

COMMUNICATIVE COMPETENCE STRATEGIES

IN VARIOUS SPEECH SITUATIONS

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Lesson 1

TYPES OF SPEECH CONTEXT



OBJECTIVES

At the end of the lesson, the students are expected to:

- Assess one “self” by creating a personal brand.
- Differentiate the two types of speech context by raising cultural awareness.
- Reflect on one’s intrapersonal using the identity wheel.
- Practice interpersonal through active reading/listening and critical thinking on social media.



MIND TEASER

Assess yourself by observing your traits and feelings using a modernized family tree from *templatelab.com*. Write in each circle the traits you believe you inherited from your roots. You can modify the family tree based on your preference. Write a short statement that summarizes what you learned about yourself under the family tree.





MIND CONSTRUCTOR

Context in speech is the setting where people gather for a conversation or a speaking occasion. The setting includes the particular time and place of the communication. It involves the shared thoughts and meanings of the people on the topic of the speech communication. People in a conversation or any speech occasion must understand the environmental and situational context of the speech they are involved in for effective and successful communication.

Types of Speech Contexts

Intrapersonal

There are times that you stare blankly on your reflection on the mirror. The silence and length of time you spent glancing at the mirror without doing anything could be the process of intrapersonal communication which you silently communicate with yourself.

In the study of Ehondor (2017), she focused on *intrapersonal communication* as communication within the mind of a person, how he/she feels and perceives himself/herself, and connected it to personal branding. She described a *personal brand* as a reflection of values, essence, individuality largely shaped by one's belief, experiences, purpose and knowledge. It is a process that involves phenomena of life that leads directly to action plans reflecting in communications, culture, outward appearance, identity, and principally a differentiation of the individual. She found out that the need to build a personal brand starts with looking inwards (intrapersonal communication) and when this is done right, potentials to achieve desired success is higher.



In shaping a personal brand, Johari's window of self leads the individual into analyzing information about yourself in four broad categories (Ehondor, 2017):

- *Open Self*. This is the information on self that is known to the individual and others.
- *Blind Self*. This is information on self that is known to others but unknown to the individual.
- *Hidden Self*. This is information that is known to self but unknown to others.
- *Unknown Self*. This is information that is unknown to self and unknown to others.

To achieve positive results via intrapersonal communication and by extension of personal branding, one must think right; think ethically. Thinking ethically can be in line with virtues namely, prudence, justice, fortitude and temperance. These four cardinal virtues are fundamental in the personality formation of persons (Ehondor, 2017).

Do You Mind?

*How often do you communicate to yourself? What do you usually talk about?
What is your usual agreement?*

Interpersonal

Social gatherings are exciting occasions for most people because they get to meet and see others. You could be one of those who look forward in meeting friends or attending family reunions. Interpersonal communication occurs in these scenarios where people build relationship through conversation, discussion, or socialization. Nowadays, interpersonal communication can be online or face-to-face. It can be in verbal, non-verbal communication or written form.

Interpersonal communication may start with two to three people (dyad) who are interacting with one another within a relationship. The success of interpersonal

communication depends on the interpersonal skills and competence of communicators. For Gamble & Gamble (2014), *interpersonal competence* is the ability to use appropriate communication to build and maintain an effective relationship. As you mature, you learn and understand how people with diverse cultures communicate to build personal or professional relationship.

Likewise, the *environmental* (physical location of the interaction) and *cultural* context (beliefs, values, and rules of communication that affect one's behavior) in which the communication occurs (its setting) can also affect its outcome. If you and the other person are from different cultures, the rules you each follow may confuse the other or lead to missing chances for effective and meaningful exchanges. Moreover, the *cultural context* comprises the life spaces or cultural backgrounds of the parties in the dyad. In many ways, surrounding culture and settings (physical, social, psychological, and temporal) are integral parts of communication (Gamble & Gamble, 2014).

- The *physical setting* includes the specific location for the interaction that is the setting's appearance and condition. For example, a candlelit exchange may have a different feel and outcome from one held in a busy, brightly lit office.
- The *social setting* derives from the status relationships and roles assumed by each party. Some relationships seem friendlier and are less formal than others.
- The *psychological setting* includes the interaction's emotional dimensions. It influences how individuals feel about and respond to each other.
- The *temporal setting* includes not only the time of day the interaction takes place but also the history, if any, that the parties share. For instance, any previous communication experience that you and another person have had will influence the way you treat each other in the present.

Do You Mind?

How do you communicate with people in diverse cultures? How do you interact with individuals whose sexual orientations are different from yours? How do you maintain self-control in interpersonal communication?



Interpersonal communication is progressive and dynamic. Thus, interpersonal skills such as active reading/listening and critical thinking are very important. Grohol (in World Learning, 2018) suggested the following techniques for successful communication:

1. **Use your full attention to read the posts.**

When reading, make sure you are not distracted. This includes not listening to the radio, watching television, or having other conversations. Try to be fully present when you are reading. Clear your mind and try not to think about other things. If you are having a difficult time concentrating, try reading out loud.

2. **Reflect before responding.**

Being an active listener requires self-awareness. Before you respond to what someone has written, reflect. Think about your immediate reactions. What judgments are you making? Are your reactions going to be helpful for the person you are responding to? Is it something that needs to be said? Will your response bring greater awareness to the person that posted? Before offering feedback, perhaps clarify the post.

3. **Make sure you understood what the other person wrote.**

Sometimes it is necessary to be careful on how you express what you want to say.

This may be because:

- You are not sure if you have completely understood what the other person is saying, or
- You are worried that the other person may not be receptive to what you want to say.

If it is necessary to **clarify** what the person has written, try asking questions. For example:

- “Are you saying that...?”
- “I’m not certain I understand. Do you mean...?”
- “Correct me if I’m wrong, but...”



Sometimes, it is also appropriate to **restate** or **summarize** what you read in your own words. You can introduce your restating or summary of what the other person wrote with these expressions:

- “Let’s see if I’m clear about this. . .”
- “So it sounds to me as if . . .”
- “Let me see if I understand. You...”

If it seems like an emotional topic, you might want to try:

- “This is what I think I hear you saying...”
- “You appear to be feeling...”
- “Is there a chance that you...” or
- “It seems that you...”

4. **Recognize the emotional side.**

Sometimes instead of just repeating what the other person said (or wrote), it is helpful to recognize the emotional impact of what they are describing. The following phrases are useful for this:

- “This seems really important to you...”
- “You appear to be feeling...”
- “That sounds really frustrating (/exciting/ scary...)”

5. **Offer alternatives.**

Another way to understand someone is to offer alternatives to what they are saying.

For example:

- “Is it possible that...?”
- “I wonder if...”
- “Would you agree with this idea...?”

You can use these phrases to check for understanding, take the other person’s ideas further, or perhaps to take them in a new direction. When you take their ideas further, you show them implications (meanings, outcomes) of what they are saying. These may be implications that they understand but did not say, or they may be implications that they have not thought about yet. When you suggest taking the other person’s ideas in a new direction, you offer an interpretation that is different from theirs.

6. **Share your point of view, knowledge, or experience.**

You can share information, observations, insights, and experiences. For example:

- “I have also experienced this, when...”
- “Your post reminded me of...”
- “I noticed that...”

7. **Request more information.**

Often when we ask for more information, we can get deeper and more meaningful information and this can make the discussion more meaningful. Or you may just be curious about their experience and want to know more. In either case, some useful expressions to ask for more information are:

- “Can you tell me more about your experience?”
- “I am curious about your post, can you tell me more about...?”
- “What do you think would happen if you...?”

Do You Mind?

No matter what technique you use to respond, always remember to be respectful of the other person; be honest and open.

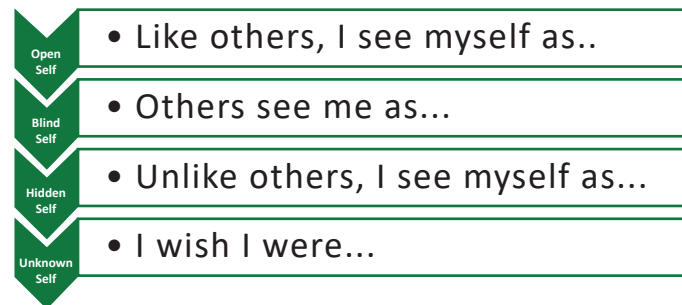




MIND BOGLER

Activities on Intrapersonal

A. Assess yourself and communicate intrapersonally. Guided by Johari's window of self (in Ehondor, 2017), create your personal brand on your social media account using the template below:



B. Reflect on the different aspects of your identity using the visual tool the “Identities Wheel”. It helps you think about the different roles that you play and the various characteristics that you have, which define who you are. Look at this example wheel diagram. You may have some or all of the same categories (family, religious, professional, etc.) and you may want to add or change some (for example, ethnicity, political identity, etc.). You may choose to do it on a computer, or you may prefer to draw it by hand and scan it for submission (World Learning, 2018).

Multiple Identities Within the Individual

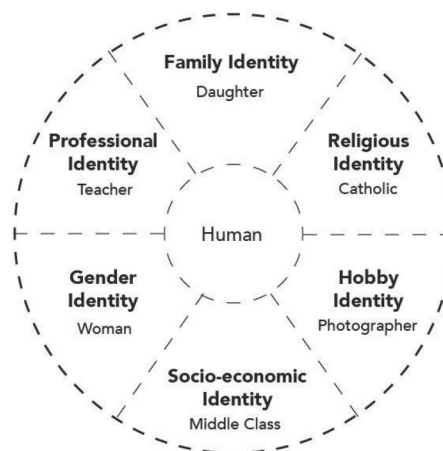


Photo by World Learning (2018)

Activities on Interpersonal

C. Differentiate the two types of speech context by raising cultural awareness. Understanding yourself as a cultural being through interpersonal, you will develop and raise cultural awareness. To see people's differences and to respect their diversity and complexity avoid stereotype or having a generalized belief about people from different groups or race. Explain your agreement or disagreement on the following Filipino stereotypes (redpillrebellion.com) and refer to the rubric for the components of the scoring

1. Foreigners in the Philippines are all rich.

2. There is unspoken rivalry between Tagalog and Bisaya languages.

3. In order to be accepted by your significant other's family, you must have accomplishments.



4. In the Philippines, everyone is also presumed to be anywhere from 30 minutes to around 2 hours late as described by the phrase “Filipino Time.”

5. Most Filipinos love American culture so it’s common to hear them shouting, “Hey, Joe!” to white people in the Philippines.



Agreement/ Disagreement Writing Rubric Components

CATEGORY	4 points	3 points	2 points	1 point
Content and Analysis	Show excellent understanding of the reading/s with critical analysis.	Shows good understanding of the reading/s critically with good analysis.	Show an understanding of parts of the reading/s with relevant analysis.	Does not seem to understand the topic very well with irrelevant analysis.
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's answers.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's answers.	At least 1 of the evidence and example is specific, relevant and explanations are given that show how each piece of evidence supports the author's answers.	Evidence and examples are irrelevant and NOT explained.
Sequencing and Coherence	Arguments and support are provided in a very logical and comprehensive order that make it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	All of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with some varied structure sentences.	Most sentences are well-constructed but there is no variation in structure.	All sentences are NOT well-constructed or varied.
Grammar and Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-3 errors in grammar or spelling that distract the reader from the content.	Author makes more errors in grammar or spelling that distract the reader from the content.	Author makes grammar or spelling errors in all sentences that distract the reader from the content.
Capitalization and Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author 1-2 errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author few errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes several errors in capitalization and/ or punctuation that catch the reader's attention and interrupt the flow.
SCORE PER ITEM				/ 24
TOTAL SCORE				/ 120

D. Practice interpersonal through active reading/listening and critical thinking on social media through an “influencer.” Actively read an interesting article/video posted by an “influencer” you follow on Facebook. A social media influencer is a user on social media who has established credibility in a specific industry. He/She has access to a large audience and can persuade others by virtue of their authenticity and reach (pixlee.com). Follow the active reading/listening and critical thinking techniques recommended by Grohol (World Learning, 2018) and leave a comment or reaction on his/her post. Monitor the reactions on your comment and respond to them objectively as suggested. Screenshot the thread of responses and cover the account names of the reactors before submitting the screenshot. Take note that you are respecting the privacy of the other people in that post by not revealing their profile name and pictures but only their message or posts. Refer to the Online Discussion Rubric (www2.uwstout.edu) for scoring of your output.

Online Discussion Rubric

Criteria	1 point Unsatisfactory	2 points Limited	3 points Proficient	4 points Exemplary	Score
Critical Analysis	Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or “I agree” or “Great idea,” without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.	Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited.	Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.	



<p>Participation in the Learning Community</p>	<p>Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions.</p>	<p>Discussion postings sometimes contribute to ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.</p>	<p>Discussion postings contribute to the class' ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.</p>	<p>Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or — asking a new related question or — making an oppositional statement supported by personal experience or related research.</p>	
<p>Etiquette in Dialogue with Peers</p>	<p>Written interactions on the discussion board show disrespect for the viewpoints of others.</p>	<p>Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.</p>	<p>Written interactions on the discussion board show respect and interest in the viewpoints of others.</p>	<p>Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.</p>	
<p>Quality of Writing and Proofreading</p>	<p>Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.</p>	<p>Written responses include some grammatical, spelling or punctuation errors that distract the reader.</p>	<p>Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.</p>	<p>Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.</p>	
<p>TOTAL SCORE</p>					<p>/ 16</p>



Lesson 2

TYPES OF SPEECH STYLE



OBJECTIVES

At the end of the lesson, the students are expected to:

- Recognize the speech styles to manage conversations and to avoid bias on media.
- Apply the necessary language forms in different speech styles.
- Distinguish others' speech style to analyze a TedTalk speech.
- Give examples of media biases in articles or videos on social media.
- Perform the types of speech style through a recorded speech.



MIND TEASER

Tick (✓) the column that best describes the language form of the dialogues in the table:

STATEMENTS	GREETING	COMPLAINT	ENCOURAGEMENT
1. I'm sorry but I find your service unsatisfactory. I believe I cannot recommend you to our company.			
2. Thank you for applying for this position. Please wait for our call within this week.			
3. Welcome to the National Museum. Please be reminded that flash photography is prohibited in this area. Thank you.			
4. Excuse me, Mr. Mateo. As I understand the feedback, we need to focus on improving our delivery schedule rather than blaming the traffic.			
5. The product lapsed for only a month while the warranty was only 7 days. I hope you could at least replace it since I cannot get a refund. Thank you.			



MIND CONSTRUCTOR

One's uniqueness is reflected on his/her way of speaking. As a speaker and a listener, you have several ways to express a message in a dyad or group. Usually, you vary your language, tone, volume, and gestures to the person and speech occasion; it is called the speech style.

Speech style refers to the occurrence of selected linguistic variables (i.e language, pitch, rate, and volume) dependent on extralinguistic context (i.e setting, region, social class, age, sex, and social networks). Speakers were thought to adapt their speech styles according to the extralinguistic context (Hickey, 2014).

It is important to understand the description and characteristics of speech styles, so you can manage the appropriate communication for a specific speech occasion. Also, it is an opportunity for you to identify your communicative shortcomings or areas that need improvement.

Thus, Dapat, et al. (2016) identified the following four speech styles with their characteristics for your self-evaluation:

The Four Speech Styles

1. **Assertive style** is born of high self-esteem. It is the healthiest and most effective style of communication because it is the sweet spot between too aggressive and too passive speakers. When one is assertive, he/she has the confidence to communicating without resorting to verbal manipulation. People with assertive style of speaking are well-respected by others because of his/her strong personality.

Characteristics

- Goal achiever without hurting others
- Protective of own rights and respectful to others'
- Socially and emotionally expressive
- Responsible in his/her choice
- Open for suggestions and anticipates possibility of rejection
- Grateful to compliments



2. **Dominant style** takes charge of the communication. People with dominant speech style are always the limelight of the speech context. They are the center of the communication more than the message and the occasion. They usually leave an impact to the other members of the speaking community because of their humor and rich criticism about any topic.

Characteristics

- Speaker with loud voice and aggressive attitude
- Humorous and entertaining
- Attention seeker
- Vocal and open
- Intimidating actuations

3. **Submissive Style** is about pleasing others to avoid conflict. It shows importance on other people's needs and rights. It displays a martyr-like attitude and a refusal to try out initiatives to improve oneself. In the communication process, some people take advantage of a person with submissive speech style because they are quite weak to defend himself/herself. People with submissive speech style recognize others positively and good in listening.

Characteristics

- Apologetic during conversations and avoiding any confrontation
- Attentive and friendly
- Relaxed (low-tension level)
- Inexpressive of his/her real feelings

4. **Persuasive style** is tricky, calculating and perceptive speech. These communicators are skilled at influencing and controlling other's perception to their own advantage. They use stories, metaphor with exaggerated movements to further convince others. This speech style usually goes with a flattering high pitch.

Characteristics

- Influential, argumentative and convincing
- Making others feel obliged or sorry for them
- Asking others indirectly for needs to be met

Do You Mind?

What have you observed with your speech styles? Are they influenced by age, sex, social networks or media?

Understanding speech styles presented on media should also be learned and developed by the audience like you. This skill enables you to classify the sincerity and authenticity of the speakers/communicators you are watching. It is said that speech styles can make or break any transmission of message even in media. For example, news is delivered in many ways which are usually based on the network's beliefs and political views. With your skills in understanding speech styles, you can distinguish media biases and learn how to avoid them.

Bias in media is showing an opinion about something that is not based on all of the facts. The following are the types of media bias and their description (FHI 360, 2019):

- Bias by omission has two types: avoiding coverage of a story and presenting a one-sided story. First, the coverage of a story means publishing media messages about an event. So, if a media company is not publishing any stories about a situation, they're avoiding coverage of it due to a *conflict of interest* (a situation where there might be biased coverage due to business or political reasons). Second, one-sided story has only one point of view being presented. It is not objective because objective news story is fair and factual instead of opinionated.
- Bias by placement happens when stories that are important for the daily lives of people do not receive important placement in media messages. The role of editors and *sensationalism* (using news media messages to entertain people, instead of informing them about events that are important to their daily lives) can lead to this type of bias because editors might make choices about the importance of a story based on their personal points of view or their personal opinions. It can also happen when unimportant stories get important placement in media messages. Remember, important placement means that something is at the top of a page or at the beginning of a video or radio broadcast.

- Bias by spin can happen when negative or positive connotations are used to influence your opinion of the situation. Remember, *connotation* means the ideas or feelings that people have about a word separate from its definition. Bias by spin can come from people called *pundits* – a person who has a lot of knowledge and experience about a subject and gives opinions about these subjects in public.

Indeed, media is the watchdog of the public for they give everyone the current information and situations around the world. Likewise, media discussion on issues is important because it can help you discern media biases and critically find and weigh your point of view.

Do You Mind?

Have you observed the speech styles of the speakers you watch on media? Do they have biases on certain issues? If yes, what type of bias do you think they usually practice?





MIND BOGGLER

A. Complete the table with the appropriate language forms or expressions you usually use in conversations to express each speech style. Be guided with the given example.

TYPES OF SPEECH STYLES	LANGUAGE FORMS
Assertive	I know where you are coming from, but you may want to listen to other's perspectives and learn from them.

TYPES OF SPEECH STYLES	LANGUAGE FORMS
1. Assertive	
2. Dominant	
3. Submissive	
4. Persuasive	

- B. Watch an interesting TedTalk speech and analyze the speech style used by the speaker including his/her rhetoric. Then, write a rhetorical analysis paper which is meant to be more of a reflection of the communication elements you observe in watching a TedTalk. Be guided with the following modified format suggested by lonestar.edu in constructing the paragraphs of your rhetorical analysis:

Guidelines in Writing

1st Paragraph: Begin with an introductory line to gain the reader's attention. Perhaps mention something of interest regarding the speaker, context, the audience, or the theme of the speech. Then, provide a thesis statement introducing the primary purpose of the analysis which should note the speech you chose. Next, explain why you chose this speech to analyze. Perhaps incorporate thoughts such as the significance of the speech, or the interest you had in the speaker or subject matter.

2nd Paragraph: Provide you overall impression of the speech and discuss the content of the speech. What was said? This paragraph might also include the context element of the speech (i.e. time frame, audience, venue, purpose, subject matter, etc.) you should present your view of what work well in the speech, as well as aspects of the speech that you did not like. It is appropriate to quote a favorite or interesting line, but please keep quotations to a minimum.

3rd Paragraph: Analyze the verbal delivery of the speaker. This is the time you discuss, how it was said. Describe the speech styles, elements of language (i.e. figures of speech, idioms, code-switching, etc.), and persuasive strategies (i.e. logos, pathos, ethos reasoning, charisma, leadership, etc.) used by the speaker and their suitability to the speech topic.

4th Paragraph: Analyze the non-verbal delivery of the speaker. This is the time to discuss what elements of non-verbal communication (i.e. paralanguage – tone, rate, volume of the voice, gestures, movements, posture, eye contact, etc.) were used by the speaker.



5th Paragraph: Conclude your analysis by giving your final thoughts of the speech as a whole; review your main thoughts; and end with a strong point.

Below is the scoring rubric for your reference.

CRITERIA	DESCRIPTION	POINTS	SCORE
Introduction, thesis, and conclusion	Intro provides context for the rest of the paper; thesis is explicit, specific, and clear; thesis is analytical in nature; conclusion recasts thesis and provides cohesion to whole paper.	15	
Rhetorical triangle and rhetorical appeals	Source text is thoroughly and effectively contextualized with well-supported analysis of structure, rhetorical triangle (audience, author, purpose), and rhetorical appeals (ethos, pathos, logos); focus is on analysis (not summary or author's own ideas of the issue).	15	
Organization	Smooth flow of ideas ordered in a logical sequence that effectively guides the reader; each paragraph has a well-supported clearly stated main point; topic sentences focus on analysis; effective use of transitions	10	
Formatting	Effectively followed the all the format given in the guidelines.	5	
Language Use and Mechanics	correct, appropriate, and varied integration of textual examples, including in-text citations; limited errors in spelling, grammar, word order, word usage, sentence structure, and punctuation; good use of academic English	5	
TOTAL SCORE			/ 50



- C. Cite examples of each of the types of biases you watched or read on media. Remember to cite and include the sources of these bias videos or articles. Follow the correct APA format in citing electronic sources at owl.purdue.com. Refer to the following rubric for the output scoring.

Rubric for Giving Examples

Name: _____ Section/ Class Time: _____

CATEGORY	4 points - Above Standards	3 points - Meets Standards	2 points - Approaching Standard	1 point - Below Standards	Score
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show their match to the description.	Most of the evidence and examples are specific, relevant and explanations are given that show their match to the description.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows its match to the description.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All examples are cited correctly and accurately in APA format, 7th edition.	Most examples are cited correctly and accurately in APA format, 7th edition.	One example is cited correctly and accurately in APA format, 7th edition.	No citation is recorded.	
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well-constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
Capitalization & Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	
TOTAL SCORE					/ 20



D. Perform the types of speech style through a recorded speech. Watch the Charlie Chaplin – Final Speech: The Great Dictator at [youtube.com/watch?v=-HA8kSdsf_M](https://www.youtube.com/watch?v=-HA8kSdsf_M). Observe how Charlie Chaplin delivered his significant speech and how he applied appropriate speech styles in his delivery. Choose a speech and deliver it effectively with appropriate speech styles. Record your performance through a video recording and label the file with your full name and section. Below is the scoring rubric for your reference.

Recorded Speech Delivery Rubric

Student Name: _____ Section: _____

CATEGORY	4	3	2	1	SCORE
Preparedness	Student is completely prepared and has obviously rehearsed. Reading is discretely and confidently done.	Student seems pretty prepared but might have needed a couple more rehearsals. Reading is obvious but confidently done.	The student is somewhat prepared, but it is clear that rehearsal was lacking. Reading is obvious and unconfidently done.	Student does not seem at all prepared because the speech sounds impromptu with unorganized delivery.	
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat unnatural.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.	
Speech Style	Very effective use of various and appropriate speech styles to give emphasis on the parts of the speech.	Effective use of various and appropriate speech styles to give emphasis on the parts of the speech.	Limited use of various and appropriate speech styles to give emphasis on the parts of the speech.	Very little/no use of various and appropriate speech styles to give emphasis on the parts of the speech.	

Pitch	Pitch was often used and it conveyed emotions appropriately.	Pitch was often used but the emotion it conveyed sometimes did not fit the content.	Pitch was rarely used OR the emotion it conveyed often did not fit the content.	Pitch was not used to convey emotion.	
Speaks Clearly	Speaks clearly, audibly and correctly in English all the time and very spontaneously confident.	Speaks clearly and audibly but stammers at some points during the speech with few incorrect English.	Speaks audibly but stammers at most part of the speech with most incorrect English.	Often mumbles or cannot be understood including the English language used.	
Posture and Appearance	Looks very relaxed and confident with pleasing and appropriate appearance on camera.	Looks relaxed with little confidence. Appearance is appropriate on camera.	Looks unrelaxed with little confidence. Appearance is partly appropriate on camera.	Slouched and unconfident with inappropriate appearance on camera.	
Time-Limit	Presentation is 5-6 minutes long.	Presentation is 3-4 minutes long.	Presentation is 2-3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.	
Video Clarity	Video did not rock/shake and the focus was excellent throughout. There was no dead air; smoothly presented from the start to end.	Video did not rock/shake and the focus was good for the majority of the video. There was dead air in some parts in the beginning or towards the end.	Video had a little rocking/shaking, but the focus was good for the majority of the video. There was dead air in most parts in the beginning or towards the end.	Problems with rocking/shaking AND focus. Most parts have dead air. It poorly affected the whole video presentation.	
Video Quality	Camera angles, sound effects, and/or careful use of zoom are provided a variety in the video. Background fits the speech topic.	A little variety of camera angles, sound effects, and/or careful use of zoom. Background fits the speech topic.	One camera angle, sound effects, and/or amateur use of zoom is provided in the video.	Little attempt was made to provide variety in the video.	
TOTAL SCORE					/ 40

Lesson 3

TYPES OF SPEECH ACTS



OBJECTIVES

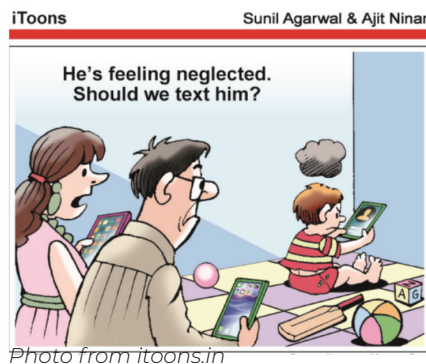
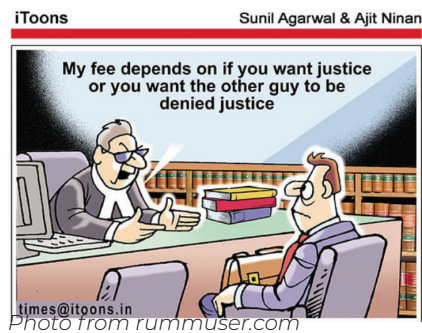
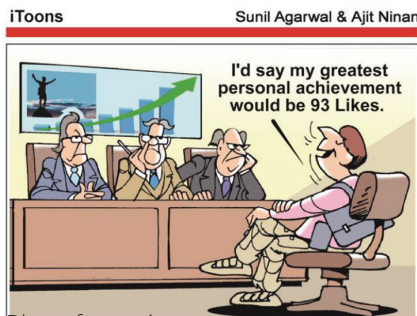
At the end of the lesson, the students are expected to:

- Understand the purpose of speech acts for effective communication.
- Recognize speech acts in social issues.
- Analyze the speech act performed in media vlogs.
- Respond appropriately and effectively to a speech act.



MIND TEASER

Study the following humorous and meaningful cartoons. Choose one interesting cartoon you would like to comment. Describe why you find it interesting and share your insights about the meaning of the dialogue delivered in the cartoon.





MIND CONSTRUCTOR

Plato once said, “Wise men speak because they have something to say.” As you think of an idea and opens your mouth to share this idea, a verbal action needs to be accomplished. Every word in action shows a variety of intention: greet, compliment, request, teach, etc.

A *speech act* is performed by a way of an utterance with intended action. The performance of a speech act is in accordance to the rules in using linguistic elements (phonology, semantics, syntax and pragmatics). It usually analyzed in three levels:

Locutionary act is the performance of an utterance; phonology, syntax and semantics;

Illocutionary act is the intended action of the utterance; pragmatics is the language use and the contexts in which it is used; and **Perlocutionary** act is its actual effect;

persuading, inspiring, asking, and so on (Dapat, et al., 2016).

For example, a native Filipino is presenting his research paper abroad. He speaks English understandably and still sound Filipino; the *locutionary act*. He speaks before the foreign audience to share his investigation and findings about a certain research problem; the *illocutionary act*. His research presentation inspires some of his audience, while others find it questionable; the *perlocutionary act*.

In daily conversations, speech acts are done directly or indirectly. *Direct speech act* requires a good form for the situation to avoid misunderstanding. Others may culturally find it too blunt or insulting especially in receiving direct commands which may sound very authoritative for some. For example, “Do it for me.” Thus, direct speech act must be accordingly observed. While, *indirect speech act* is usually in question form requesting another person for a favor. The interrogative structure shows indirect request which is usually answerable by yes or no. For example, “Could you do it for me?” This is useful in socially distant communicators and situations. This is more polite since people have varied levels of directness tolerance.



Do You Mind?

In delivering your daily speech acts, are you usually direct or indirect? What have you observed with your listener when you do direct speech and indirect speech?

According to Schiffman (1997) there are six types of speech acts that people use distinctly depending on the speech context and by using their judgment and prior knowledge (schema) of the language and the culture.

Types of Speech Acts

- **Representatives/ Assertives** are utterances that tell how things are in the world. They are representations of reality. It is a speech act that commits the speaker to the truth of a proposition; true or false. These are in the form of assertions, statements, claims, hypotheses, descriptions, suggestions.
- **Commissives** are utterances that commit a speaker to some voluntary action. They reveal the intention of the speaker. They are in the form of vows, threats, pledges guarantees, contracts, promises, covenants and oaths. An offer is also a commissive but it only commits the speaker to some action upon the condition of the offer being accepted.
- **Directives** are attempts by the speaker to get the listener do something. The correct uses of directives must always refer to future voluntary acts and not impossible to do. They are said to obey or disobey. These are in the form of orders, commands, requests and reference to pleading, begging, praying, insisting, and suggesting.
- **Declarations** are the foundations of human civilization. These are utterances that change the world by representing it as being so changed. The proposal is brought into existence by means of a declaration. They are present in blessings, firings, baptisms, arrests, marrying, judicial speech acts such as giving court sentence, declaring a mistrial, declaring out of order, etc.



- **Expressives** are utterances representing psychological attitudes. It reveals the speaker's emotions towards a particular proposition. They are in the form of greetings, apologies, congratulations, and condolences.
- **Verdictives** express rankings, assessments, appraising, and condoning.

Consequently, utterance is normally associated with the speech acts. Appropriateness of utterances must be contextually observed to recognize the speaker sincerity and credibility. Meanwhile, Dapat, et al. (2016) emphasized that more than one category can be applied to a single speech act. For example the utterance, "I promise to come and see you," is both commissive and a declaration because it is committing the speaker to a future action and it is making the utterance a promise by declaring it to be a promise. Understanding these categories of speech acts will help one understand how language relates to reality.



MIND BOGGLER

- A. Understand the purpose of speech acts for effective communication by completing the following sentences.

The role of speech acts in effective communication is...


It is important to learn the components of speech acts because...

I believe, the effective use of speech acts is helpful to me because...

- B. Recognize speech acts in social issues. Broadening the scope of investigations of the interaction of injustice and illocutionary phenomena, McGowan (2009, in plato.stanford.edu, 2014) argues that some speech acts cannot only cause but also constitute instances of oppression. Anderson, Haslanger and Langton (2012, in plato.stanford.edu, 2014) and McConnell-Ginet (2012, in plato.stanford.edu, 2014) provide overviews of research on racial, gender and related forms of oppression as they relate to speech acts.

Explain how speech acts occurs in social issues such as oppression through an argumentative essay. In an argumentative essay, your job is to persuade the reader to believe with your justification about a controversial topic like racism or discrimination. You have to (1) state your opinion; (2) give reasons to support your opinion; and (3) argue against the opposite opinion. Overall, you must convince the audience that your side of the argument is correct. To convince the audience, your essay must be balanced—it must include your viewpoint and the opposing viewpoint, or counterargument. Even though you are arguing only one side of an issue, you must think about what the other side would say about your opinion. After you give the counterargument, you must refute it by showing that it is wrong. If your essay is balanced, a reader is more likely to agree with you (Barbee, 2015).

Organization of an Argumentative Essay (Barbee, 2015)

INTRODUCTION	Paragraph 1	Hook Connecting/Background Information Main idea Statement/Thesis Statement
	Paragraph 2	Support 1 (first reason) <ul style="list-style-type: none"> • Explanation, detail, example • Explanation, detail, example
BODY	Paragraph 3	Support 2 (second reason) <ul style="list-style-type: none"> • Explanation, detail, example • Explanation, detail, example
	Paragraph 4	Support 3 (third reason) <ul style="list-style-type: none"> • Explanation, detail, example • Explanation, detail, example
	Paragraph 5	Opposite Side <ul style="list-style-type: none"> • Counterargument 1 • Refutation (ATTACK) • Counterargument 2 • Refutation (ATTACK) 
	Paragraph 6	Repeat your thesis statement in different words Suggestion/Opinion/Prediction for the future
CONCLUSION		

Argumentative Essay Rubric

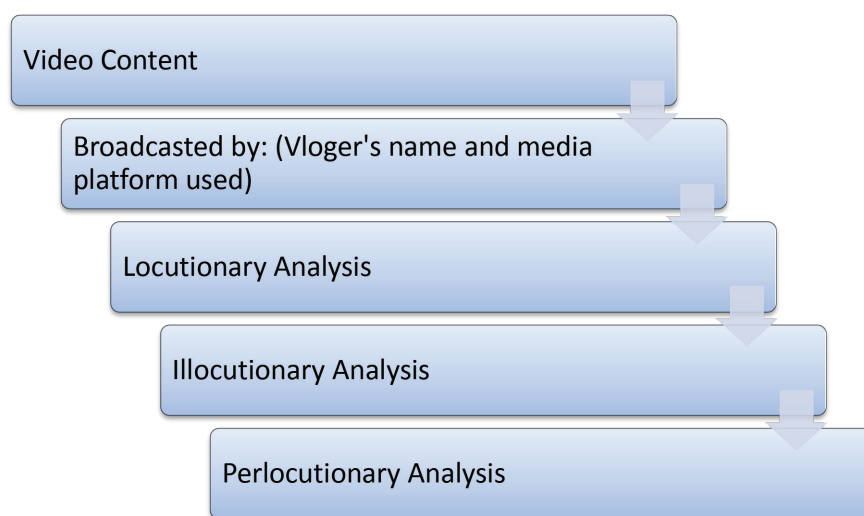
CATEGORY	5-4 points - Above Standards	3 points - Meets Standards	1-2 points - Approaching Standards	0 point - Below Standards	Score
Attention Grabber	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.	
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but it does not make the author's position clear.	There is no position statement.	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions show how ideas are connected, but there is little variety.	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	

Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well-constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
Capitalization & Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	
Format	The argumentative essay follows almost all of the format instructed.	The argumentative essay follows most of the format instructed.	The argumentative essay follows few of the format instructed.	The argumentative essay does not follow almost all of the formats instructed.	
TOTAL SCORE					/ 50



- C. Analyze the speech acts delivered in media vlogs. Vlog stands for a video blog that refers to a type of blog where most or all of the content is in a video format. Vlog posts consist of creating a video of a person where he/she talks on a particular subject such as reporting or reviewing a product or an event. It can even serve as a way to share one's artistic process or provide a tutorial guide on a creative practice or topic. Some vloggers even use it as a means to share new performance art or music they have created, or about almost anything. The term vlog is also used by video streamers or Youtuber's who do not use a blog but post scheduled updates via other social media platforms like YouTube and other video websites or do live broadcasts from Facebook or Instagram (theartsdevelopmentcompany.org.uk).

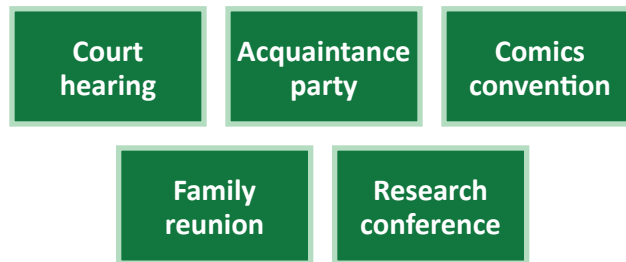
Watch an interesting and informative vlog and analyze the speech acts of the vlogger(s) by completing the following worksheet and refer to the rubric for the scoring of your output.



Speech Acts in Vlogs Analysis Rubric

Criteria	Description	Points	Score
Video Content	The video content is critically described from the title, vlogger, media platform used to the vloggers purpose and message.	5 points	
Locutionary Analysis	The analysis is focused on the performance of the vlogger's utterance particularly his/her phonology, syntax, and semantics or word meaning.	10 points	
Illocutionary Analysis	The analysis is focused on how the setting of the video affects the meaning of the sentences used by the vlogger to send his/her purpose and message to the audience.	10 points	
Perlocutionary Analysis	The analysis critically describes the effect of the vlog to its audience.	10 points	
Mechanics	The sentences are logically constructed and correctly written.	5 points	
TOTAL SCORE			/ 40

D. Respond appropriately and effectively to a speech act by writing an informative dialogue. Choose one of the following speech contexts and write a dialogue about it. Label your utterances according to the types of speech acts. Refer to the modified rubric for dialogue (tpsna.org) for the output scoring.



Rubric for Written Dialogue

Criteria	4 points	3 points	2 points	1 point	0 point	Score
Factual information	Four or more facts are included in the dialogue.	Three facts are included in the dialogue.	Two facts are included in the dialogue.	One fact is included in the dialogue.	No facts are included in the dialogue.	
Message	The message to the listener/reader is clear and strong.	The message to the listener/reader is clear.	The message to the listener/reader is somehow clear.	The message to the listener/reader is unclear.	No message is given to the listener/reader.	
Speech Acts	All the types of speech acts are appropriately and realistically used in the chosen speech context.	Most of the types of speech acts are appropriately and realistically used in the chosen speech context.	Some of the types of speech acts are appropriately/realistically used in the chosen speech context.	Few of the types of speech acts are appropriately/realistically used in the chosen speech context.	None of the types of speech acts are appropriately/realistically used in the chosen speech context.	
Organization	The flow of the dialogue is well organized in a logical order in the all the parts.	The flow of the dialogue is well organized with one minor error in most parts.	The flow of the dialogue is well organized with two errors in some parts.	The flow of the dialogue is poorly organized with more than two errors in most parts.	The flow of the dialogue is disorganized and difficult to follow in all parts.	
Writing Mechanics	Author makes no errors in grammar, spelling, capitalization, and punctuation that distract the reader from the content.	Author makes 1-2 errors in grammar, spelling, capitalization, and punctuation that distract the reader from the content.	Author makes 3-4 errors in grammar, spelling, capitalization, and punctuation that distract the reader from the content.	Author makes less than 10 errors in grammar, spelling, capitalization, and punctuation that distract the reader from the content.	Author makes all erroneous grammar, spelling, capitalization, and punctuation that affect the message of the dialogue.	
					TOTAL SCORE	___/20

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