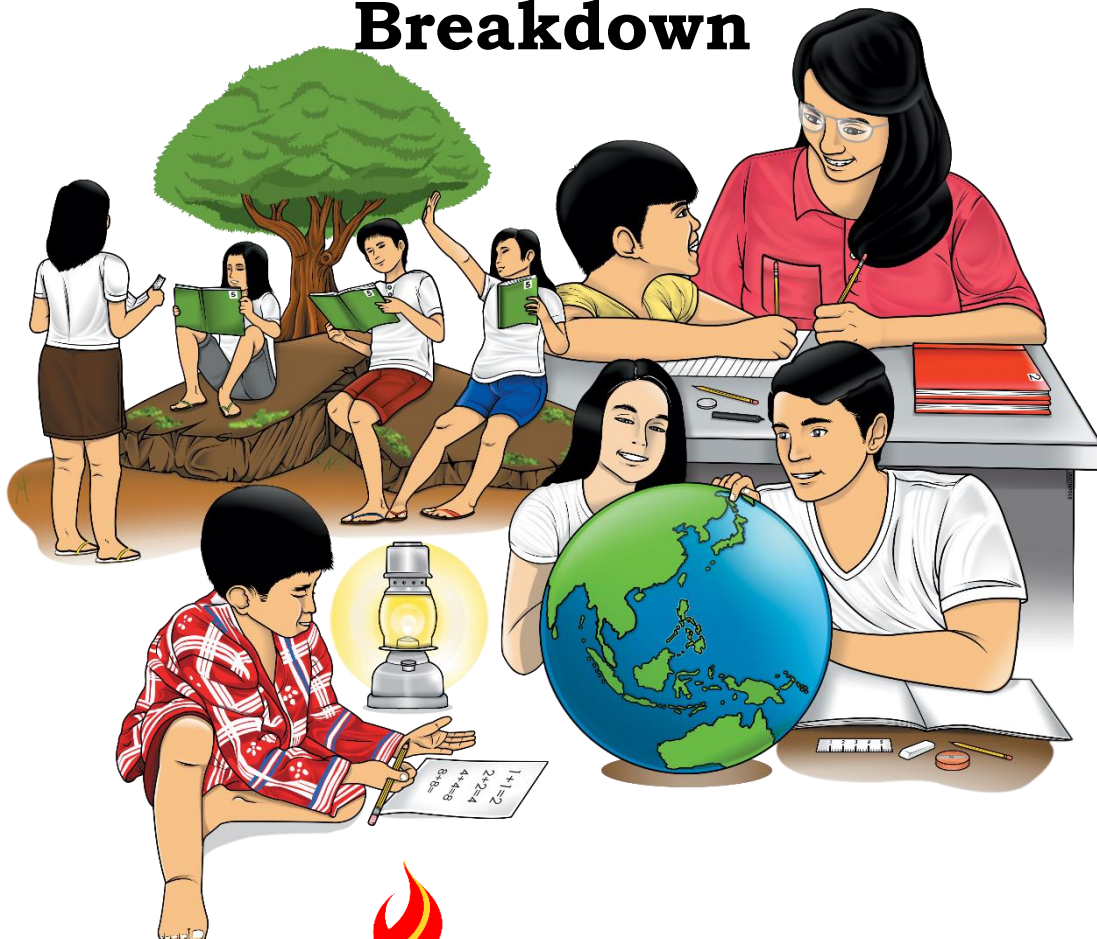


Oral Communication in Context

Quarter 1 – Module 3: Using Various Strategies in Order to Avoid Communication Breakdown



Oral Communication in Context
Alternative Delivery Mode
Quarter 1 – Module 3: Using Various Strategies in Order to Avoid Communication
Breakdown
First Edition, 2020

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Oral Communication in Context

**Quarter 1 – Module 3:
Using Various Strategies in
Order to Avoid Communication
Breakdown**

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.

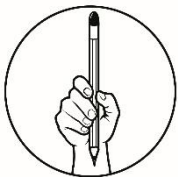
Thank you.



What I Need to Know

This module Using Various Strategies in order to Avoid Communication Breakdown was designed to make you better understand and realize the importance of the various strategies that can be used to avoid communication breakdown.

As you go through this module, you will have a deeper understanding of the nature and elements of oral communication in context, and design and perform effective controlled and uncontrolled oral communication activities based on context.



What I Know

Directions: Match the words in column A with the words or phrases in column B. Write the letter of your answer on a separate paper.

A

1. Rhythm
2. Paralanguage
3. Chronemics
4. Proxemics
5. Haptics

B

- A. Touch
- B. Time
- C. Speed
- D. Space
- E. How to say

Lesson

1

Using Various Strategies in Order to Avoid Communication Breakdown



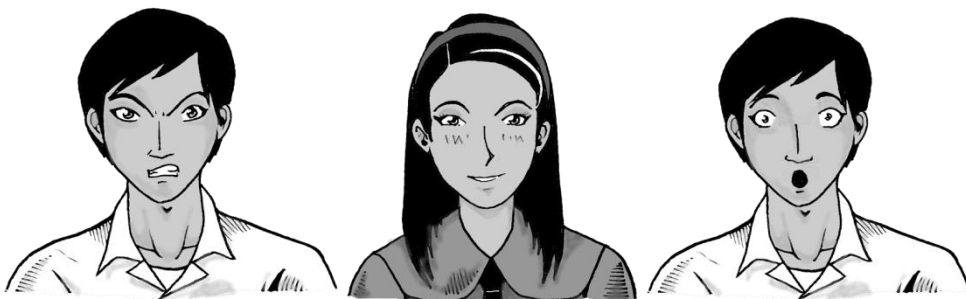
What's In

Communication breakdown is failure in communication due to various barriers in communication. These barriers are related to the sender, message, channel, and the receiver. Communication is very important in any human relation. Every person needs to always guard against communication breakdown. People should always see to it that their communication is effective and efficient by avoiding creating a barrier for others.



What's New

The face is an important communicator. It is commonly said that face is the index of the mind. What emotion does each face convey?

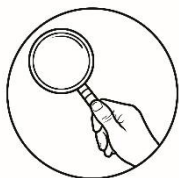


1. _____ 2. _____ 3. _____



4. _____ 5. _____ 6. _____

You can try this too by have your pictures taken showing these emotions.



What is It

In effective communication, speakers do not only communicate using their words but also with their actions. They should also see to it that the actions they make must match with what they say, otherwise, miscommunication may take place. Communication using words is called verbal communication while communication without words such as facial expression and hand gestures is called non-verbal communication. Communication can take among people with or without words. There are two types of communication: **verbal and non-verbal**.

Verbal Communication

Verbal communication is the use of words in sharing information with other people. It can include both spoken and written communication. Spoken communication is mostly face-to-face, but nowadays, technology such as phone and internet allow people to communicate with others without being at the same place at the same time. The verbal element of communication is all about the words one chooses and how the receiver interprets it.

The purpose of communication is to convey information to others. Through the choice of written and spoken words, ideas are exchanged. Unfortunately, miscommunication is common, many times that participants in a communication process fail to understand what are said or written.

There are possible barriers to verbal communication. First, **people** themselves participating in the interaction can be the barriers. They may have poor infirmities such as poor hearing or eyesight and others stutter. People have different opinions and beliefs; they follow cultural **mores** (values, customs, and behaviors that are accepted by a particular group); or they adhere to society's attitudes toward gender and sexuality, business practices, and religious beliefs. The factors mentioned above can lead to their inability to deliver, listen to, and respond appropriately to the message.

Opinions and beliefs color our message or our response. The participants, both speaker and listener have opinions and beliefs that belong to a culture and a gender. Gender comes into communication when people categorize certain ways of speaking or using words as being masculine or feminine. Many people do not expect men to be soft spoken or have a high-pitched voice or women having harsh and a low-pitched voice.

The **topic** may also be a barrier to communication because of its vagueness, complexity, emotional pull, or hidden agenda. The speaker must avoid these qualities in the topic of the message so that, instead, it will be clear, simple, restrained, and with no hidden motives.

Communicative Situation is another group of possible barriers to communication. There may be "noise" in the physical setting and in the participants themselves. The actual noise from the surrounding may cause the participants to understand one another. At the same time, the participants may have their own motives for participating, motives that are not aligned with or support the speaker's purpose for communicating. The audience must know whether the speaker is there to entertain or to persuade. The listener may not have enough knowledge or experience to form a basis for interpreting and responding to the message.

Language Choice also leads to communication breakdown. The linguistic differences among the participants can be a barrier to communication. Some words used by the speaker may mean different things to others. Depending on how a word is used, it can easily be misinterpreted by another person. The speaker must be very careful with the words he uses.

Non-Verbal Communication

Transmitting messages without using words is called non-verbal communication. It is conveyed as visual cues. Gestures, facial expressions, giving flowers, choosing a color of what to wear, or putting a forefinger in front of lips are just some examples of non-verbal communication. Although no word is used, non-verbal communication can effectively communicate many human feelings.

Non-verbal communication includes the following:

1. **Language of gestures**

Gestures are the most often used type of non-verbal communication. To be more understandable and interesting to a listener, the speaker must accompany his/her speech with gestures but one has to consider the culture of the receiver because gestures have different meanings in other places. In the Philippines and other countries, nodding means yes but it is the opposite in the Middle East.

The following are other examples of gesture:

- a. Emblems – clenched fist upraised
- b. Emphasizing – “YES” clenched both fists in front of breast
- c. Illustrating – “this large” (open hands set apart)
- d. Regulating – “shh” forefinger in front of lips

2. **Facial Expression**

The face plays a very important role in communication. It expresses various types of emotions or feelings such as joy, sorrow, anger, annoyance, confusion, fear, hatred or surprise. Within the facial area, eyes are especially effective for indicating attention and interest. However, interpretations of facial expressions differ from culture to culture.

3. **Language of colors**

People choose colors based on the meaning of each. Colors have certain meanings based on the dictates of culture and gender. In the Philippines, most parents prepare everything in blue for baby boys and pink for baby girls. People wear black when they grieve while others wear white.

4. **Language of flowers**

Flowers are also used to say what we cannot express in words. These meanings are also influenced by culture and gender. In the Philippines, men send flowers to women. When men give flowers, it reflects their reference to women as delicate and feminine. It indicates special treatment. When a man gives a woman flowers, it's a sure sign that she is someone very dear to him.

Using flowers can create conflict if one does not know the culture of a place. In the Philippines, one will be annoyed if someone gives her *plumeria* or *kalachi*. In Hawaii, they give *kalachuchi* to welcome guests. Italians send chrysanthemums for special occasions, but Filipinos generally see them in funeral arrangements.

5. **Language of space**

Language of space or **proxemics** is the use of space based on importance. This type of non-verbal communication is similarly used as chronemics by people who want to show who they are. In some companies, the one who holds the highest position usually has the biggest office and in the best location such as on the top floor or penthouse of the building. Distance can express the degree of intimacy and individual acceptance.

6. **Language of time**

Language of time or **chronemics** is the use of time based on position and power. In the Philippines, time is most often used to convey how powerful a person is. Someone in authority may show that his/her time is more important than that of the visitors by making them wait.

7. **Language of touch**

Language of touch also known as **Haptics** can also be used to express what cannot be said. It is also one of the most powerful of the types of non-verbal communication. Unlike the other types, in Haptics, there is contact between the sender and the receiver of the message. Touch can comfort, encourage, dissuade, or aggravate.

Paralanguage

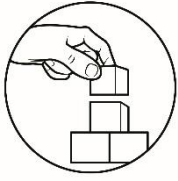
Paralanguage refers to the “how” of saying something other than what is said. The meaning of words spoken depends on how they are said. Tones, voices, and rhythm must match the content of the message if the message is to be understood at all; they reinforce the message. The words with strong points to deliver must be emphasized with strong paralanguage.

8. **Posture and Body Orientation**

Posture and body orientation are also a type of non-verbal communication. How one stands or sits tells the people around how one sees oneself as a speaker, how he/she sees the listeners, and his attitude toward the message.

One can communicate numerous messages by the way he walks. Standing erect, but not rigid, and leaning slightly forward may mean that one is approachable, friendly, and receptive.

Rarely does communication take place without being accompanied or substituted by any of these types of non-verbal communication. One must always remember that all of these are culture-bound or specific to some cultures but not in others. Communication breakdown takes place when culture concepts clash or simply do not meet.



What's More

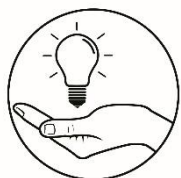
Go to <https://www.youtube.com/watch?v=KY3eOtJwOhE&t=88s> .Write an eight to ten sentence journal entry by answering whether the participants in the communication process were able to transmit their messages clearly.



Lucy is offered to appear in a TV commercial to promote the new sponsored health tonic, Vitameatavegamin. She has memorized her line perfectly until it comes time to actually taste the product she's supposed to like. It is absolutely noxious, and Lucy isn't doing a very good job of telling people to buy this stuff with a look of disgust on her face. So, the director keeps having her redo the tasting part, not realizing that the product contains a very large amount of alcohol in it.

Rubric

	5	4	3
Content	Sophisticated and thoughtful observations, high degree of insight and analysis are present in the essay	Adequate degree of observations, some insight and analysis are present in the essay	Simple observations, very few insight, comment, or analysis are present in the essay
Organization	The presentation is clear and very well organized with each section in clear and sequential order	The presentation is clear and sections are identified with a good amount of clarity and sequencing	The presentation is organized, but not entirely sequential or with clarity
Grammar	There are no errors in grammar	There are few errors in grammar	There is a number of errors in grammar

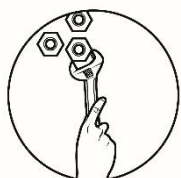


What I Have Learned

Directions: Fill in the blanks with the suitable words.

1. Communication breakdown is _____ in communication due to barriers in communication.
2. When using nonverbal language, one should also see to it that the actions he makes must match with what he says, otherwise, _____ may take place.
3. Having _____ and _____ weakness may cause communication breakdown.
4. The linguistic differences among the participants can be a _____ to communication.
5. Gender comes into communication when people categorize certain ways of speaking or using words as being _____ or _____.

6. Transmitting messages without using words is called _____ communication.
7. To be more understandable and interesting to a listener, the speaker must accompany his/her speech with _____.
8. Verbal communication is the use of _____ in sharing information with other people.



What I Can Do

Directions: With a help from your friends or relatives, make a two part - video enacting a communication activity. The first part should contain any communication breakdown. In the second part, the characters use strategies in order to avoid communication breakdown that took place in the first part.

Rubric

	5	4	2
Content	The message of the presentation is clear. It shows the reason why communication breakdown takes place and the solution is clearly seen.	The message of the presentation is clear. The reason why communication breakdown takes place and the solution is not clearly seen.	The message is not clear. The reason why communication breakdown takes place and the solution is not seen
Script	Script has complete, logical story with a beginning, middle, and end.	Script is complete. It has a story with a beginning, middle, and end.	Script is complete with rough spots; Beginning, middle and end may be difficult to determine.
Projection	The audience could hear all words with naturalness and ease in communication	The audience could hear most words with naturalness and ease in communication	The audience could hear few words with naturalness and ease in communication
Grammar	There are no errors in grammar	There are few errors in grammar	There is a number of errors in grammar



Assessment

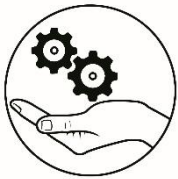
A. **Directions:** Write **TRUE** if the statement is correct and **FALSE** if it is not.

- _____ 1. Communication breakdown can lead to a total cessation of communication.
- _____ 2. Nonverbal dimension encompasses the use of a language.
- _____ 3. Misunderstanding occurs when oral and written are not in agreement.
- _____ 4. A gesture may have multiple meanings.
- _____ 5. One's experience is a factor in comprehending a message.

B. **Directions:** Tell what non-verbal communication is shown in the situation in each item. Write the letter of your answer on the space before the number.

- _____ 1. Jocelyn is in a hurry. She sees to it that she has to be in the meeting place ten minutes before her boss arrives.
 - A. chronemics
 - B. proxemics
 - C. paralanguage
 - D. haptics
- _____ 2. I feel uncomfortable if a stranger stands too close to me.
 - A. chronemics
 - B. proxemics
 - C. paralanguage
 - D. haptics
- _____ 3. When I was a child, I felt so safe every time my parents would hold my hand.
 - A. chronemics
 - B. proxemics
 - C. paralanguage
 - D. haptics

- _____ 4. “Speak slowly so that I will be able to understand you.”
- A. chronemics
 - B. posture
 - C. paralanguage
 - D. haptics
- _____ 5. When the audience started to lean forward, the speaker decided to crack a joke.
- A. chronemics
 - B. posture
 - C. paralanguage
 - D. haptics



Additional Activities

Directions: The situation in each item below may be a barrier to communication. In two to three sentences, think of a strategy to avoid communication breakdown.

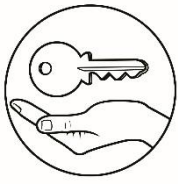
1. Your new classmate is a Japanese who doesn't speak Filipino and English well.

2. You are a lawyer and your neighbor who has not able to finish grade asks you about a case.

3. You are helping your little brother with his homework, but he seems not interested to study.

4. A deaf is talking to you.

5. You want your brother to help you with your math assignment, but he looks so tired because he just got home from school.



Answer Key

What I Know 1. C 2. E 3. B 4. D 5. A	What's New 1. Anger 2. Joy 3. Surprise 4. Disgust 5. Sadness 7. Fear
--	---

Assessment A 1. True 2. False 3. True 4. False 5. True	B 1. A 2. B 3. D 4. C 5. B
What I have Learned 1. failure 2. miscommunication/breakdown 3. physical and mental 4. barrier/hindrance 5. feminine/masculine 6. non-verbal 7. gesture 8. words	

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