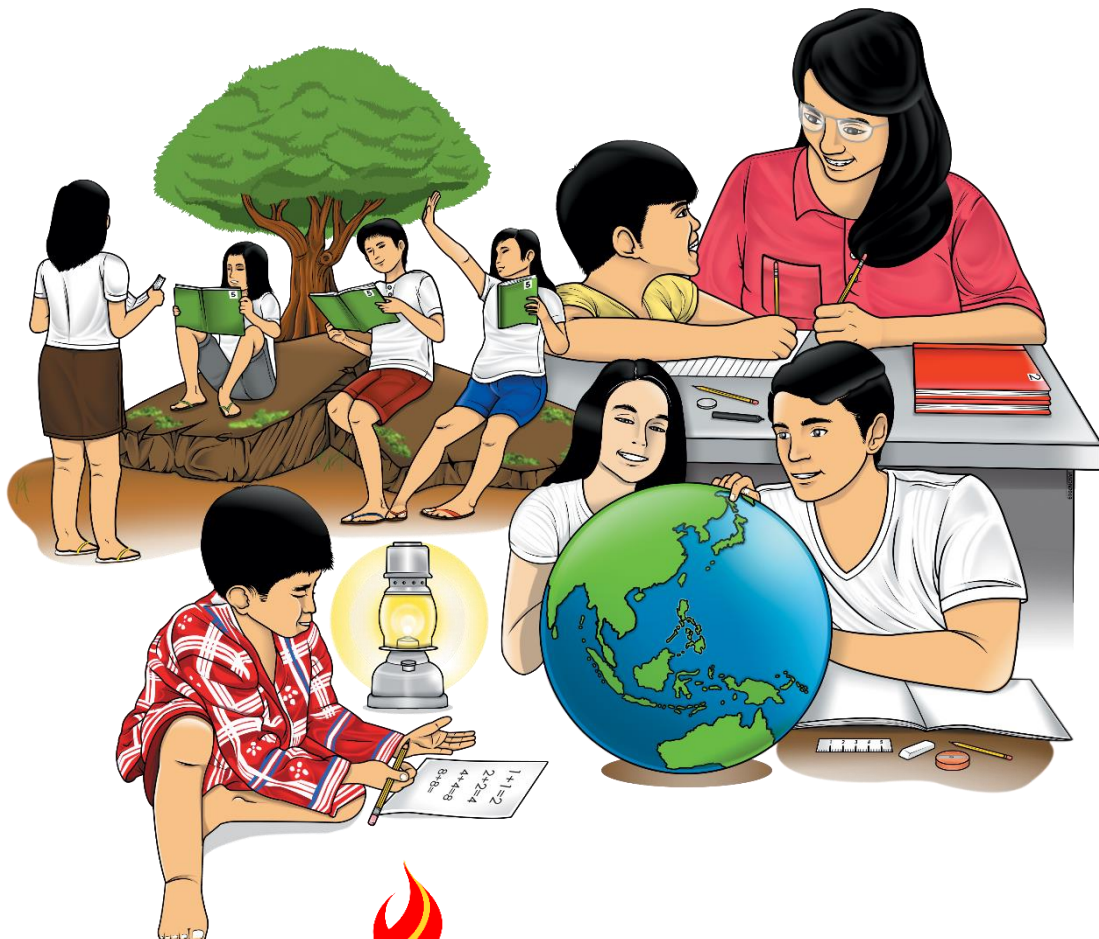


Oral Communication in Context

Quarter 1 – Module 4: Examining Sample Oral Communication Activities



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Quarter 1 – Module 4: Examining Sample Oral Activities
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Oral Communication in Context

Quarter 1 – Module 4: Examining Sample Oral Communication Activities

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.

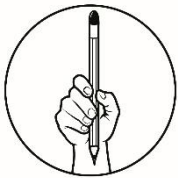


What I Need to Know

This module was designed and written with you in mind. It is here to help you master the nature of communication. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary levels 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.

The module focuses on the lesson: Examining Sample Oral Communication Activities
After going through this module, you are expected to:

- discuss the functions of communication;
- identify the speaker's purpose(s);
- watch and listen to sample oral communication activities;
- use verbal and nonverbal cues that each speaker uses to achieve communication purpose;
- comprehend various kinds of oral texts;
- identify strategies used by each speaker to convey ideas effectively; and
- evaluate the effectiveness of an oral communication activity.



What I Know

Directions. Answer the following questions carefully. Copy the letter of the answer in a sheet of paper.

1. "I love you" is an example of expression that produces what function of communication?
a. Motivation
b. Social Interaction
c. Emotional Expression
d. Information
2. "I want to be a billionaire" is a form expressing what function of communication?
a. Motivation
b. Social Interaction
c. Emotional Expression
d. Information
3. "The Philippine Normal University was established in 1901" is an example of giving information using what language form?

- a. Rhetorical Question
- b. Statement
- c. Imperative
- d. Question

4. "Really?" is a language form for expressing what function of communication?
- a. Social Interaction
 - b. Information
 - c. Emotional Expression
 - d. Rhetorical Question

Lesson

1

Examining Sample Oral Communication Activities

In our very busy world, we cannot resist to communicate. We always engage in communication either face to face, using a telephone, cellphone or electronic mail. In whatever means we communicate; we certainly have a purpose in doing so.



What's In

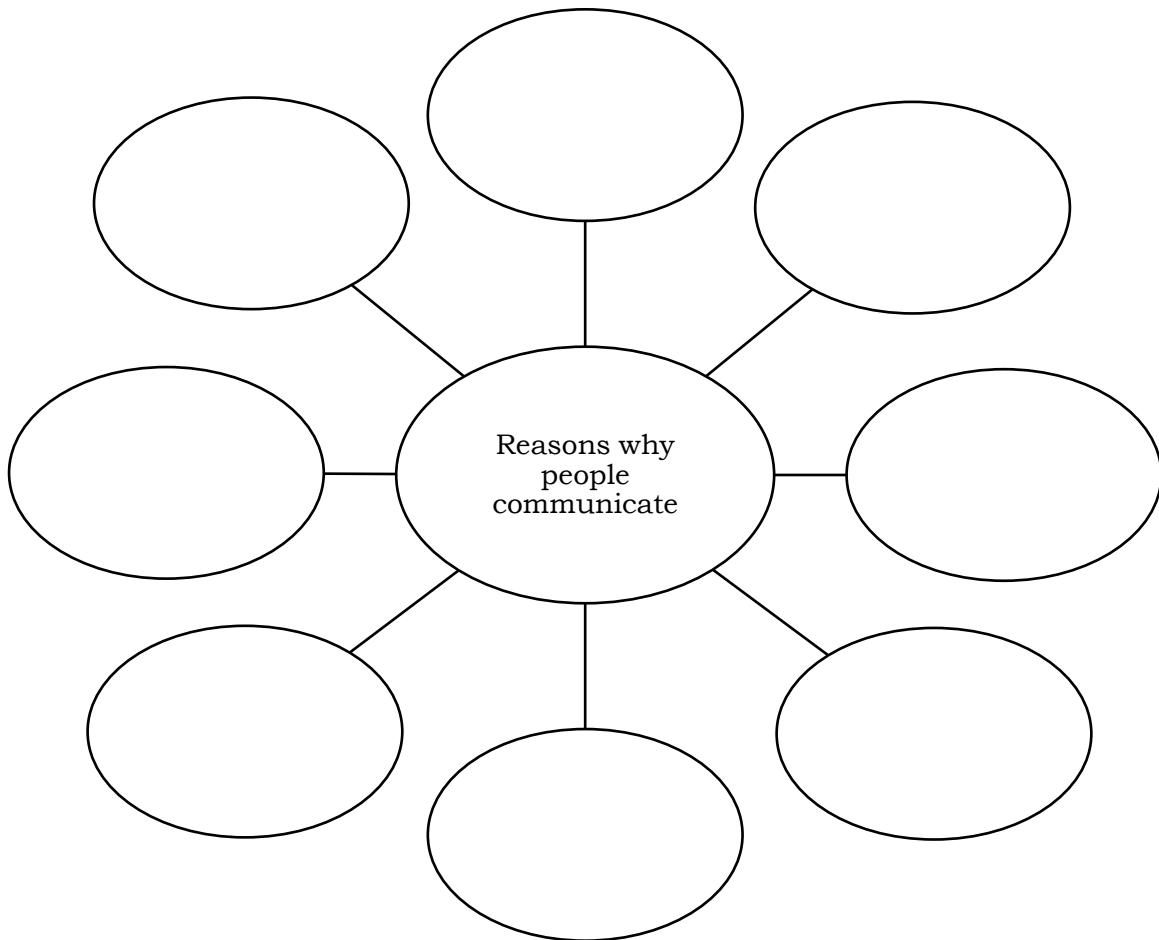
To attain our objective for communicating, we utilize verbal and nonverbal cues as well as varied strategies to convey our message effectively to target listener or audience.

This lesson will focus on the five functions of communication which are the following: regulation/control, social interaction, motivation, information and emotional expression. Moreover, through the sample oral communication activities, verbal and nonverbal cues as well as strategies employed by the speakers may help you comprehend various kinds of oral texts.



What's New

Direction: Using the web map below, give the different reasons or purposes why people communicate.



Enumeration (Description) Graphic Organizer



What is It



Functions of Communication

Basically, there are five functions of communication. These are control or regulation, social interaction, motivation, emotional expression, and information dissemination.

1. **CONTROL OR REGULATION.** Communication functions to control behavior. Every organization has its regulations and these regulations are communicated to all members in various ways.

For example:

1. A small organization such as a family has its house rules which every member has to follow.
2. The school implements rules which students and other members of the school community are obliged to follow.
3. The dress code in a business organization serves to dictate the style dressing among its members, particularly the employees.

4. In the school setting, a security officer may hinder a student or a school visitor from entering.
5. A dean may oblige the faculty members to attend a seminar-workshop.
6. A teacher may require a student to turn off their cell phones.

2. **SOCIAL INTERACTION.** Communication allows individuals to interact with others. Because of the needs to interact daily, people communicate.

For example:

1. A student has to talk with his parents regarding his allowance and school requirements.
2. He has to talk to the driver of a jeepney or bus, or to the train ticketing clerk.
3. In school, it is inevitable for him not to converse with his teachers, classmates, schoolmates, school employees, and officials.

3. **MOTIVATION.** Communication motivates or encourages people to live better. Motivation is either internal or external.

- INTERNAL MOTIVATION comes from within. It is something personal.

Example: A student is motivated to study hard because of his/her desire to graduate with honors.

- EXTERNAL MOTIVATION emanates from the outside or from people surrounding him.

Example: A student is motivated to study hard because of his/her father's promise to give him/her an expensive car once he/she graduates with honors.

Encouraging words serve to stimulate people to perform or do better, that is, to motivate them in a positive way.

Example:

1. A breast cancer patient may desire to live longer after he/she hears words of hope from his/her loved ones.
2. A failing student may continue pursuing his/her chosen career path the moment he/she hears words of encouragement from the school's guidance counselor.

4. **EMOTIONAL EXPRESSION.** Communication facilitates people's expression of their feelings and emotions.

Example: When one informs another about an impending super typhoon, the informer may express various emotions in different situations.

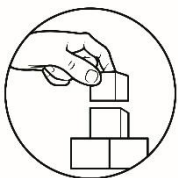
1. As he/she informs his/her loved ones, he/she may show fear because their house is not a safe place to stay when there is an emergency like a typhoon.
2. He/She may show love or concern as he/she informs them for them to get ready for the calamity.
3. He/She may show joy and excitement as he/she envisions another day of no classes or a grand vacation.

5. **INFORMATION DISSEMINATION.** Communication functions to convey information.

Many events or incidents happen every day. These occurrences affect people so they have to be informed.

Example:

1. A new policy to be implemented in school has to be made known to all members before its implementation.
2. The leader draws plans for executing the safety protocols
3. A student leader talks about how to help fellow members who are in need of financial assistance.



What's More

Activity 1

Directions. Read the dialogues. Identify the social interaction function and verbal cues employed.

A. A conversation between two colleagues during break time

Nica : Could you help me prepare for my presentation on Monday?

Cherry : I would love to help you prepare for your presentation.

Nica : I hate to ask you to do something like that.

Cherry : This will not hinder my work. I promise you that.

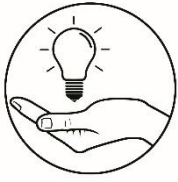
Nica : When could we get together?

Cherry : I could easily give you some time tomorrow night.
 Nica : Would you like to meet at home?
 Cherry : Yes, and could you write anything you might be having trouble with?
 Nica : I'll come prepared.
 Cherry : Goodbye until then. I promise you that you'll do well after we met.

B. A conversation about two people asking each other what they do for a living

Rudy : Hello, my name is Rudy. It's nice to meet you.
 Josie : Hi, I'm Josie. It's my pleasure to meet you.
 Rudy : I am sorry. What is your name again?
 Josie : Josie
 Rudy : So, Josie, what do you do for a living?
 Josie : I work in a marketing company. What do you do for a living?
 Rudy : I'm working in an insurance company, but I'm currently out of work.
 Josie : Sorry to hear that. It has been really nice talking to you.
 Rudy : Yes. It is a great pleasure meeting you.

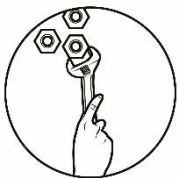
| Dialogue | Specific Social Interaction Function | Verbal Cues |
|-------------------------------|---|--------------------|
| It's my pleasure to meet you. | Emotional Expression | pleasure |
| | | |
| | | |
| | | |
| | | |



What I Have Learned

Directions. Read each statement below carefully. Write **T** if you think the statement is TRUE and **F** if you think the statement is FALSE.

1. The five functions of communication are regulation/control, social interaction, motivation, information, and emotional expression.
2. Regulatory communication refers to giving orders or directions, making requests or attempting influence the actions of others, and accepting or refusing directions.
3. In social interaction or shared attention with others, the individual is communicating not only to meet his own desires and needs but also to socially interact with the people around him.
4. Emotional function is the fundamental requirement of being able to adapt and adjust oneself to environment.
5. Information expression function refers to how one conveys emotional experience through verbal and nonverbal behavior.



What I Can Do

Directions. Watch a talk show, panel discussion, product presentation or product demonstration on the Internet or on television. Accomplish the activity sheet using the guide questions provided below.

ACTIVITY SHEET

TITLE/TOPIC

Kapuso Mo, Jessica Soho: Ikatlong Miss Universe ng Pilipinas

PURPOSE

To inspire Filipinos to pursue their dreams and passion

VERBAL CUES

I know I did my best

I have the whole year ahead of me to have many moments... (as Miss Universe)

NONVERBAL CUES

Smiling

Nodding

1. What is the discussion/talk about?
2. Identify the speaker's purpose. Are the speakers successful in conveying their respective message? Explain your answer.
3. Comment on the verbal and nonverbal cues that each speaker used to achieve his/her purpose:
 - a. Are they clear? Expound your answer.
 - b. Are they effective? Support your response.
 - c. Are they appropriate? Cite your specific instances.

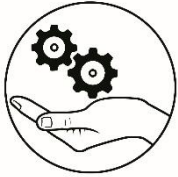


Assessment

Directions: Identify the function of communication used in each of the following situations. Choose the answer from the list below.

- A. regulation/control
 - B. social interaction
 - C. motivation
 - D. information
 - E. emotional expression
1. The teacher reads and discusses classroom policies to her students.
 2. Ross greets Rachel; then they start talking about their plans for the holidays.
 3. Phoebe shares her insights on how to live peacefully despite a complicated life.
 4. Monica shares her personal frustrations with Chandler.

5. The Geometry teacher lectures about Mathematical concepts.
6. Sheila delivers her valedictory speech.
7. The President delivers his last State of the Nation Address.
8. A television personality thanks the supportive moviegoers during an interview.
9. The city mayor presents his strategies to execute the plans in a public forum.
10. A tourist guide orients a group of tourists about a heritage site.

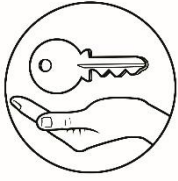


Additional Activities

Directions. Write your thoughts on each inspiring quotation. Use the activity sheet that follows.

1. “Live as if you were to die tomorrow. Learn as if you were to live forever.”-Gandhi
2. “It is wiser to find out than to suppose.” - Mark Twain
3. “Learn from yesterday, live for today, hope for tomorrow.” – Albert Einstein
4. “The purpose of learning is growth, and our minds, unlike our bodies, can continue growing as long as we live.” – Mortimer Adler
5. “The best way to predict your future is to create it.” – Abraham Lincoln

| QUOTE NUMBER | IDEAS |
|--------------|---|
| 1 | You should live your life to the fullest. |
| | |
| | |
| | |
| | |



Answer Key

Assessment
1. A
2. B
3. C
4. E
5. D
6. C
7. D
8. C

**What I
Have
Learned**
1. T
2. T
3. T
4. F
5. F

**What
Can I do**
Answers
may vary

**What's
More**
Answers
may vary

**What I
Know**
1. C
2. C
3. B
4. A

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