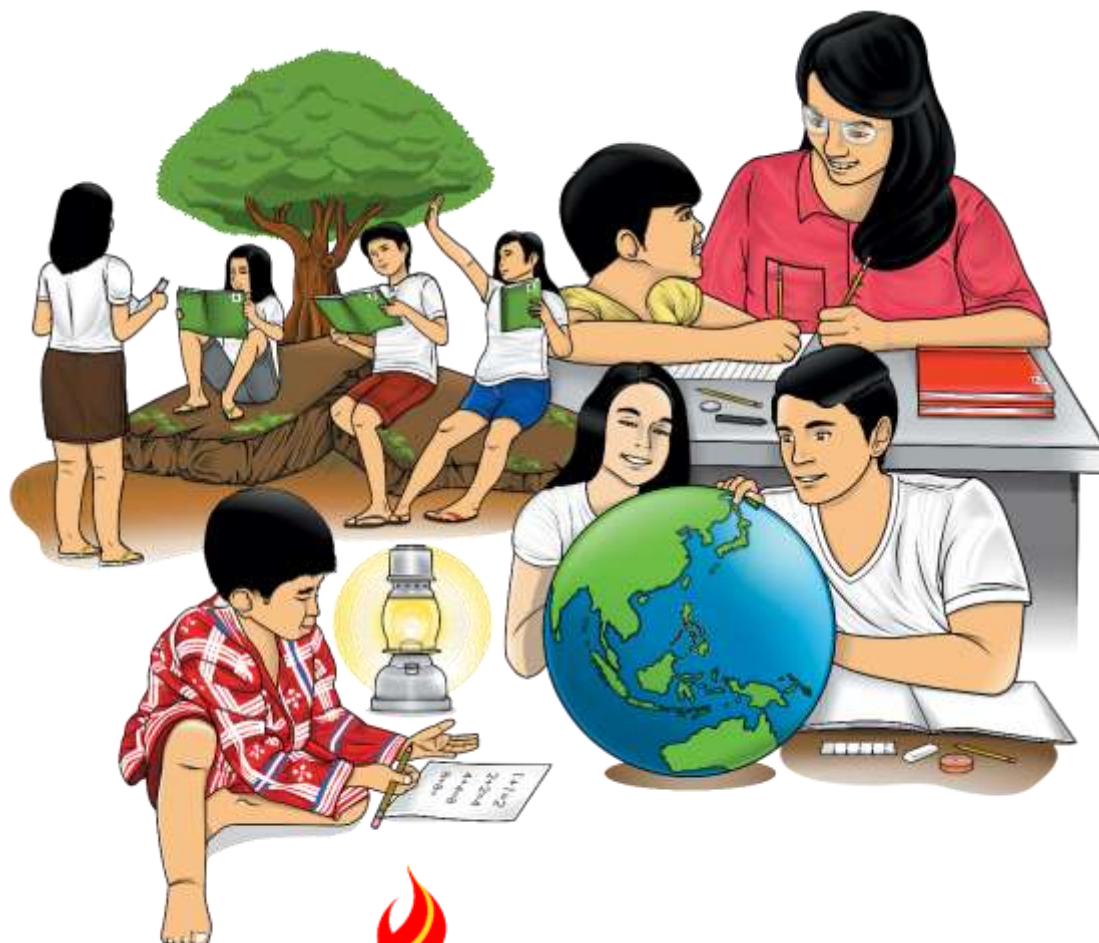


Inquiries, Investigation and Immersion

Quarter 2 – Module 7: Sharing your Research



GOVERNMENT PROPERTY
NOT FOR SALE

Inquiries, Investigation and Immersion
Alternative Delivery Mode
Quarter 2 – Module 7: Sharing your Research
Second 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

Writers:	Marjorie B. Yosores Rudilyn F. Zambrano Jungie G. Palma Christy C. Gabule-Dablo, DScN Maria Conception Sione E. Alpore	Emily A. Tabamo Cheryll M. Sabaldana Cathrine B. Pielago
Evaluators:	Maria Cecilia N. Gabas Annarose J. Catian	
Illustrator:	Jungie Palma	
Layout:	Princess C. Tingcang	
Management Team:	Dr. Arturo B. Bayocot, CESO III, Regional Director Dr. Victor G. De Gracia Jr., CESO V, Asst. Regional Director Mala Apra B. Magnaong, CES, CLMD Bienvenido U. Tagolimot, Jr., PhD., Regional ADM Coordinator Marie Emerald A. Cabigas, PhD, EPS, LRMS Elson C. Jamero, EPS-Designate-TLE Erlinda G. Dael, PhD., CESE, CID Chief Celieto B. Magsayo, Div. LR Supervisor Andrian S. Tecson, Div. ADM Coordinator	

Printed in the Philippines by Department of Education – Regional Office 10

Office Address: Zone 1, Upper Balulang, Cagayan de Oro City 9000

Telefax: (088) 880-7071, (088) 880-7072

E-mail Address: region10@deped.gov.ph

Inquiries, Investigation and Immersion

Quarter 2 – Module 7: Sharing your Research

Introductory Message

The purpose of this module is to guide the teacher as to what to do in dealing the students. This is an interactive way to test and evaluate the students' learning process. The writer simplifies the instruction of every activity to be understood well. The importance of the module is to explore the literacy of the students. Motivating the students to use module is a great help to adapt the education for all programs.

To our dearest students let yourself be free in exploring the module made for your literacy and learning process. This module is designed to test your skills in understanding and comprehending the different activities. This module involves logical flow of ideas to spread essential context regarding the learning process. The purpose refines completely new approach in selecting topic which inclined the interests of the learners. Additional insights might investigate the implications in identifying new problems and re-conceptualize.

1. What I Need to Do – the part used to introduce the learning objectives in this module.
2. What I Know – this is an assessment as to your level of knowledge to the subject matter at hand, meant specifically to gauge previous knowledge.
3. What's In – the part used to connect your previous learning with the new lesson.
4. What's New – the part used to introduce new lesson through a story, an activity, a poem, song, situation or activity.
5. What is It – the part that will help you discover and understand the lesson.
6. What's More – the part that will help enrich your learnings of the lesson.
7. What I Have Learned – the part that will help you process what you have learned in the lesson.
8. What I Can Do – the part that allows you to apply what you have learned into real life situations.
9. Assessment – the part that evaluates your level of mastery in achieving the learning objectives.
10. Additional Activities – the part that enhances your learning and improves your mastery of the lesson.



What I Need to Know

In this lesson, your chosen final paper depends on whether based on your Practical Research 1 or Practical Research 2 outputs. You will walk through your journey back on how you share and defend your written research report. In the same manner, you are going to revise your written research report based on suggestions and recommendations of panelists and finally, submit the final written research report. All the topics presented in this module will serve as pointers in developing and completing your final papers.

D – EFEND

E – XPLAIN

F – OCUS

E – LABORATE

N – OTE

S – HARE

E – MBARK



After going through this module, you are expected to:

1. Defend written research report
2. Revise written research report based on suggestions and recommendations of panelists
3. Submit final written

How to learn from this module?

What's the best way to prepare for your Oral Defense? (A review)

1. Know the format of your research defense

Make sure that you have followed the standard guidelines in presenting your written research. As a learner of this program, make sure that you can defend your research in front of the panel of examiners personally. An online defense may be applicable, but it is better to have it in-person to avoid communication barriers.

2. Prepare and practice your presentation

A good presentation depends also on the time frame. A 15-minute presentation with a maximum of 10 to 15 slides is already an ideal presentation. Practice, and master the content of each slide to avoid excessive watching on your copy. Train yourself in public speaking, or practice your presentation inside an empty room. However, the best way to practice is to have it with your peers or family members, so that they can also give comments or feedback on your performance.

3. Answer the questions properly and confidently

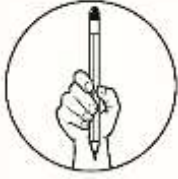
In every defense, there is always a question from a panel. Defend your research, and confidently answer the questions. Do not be hesitant in front of them, because they might think that you are not a master in your research study.

Visit the following links to watch examples of an oral defense.

<https://www.youtube.com/watch?v=edQv9OKvfdU>

https://www.youtube.com/watch?v=MJ_IVOldfH8

<https://www.youtube.com/watch?v=dcV4jEQBD7Q>



What I Know

This pretest is asking you to review the basic parts and details necessary to complete your final paper. This includes the fundamental aspects of well-written research work and some principles to guide you in defending your research paper. Write the letter of the correct answer on a separate sheet of paper. Good luck.

1. It is designed to identify related research, to set the current research project within a conceptual and theoretical context.
 - a. Literature Review
 - b. Rationale
 - c. Methodology
 - d. Conclusion
2. It is part of the research where you should define or identify the general topic, issue, or area of concern, thus providing an appropriate context for reviewing the literature.
 - a. Literature Review
 - b. Rationale
 - c. Introduction
 - d. Summary
3. Which of the following is not the purpose of the research conclusion?
 - a. It stresses the importance of the thesis statement
 - b. It gives the written work a sense of completeness
 - c. It does not leave a final impression on the readers
 - d. It demonstrates good organization.
4. Which of the following is NOT a characteristic of a Research Proposal?
 - a. The proposal might not be consistent with the donor's interests.
 - b. It must be made to someone who either accepts, rejects, or modifies.
 - c. It is being written for presentation to another party to gain its acceptance.
 - d. It does require presentation with a sufficient degree of clarity and persuasiveness to be convincing.
5. Which of the following does NOT describe a Research Problem?
 - a. It is the main focus of the study.
 - b. It is the question (s) that the research will answer.
 - c. It must be composed of measurable concepts that cannot be operationally defined.
 - d. It can be a result of observation (induction) or can be deduced from existing theory.
6. These are statements of the specific intent or purpose of the research.
 - a. Introduction
 - b. Objectives of the Research
 - c. Literature Review
 - d. Summary and Findings
7. In research, what writing style format is widely used?
 - a. APA 6th edition
 - b. MLA
 - c. CMOS 17th Edition
 - d. Turabian
8. We review the relevant literature to know:
 - a. What is already known about the topic?
 - b. What concepts and theories have been applied to the topic?
 - c. Who are the key contributors to the topic?
 - d. All of the above.

9. Which of the following should be practiced before Oral defense EXCEPT for____?
 - a. You may prepare hand-outs or brochure
 - b. Prepare for your presentation mentally and physically
 - c. You need to memorize everything but should know the key points.
 - d. You may bring a mode of verifications for easy reference of your research.
10. Which of the following statement is NOT true about revising your research paper?
 - a. Be sure to proofread and edit as needed.
 - b. Read the paper from the last word to the first word.
 - c. Having someone else read it aloud to you is a waste of time.
 - d. After receiving some suggestions, create a new outline by noting points you want to hit.
11. How will answer your panelists if they will ask you “What is the significance of the study?
 - a. Simply state how your research work will help other researchers, educators, organization practitioners, and policymakers.
 - b. In this area, mention how your study addressed the existing issues/problems/concerns that made you choose your topics
 - c. To answer this question, simply tell your audience/panelist that the findings from your study can be generalized to other relevant settings, groups, or case studies.
 - d. Show the descriptive results from the study in a convincing and clear style. Make sure your findings refer to your research objectives/questions
12. This chapter talks about the result of your study. Here you are going to present the data gathered using the questionnaire you used by tabulating all the gathered data.

a. Method and Procedures	c. Introduction
b. Presentation, Analysis, and Interpretation of Data	d. Review of Related Literature
13. Which is not true about summary, conclusions, and recommendations?
 - a. Your conclusion should be based on your findings.
 - b. It is where you summarize your interpretation of data in Chapter 4.
 - c. Recommendations should be directly based on the significance of the study.
 - d. It is the part of your research where you describe the instrument you used for example the questionnaire
14. Which of the following statement is NOT true?
 - a. Title Page consists of the research title, names of the researchers, and name of the English teacher
 - b. Table of Contents contains the accurate paging of each part of the research paper
 - c. List of Tables/Figures contains the accurate paging of each part of the research paper
 - d. Acknowledgement is a personal page where the researchers are given the privilege to extend gratitude to all people who helped in accomplishing the research
15. Which of the parts of the Research Paper is NOT correct?
 - a. Chapter 1. The Problem and Its Background
 - b. Chapter 2. Review of Related Literature
 - c. Chapter 3. Method and Procedures
 - d. Chapter 4. Summary, Conclusion, and Recommendations

Lesson**1****Sharing Your Research****What's In****Activity 1. Throwback Time**

For you to remember your previous lessons in research, here are some exercises to refresh your mind. Match the terminologies or phrases in column B to their definition or statement in column A. Write the letter of your answer on a separate sheet of paper. Your answer should reveal a word that is an important value that everyone should possess.

A	B
1. It shows the scope of the study and all the limitations which the research does not cover.	R. Presentation, Analysis, and Interpretation of Data
2. It will give the readers the terms used in the research.	A. Review of Related Literature
3. It provides an overview of how the researcher perceives the issues.	I. Method and Procedures
4. It is here where you present your interpretation of data as the basis of your Summary of Findings.	H. Definition of Terms
5. In this part you narrate the process you perform in the study which leads to the findings.	G. Acknowledgment
6. This part provides the answer to the stated problem.	S. Scope and Limitations of the Study
7. It is a personal page where the researchers are given the privilege to extend gratitude to all people who helped in accomplishing the research.	N. Summary, Conclusions and Recommendations

What value is shown when a person distributes or lets someone else uses a portion of something. It is a process of dividing and giving something as an outright gift. It is a very essential skill that we need in this time of pandemic to build a healthy community, strong relationships and contribute to the well-being and happiness of everybody.

Activity 2. Evaluate Your Paper

Evaluate your research paper using the sample rubric of well-written research work. This will somehow give you an idea on what are the basic parts of your research paper that needs to be improved.

Research Paper Rubric

Criteria	Exceeds Standard	Meets Standard	Nearly Meets the Standard	Does Not Meet Standard	No Evidence	Your Score
Points Value	5	4	3	2	1	
Title Page	Research Title, Your name, Track, and Strand, Date, Teacher’s Name, Semester, Neatly Finished-no errors	Evidence of four	Evidence of three	Evidence of two or less	All components are not included, not properly formatted	
Introduction	The introduction is engaging, states the main topic, and previews the structure of the paper	The introduction states the main topic and previews the structure of the paper	The introduction states the main topic but does not adequately preview the structure of the paper	There is no clear introduction or main topic and the structure of the paper is missing	Absent, no evidence of introduction	
Body	Each paragraph has thoughtful supporting detail sentences that develop the main idea	Each paragraph has sufficient supporting detail sentences that develop the main idea	Each paragraph lacks supporting details sentences	Each paragraph fails to develop the main idea	Major sections of pertinent content have been omitted or greatly run-on	
Conclusion	You as the author are can make sufficient and precise conclusions based on the review	The author provides concluding remarks that show analysis and synthesis of ideas that occurred	There is an incomplete and unfocused conclusion	There is no indication that the author tried to synthesize the information or make a conclusion based on the research	Absent	

Mechanics and Usage	No errors in punctuation, capitalization, spelling, and word usage	Almost no errors in punctuation, capitalization, spelling, sentence structure, and word usage	Many errors in punctuation, capitalization, spelling, sentence structure, and word usage	Numerous and distracting errors in punctuation, capitalization, spelling, sentence structure, and word usage	It is hard to know what the author is trying to express	
Citation	All cited works, both text and visual, are done in the correct format with no errors	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident	Few cited works, both text and visual, are done in a correct format	Not all sources are cited	Absent	
Bibliography	Done in the correct format with no errors. Includes more than 5 major references (e.g., science journal articles, books, but no more than two internet sites. Periodicals available online are not considered internet sites)	Done in the correct format with few errors. Includes 5 major references (e.g., science journal articles, books, but no more than two internet sites. Periodicals available online are not considered internet).	Done in the correct format with some errors. Includes 4 major references (e.g., science journal articles, books, but no more than two internet sites. Periodicals available online are not considered internet).	Done in the correct format with many errors. Includes 3 major references (e.g., science journal articles, books, but no more than two internet sites. Periodicals available online are not considered internet sites.)	Absent or the only sites are internet sites.	
Appearance	Creative and attractive cover with color and graphics, clear organization, readable and neat, title page, table of contents, section dividers, and three-ring binder.	Contains title page, table of contents, section dividers, and three-ring binder.	Contains 3 of 4 criteria for meets; and /or poorly organized and difficult to read; lacking neatness	No organization, missing significant 2 of 4 criteria.	Absent structure and organization.	

Contents	All required information is discerned with clarity and precision and contains all items listed in the Meets category	Contains application, abstract, research paper, lab report, observation log, reflective essay, guide, and rubrics.	Contains 5 – 6 of criteria for meets; and /or poorly organized	Contains less than 5 criteria for meets.	Absent contents, structure, and organization.	
-----------------	--	--	--	--	---	--



What's New

Suggested Research Presentation Guidelines

This is only a suggestion as to how you prepare your presentation. Your adviser can decide as to the time allotment in consideration of different factors. **You may or may not follow the sequence or format as required here. This is flexible according to your school situation.** This is only applicable to those who can present using multimedia presentations.

Brief Presentation: This is the visual version of your paper. Your presentation should include a short introduction, your hypotheses, a brief description of the methods, tables, and/or graphs related to your findings, and an interpretation of your data.

The presentations should not be more than 10 minutes long. It is not much time though. Consider planning about 1 minute per slide. The trick to giving a better presentation is simplifying your information down into bulleted, diagrams, tables, and graphs. Do not rush while presenting.

Title slide (1 slide). It will contain the title of your paper. If the research is in a group, list the name of all the members, your class and section, school, and the date of presentation.

Introduction (typically 3-4 slides). Explain why your work is interesting. This part tells the context of the study. Using pictures is a plus factor to attract audience excitement and attention about the issue and questions you are addressing. Clearly state your hypotheses.

Materials and Methods (typically 2-3 slides). This is a clear summary of the design. Show a picture of your respondents and justify why they are appropriate for addressing the questions mentioned above. Show a picture of the venue/ laboratory set-up or some person doing some work or activity related to your study. You can show a diorama of your experimental design (sample sizes, sampling frequency). Mention what parameters you measured but do not go into detail on exact procedures used. State what statistical tests you used to analyze data.

Results (typically 2-4 slides). You may show a photograph that shows an interesting qualitative result and state the results. Graphical presentation of results reminds the audience of your hypothesis. A simple and clean graph with a complete label is more reliable. Do not use light colors in your figures, they do not show up well when projected.

Implications and Conclusions (typically 2-3 slides). Interpret your results correctly. Address sources of errors and methodological difficulties constructively. Results should be placed in context and draw implications from them.

Acknowledgment (1 slide). Thank everyone who provided advice or assistance. Verbally thank your audience for their attention and tell them you would be happy to answer any questions.

Activity 3. My Power, My Point!

Write the content of your Research Presentation here according to the guidelines.

Title slide (1 slide):

Introduction (typically 3-4 slides).

Materials and Methods (typically 2-3 slides).

Results (typically 2-4 slides).

Implications and Conclusions (typically 2-3 slides).

Acknowledgment (1 slide).

Activity 4. Slide Rate!

Rate your slide presentation using this PowerPoint Rubric

Criteria	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence	Score
Value Point	5	4	3	2	1	
Clarity of Topic	Includes a clear title that gives specific information about the main topic.	Includes a title that gives information about the main topic.	Includes a title that gives some information about the main topic.	Missing a title or statement of the main topic.	Not present	
Details of Research	Includes all details from research and has clear labels, phrases, or sentence descriptions.	Includes most details from research and has clear labels or phrases.	Includes some details from research and has labels or phrases.	Includes only a few details from research using labels or phrases.	No details from research.	
Effectiveness	The viewer has a thorough understanding of the topic researched. Backboard includes specific examples and/or illustrations in an organized manner	The viewer understands the topic researched. The backboard includes examples and/or illustrations.	The viewer has some understanding of the topic researched. The backboard includes some examples and/or illustrations.	The viewer has difficulty understanding the topic researched. The backboard includes few examples and/or illustrations.	PowerPoint does not communicate the topic researched	
Quality	Includes illustrations and labels. Content is edited for spelling and punctuation	Includes illustrations and labels. Content is edited for spelling and punctuation	Includes illustrations and labels. Content is not edited for spelling and	Does not include illustrations and labels and/or contains more than 3	Work is haphazard and careless. Has none of the	

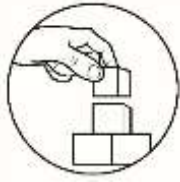
	and has no errors	and has less than 3 errors.	punctuation and has more than 3 errors.	errors in spelling and punctuation.	required elements.	
Total						



What is It

Use the following steps when preparing for the oral defense of your Research Paper.

1. Your evaluation is based on your presentation.
2. Prepare for your presentation mentally and physically. If possible, sleep early the night before your presentation.
3. You don't need to memorize everything but you should know the key points.
4. Familiarize your PowerPoint presentation and all the parts of your research including all the details.
5. Make eye contact with more than one member of the panel of assessors during your presentation.
6. You may bring a mode of verifications for easy reference of your research.
7. Keep cool. Don't speak too fast and don't read your notes. Just glance once in a while.
8. Use simple terminologies. It should be concise to be understood even if the audience is not in the academe.
9. You may prepare hand-outs or brochures.
10. Space your presentation. Do not focus on one slide only.
11. When the panelist occasionally interacts during your presentation, take note of the suggestions.
12. Do not answer in a hurry. Pause and think to organize your thoughts. If you are not clear about the question, you are entitled to clarify.
13. Put up a good defense without being defensive. Be confident.
14. After the oral defense, meet with your advisor for debriefing and seek advice on how to revise your thesis.
15. Practice, practice, practice. Rehearse several times with the equipment you will use for your presentation



What's More

Activity 5. My Answers

Common project defense questions and answers

You can start writing your answer to these questions for your guide during the presentation.

1. **Why did you choose this topic?**

Commonly this is the first question and you need to prepare a good response. Mention your driving motivations for the study. State your research problem and why you wanted to address it in embarking on your study.

2. **Briefly, explain what your research project is all about?**

To answer this question, understand completely your research work. If you were asked to submit an abstract, basically repeat it.

3. **What is the scope of the study?**

Briefly state the specific aspects of your research topic that you choose to cover

4. **What is the significance of the study?**

Simply state how your research work will help other researchers, educators, organization practitioners, and policymakers. In short, citing the usability of your research.

5. **Did you bridge any gap from your study?**

In this area, mention how your study addressed the existing issues/problems/concerns that made you choose your topics.

6. **What are your research variables?**

This question is asked to find out if you know what your research project is all about. Explain your independent and dependent variable(s) to show them you grasp the concept of your research topic. Identify the variables in your project topic, define and explain them.

7. **What research methodology did you use?**

This is usually chapter three of your project report. To respond to this question, you should briefly state the research design procedure you adopted for the research. Talk about the data collection methods and sampling techniques employed in the research.

8. **Why did you use that research methodology?**

State the main reason for choosing your research methodology.

For instance, you used a survey research method, state your reasons to collect information from the sample without influencing the population of the study.

9. **Why do you think your research is reliable?**

To answer this question, simply tell your audience/panelist that the threats to research reliability (which are participant's error, participant bias, research error, and researcher bias) did not occur during the research.

10. **Why do you think your research is valid?**

To answer this question, simply tell your audience/panelist that the findings from your study can be generalized to other relevant settings, groups, or case studies.

11. **In what way(s) does your research project contribute to knowledge?**

You may refer to the significance of the study. You talk about your research objectives in addressing the problem. Briefly state that your project will advance understanding in your research field.

12. **What are the limitations encountered?**

No research task is perfect. It is common for at least one issue to be identified. To answer this question, communicate about the weaknesses that had been out of your control.

13. **What source of data was employed for the research?**

Simply state the data collection methods that were used in the study. You should state if primary sources such as questionnaires, interviews, observations, or secondary sources such as textbooks, journals, articles, etc were used. If you combined primary and secondary sources, briefly talk about it.

14. **What are your findings?**

Show the descriptive results from the study in a convincing and clear style. Make sure your findings refer to your research objectives/questions.

15. **Based on your findings what are your recommendations/suggestions?**

This is where you talk about the importance and implications of your findings from three levels namely:

- a. Research (various ways other researchers can improve or refine the study)
- b. Theory (the new contributions that you are adding to the body of knowledge) and
- c. Practice (how the information gotten from your study can make practice better, improve the operational procedures, solve problems, and improve policy-making, etc.).

Note: Avoid the temptation to make recommendations that are not supported by your findings. Do not recommend based on your beliefs.

16. What is the strongest point in your project?

The duration of the oral defense might just be 10 - 15 minutes, as such the questioners will not have the time to ask you about every detail. They will want to focus on the major thoughts and ask you the most essential components of your research. Be equipped to answer.

17. If you could change something regarding your study, what would it be?

You can get your answer from the limitations of your study. Consider the constraints and the kind of data collection

18. Do you have any closing comments?

Thank the panel of assessors and let them know that the revisions/corrections that were given (such as rewriting the conclusion, tables/graphs that are not in the right format, something you said during the oral defense and they want you to include it in the report or some other issues they noticed you did not capture) would be implemented and shown to your supervisor.

Activity 6. My Version

REVISE WRITTEN RESEARCH

What is a revision of a paper of text?

To improve your paper, revision is necessary to polish it through completely. Several steps in writing are involved. Revision is the process to drive your paper to a better level. In revising, you will rework and rewrite sentences. You may revise the entire paragraph to improve your argument.

Prepare your final paper for submission. Your output is your final revised paper.

10 Things You Can Do to Better Revise Your Paper

1. It is good to have someone else read your paper. Your researcher teacher may critic your work. You may ask your language teacher to read your paper and ask for some suggestions.
2. Go over your paper by reading out loud. Figure it out if it may sound right.
3. Thoroughly research the topic by reading the new credible sources.
4. After receiving some suggestions, create a new outline by noting points you want to hit.
5. Have someone else read it aloud to you, does it sound right?
6. Read the paper from the last word to the first word.
7. Consider your paper as a presentation. Think of it as if you were presenting to an audience.
8. Provide a complete draft of the new introduction and conclusion. Check if the current paper is aligned with the correct parts.
9. Be sure to proofread and edit as needed.
10. Set your paper aside for a day or longer and come back and read it through fresh eyes.



What I Have Learned

My Research Journal

Activity 7. Insights

Write a synthesis journal from the different activities and discussions you encountered during your research. You can recall experiences and real-life problems you met in Practical Research 1, Practical Research 2, and Inquiries, Investigations, and Immersion subjects. How did you solve and manage it? How will you apply it in the future?

What I Did

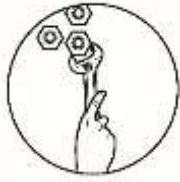
What I Learned

How can I use it?

Activity 8. My Points of View: A Reflection

Questions:

1. What is the purpose of revising your research paper?
2. What are some tips in revising and editing your research paper?
3. How much time did you spend on your research paper?
4. What have you learned about your topic?
5. Which part of the research paper that you find difficult?
6. Which part of the research paper that you find easy?
7. How do you feel about the research paper you wrote?
8. The next time you write a research paper, what will you do differently?
9. What was the most interesting part of your research paper?
10. If you had another week, what would you change about your paper?



What I Can Do

Activity 9. My Script (Optional)

Prepare a script of your oral defense. This script can be one of the bases in rating those who cannot present their research paper using face-to-face modality. The script follows the arrangement of your prepared slides.

Activity 10. Oral Presentation

Before your oral presentation, try to assess your research and presentation skills. Practice navigating your slide and presenting your research. Use this suggested Oral Presentation Rubric for your guide. Your teacher might have a different rubric depending on the situation in your school.

ORAL PRESENTATION RUBRIC

Criteria	4-Excellent	3-Good	2-Fair	1-Needs Improvement
A. Content	The student demonstrates full knowledge by answering all questions with explanations and elaboration	The student is at ease with expected answers to all questions, without elaboration	The student is uncomfortable with the information and can answer only rudimentary questions	The student does not have a grasp of the information, the student cannot answer questions put forth
B. Organization	The student presents information in a logical, interesting sequence which the audience can follow	The student presents information in logical sequence which the audience can follow	The audience has difficulty following presentation because the student jumps around	The audience cannot understand the presentation because there is no sequence of information
C. Mechanics	The presentation has grammatical errors	The presentation has no more than two grammatical errors	The presentation has three grammatical errors	Student's presentation has four more grammatical errors
D. Delivery	Holds attention of the entire audience with	Consistent use of direct eye contact with the	Displays minimal eye contact with the audience	Holds no eye contact with the audience as the entire

	the use of eye contact, seldom looking on notes	audience, but still returns to notes	while reading mostly from the notes	report is reading from notes
E. Enthusiasm	Demonstrates strong enthusiasm about the topic	Shows some enthusiastic feelings about the topic	Shows little or mixed feelings about the topic being presented	Shows no interest in the the topic presented
F. Elocution	The student uses a clear voice and correct, precise pronunciation of items so that all audience members can hear the presentation	The student's voice is clear. Student pronounces most words correctly. Most can hear the presentation	The tudent's voice is low. Student incorrectly pronounces terms. The audience has a difficult time hearing presentation	The tudent mumbles incorrectly pronounce terms and speaks too quietly for the audience to hear.
G. Body Language	Movements seem fluid and help the audience visualize.	Made no movements or gestures that enhance articulation	Very little movement or descriptive gestures.	No movements or descriptive gestures.
H. Poise / Professionalism	The student displays a relaxed, self-confident nature about self, dressed professionally, makes no mistakes	Makes minor mistakes, but quickly recovers from them;	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes
I. Time	Presentation given in the time allotted	The presentation given exceeded 5 minutes in the time allotted	The presentation given exceeded 10 minutes in the time allotted	Presentation given exceeded 15 minutes or more in the time allotted
J. Completeness	The presentation provides good depth and details	The presentation provides good depth and details but few needed details are omitted	The additional depth is needed in places	The presentation does not provide adequate depth



Assessment

Multiple Choice. Write the letter of the correct answer on a separate sheet of paper. Good luck!

1. Which of the parts of the Research Paper is NOT correct?
 - a. Chapter 1: The Problem and Its Background
 - b. Chapter 2. Review of Related Literature
 - c. Chapter 3. Method and Procedures
 - d. Chapter 4. Summary, Conclusion, and Recommendations
2. Which of the following statement is NOT true?
 - a. Title Page is consisted of the research title, names of the researchers, and name of the English teacher
 - b. Table of Contents contains the accurate paging of each part of the research paper
 - c. List of Tables/Figures contains the accurate paging of each part of the research paper
 - d. Acknowledgement is a personal page where the researchers are given the privilege to extend gratitude to all people who helped in accomplishing the research
3. Which is not true about summary, conclusions, and recommendations?
 - a. Your conclusion should be based on your findings.
 - b. This is where you summarize your interpretation of data in Chapter 4.
 - c. Recommendations should be directly based on the significance of the study.
 - d. It is the part of your research where you describe the instrument you used for example the questionnaire
4. This chapter talks about the result of your study. Here you are going to present the data gathered using the questionnaire you used by tabulating all the gathered data.
 - a. Method and Procedures
 - b. Presentation, Analysis, and Interpretation of Data
 - c. Introduction
 - d. Review of Related Literature
5. How will answer your panelists if they will ask you “What is the significance of the study?”
 - a. Simply state how your research work will help other researchers, educators, organization practitioners, and policy-makers.
 - b. In this area, mention how your study addressed the existing issues/problems/concerns that made you choose your topics
 - c. To answer this question, simply tell your audience/panelist that the findings from your study can be generalized to other relevant settings, groups, or case studies.
 - d. Show the descriptive results from the study in a convincing and clear style. Make sure your findings refer to your research objectives/questions

6. Which of the following statement is NOT true about revising your research paper?
 - a. Be sure to proofread and edit as needed.
 - b. Read the paper from the last word to the first word.
 - c. Having someone else read it aloud to you is a waste of time.
 - d. After receiving some suggestions, create a new outline by noting points you want to hit.
7. Which of the following should be practiced before Oral defense EXCEPT for?
 - a. You may prepare hand-outs or brochure
 - b. Prepare for your presentation mentally and physically
 - c. You need to memorize everything but you should know the key points.
 - d. You may bring a mode of verifications for easy reference of your research.
8. We review the relevant literature to know____
 - a. What is already known about the topic?
 - b. What concepts and theories have been applied to the topic?
 - c. Who are the key contributors to the topic?
 - d. All of the above.
9. In research, what writing style format is widely used?

a. APA 6th edition	c. CMOS 17th Edition
b. MLA	d. Turabian
10. These are statements of the specific intent or purpose of the research

a. Introduction	c. Literature Review
b. Objectives of the Research	d. Summary and Findings
11. Which of the following does NOT describe a Research Problem?
 - a. It is the main focus of the study.
 - b. It is the question (s) that the research will answer.
 - c. It must be composed of measurable concepts that cannot be operationally defined.
 - d. It can be a result of observation (induction) or can be deduced from existing theory.
12. Which of the following is NOT a characteristic of a Research Proposal?
 - a. The proposal might not be consistent with the donor's interests.
 - b. It must be made to someone who either accepts, rejects, or modifies it.
 - c. It is being written for presentation to another party to gain its acceptance.
 - d. It does require presentation with a sufficient degree of clarity and persuasiveness to be convincing.
13. Which of the following is not the purpose of the research conclusion?
 - a. It stresses the importance of the thesis statement
 - b. It gives the written work a sense of completeness
 - c. It does not leave a final impression on the readers
 - d. It demonstrates good organization.
14. It is part of the research where you should define or identify the general topic, issue, or area of concern, thus providing an appropriate context for reviewing the literature.

a. Literature Review	c. Introduction
b. Rationale	d. Summary
15. It is designed to identify related research, to set the current research project within a conceptual and theoretical context

a. Literature Review	c. Methodology
b. Rationale	d. Conclusion

References

A Research Guide for Students. Retrieved from

<https://www.aresearchguide.com/revise-a-paper-properly.html>

Excelsior Online Writing Lab. Retrieved from

<https://owl.excelsior.edu/research/revising-and-editing-a-research-paper/>

<http://www.drpaulwong.com/how-to-prepare-for-the-oral-defense-of-your-thesisdissertation/>

<https://www.acavent.com/2018/06/12/powerpoint-presentation-from-research-paper/>

<http://www.swarthmore.edu/NatSci/cpurrin1/powerpointadvice.htm>

<http://teach.ufl.edu/wp-content/uploads/2016/07/Science-Rubrics.pdf>



Answer Key

15.D 14.C 13.D 12.A 11.A 10.C 9.C 8.D 7.A 6.B 5.C 4.A 3.C 2.C 1.A What I Know	S H A R I N G 7. G 6. N 5. I 4. R 3. A 2. H 1. S What's In	15.A 14.C 13.C 12.A 11.C 10.B 9.A 8.D 7.C 6.C 5.A 4.A 3.D 2.C 1.D Assessment
---	---	--

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