

DAILY CONVERSATIONS: THE NATURE AND PROCESS OF COMMUNICATION

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HOW DO I USE THIS WORKBOOK?

For Teachers

Teachers may use this workbook as a supplementary material in implementing the blended learning approach. It is suggested that teachers

1. Use this workbook to review students' knowledge in communication
2. Let students answer the activities provided for evaluation of learnings.

For Students

This workbook may be used to aid learning and to further practice specific competencies. Students are recommended to:

1. Start by reviewing the communication concepts provided.
2. Test their knowledge by answering the activities.
3. Review the answers in the key section to evaluate your own work.
4. Establish what they learned by accomplishing the reflection section.



THE NATURE AND PROCESS OF COMMUNICATION



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.

WHAT IS COMMUNICATION?

Communication is the transfer of information and common understanding from one person to another. Communication is derived from *communis*, a Latin word which means to make something common or to share. This process highlights the transmission of meaning, ideas and feelings. Communication happens in our daily conversations with the people around us. However, it should be noted that “unless a common understanding results from the transmission of information, there is no communication” (Kelvin-Ilaofu, 2016, p.2; Lunenburg, 2010).

FUNCTIONS OF COMMUNICATION

Lumen Learning (n.d.) enumerated the major functions of communication within a group or organization. These are:

1. Control – to comply with or control behavior
2. Motivation – to encourage and motivate people
3. Information – to disseminate information
4. Emotional Expression – to express emotions and interact socially.



ELEMENTS OF COMMUNICATION

Creative Commons Attribution (2012) and Lunenburg (2010) explained that the quality of communication is determined by the elements in the process. These are:

1. Sender – the person who initiates the conversation and creates a message
2. Receiver – the recipient of the information
3. Message – the information created by the source or sender
4. Channel/ Medium – the carrier of messages. This is the way the information travels between the sender and the receiver. This can be face to face conversation, written communication or through electronic devices.
5. Feedback – the receiver's response to the sender's message
6. Encoding – the sender's process of converting ideas into understandable messages
7. Decoding – the process where the receiver interprets the information into meaningful messages.
8. Noise – also called as interference, is anything that blocks the communication process.



PROCESS OF COMMUNICATION

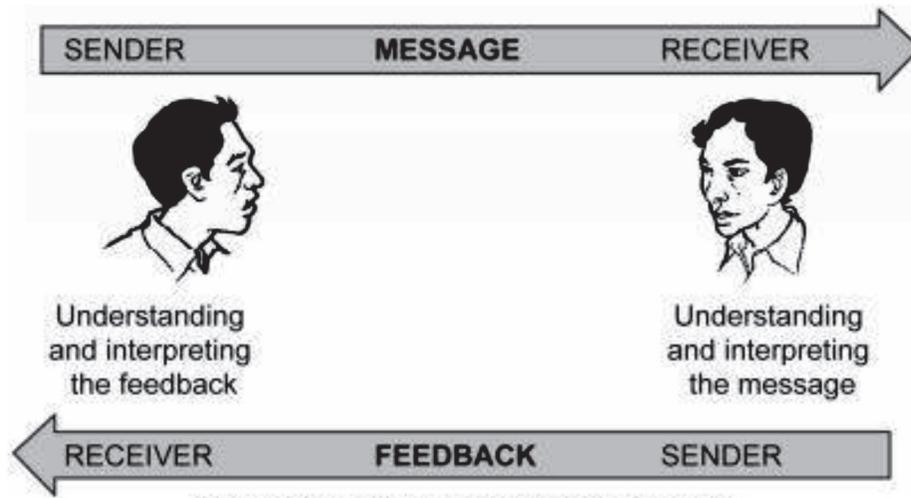
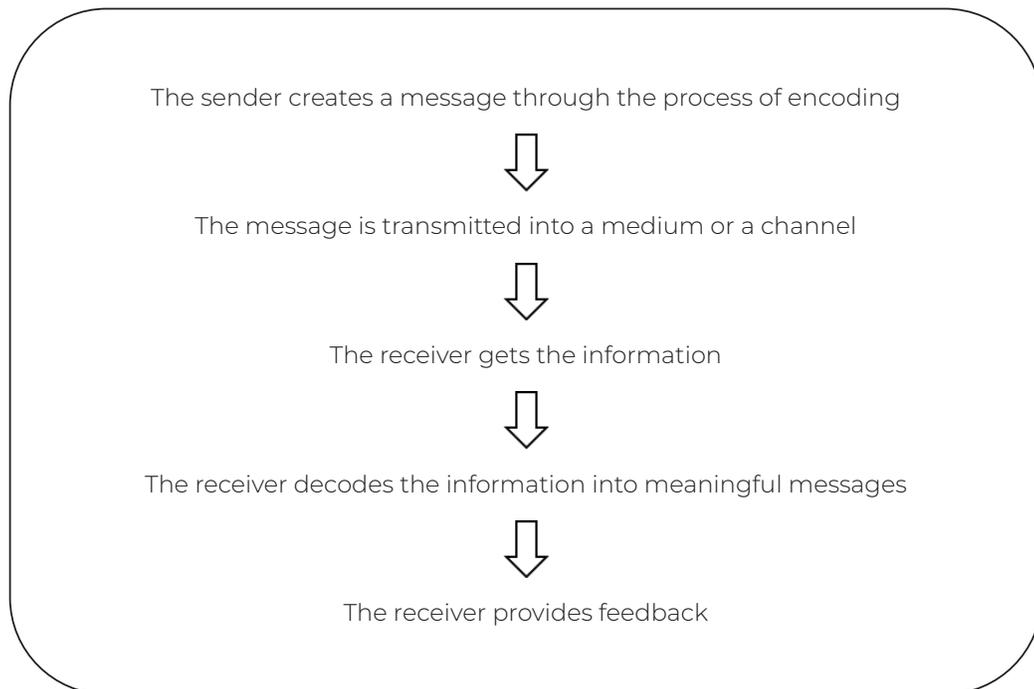


Figure 1: The communication process

Figure 1 Source: <http://ioc.edu.my/images/demo/printedMaterial/OUMH1203.pdf>



MODELS OF COMMUNICATION

1. Berlo's Model of Communication

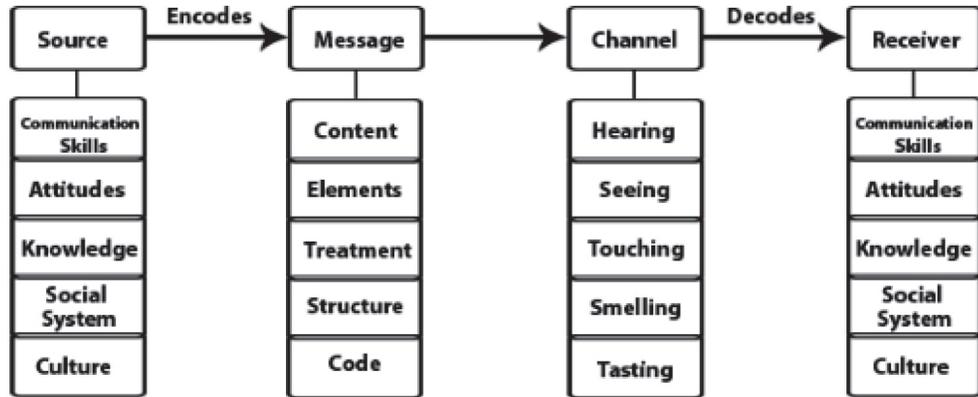


Figure 2 Source: <https://www.communicationtheory.org/berlos-smcr-model-of-communication/>

Berlo's model of communication emphasizes the communication skills of both sender and receiver. Effective communication occurs when the sender and the receiver share a common expertise in communication skills, attitude, knowledge, social system and culture (Amudavalli, n.d.).

2. Shannon and Weaver's Model of Communication

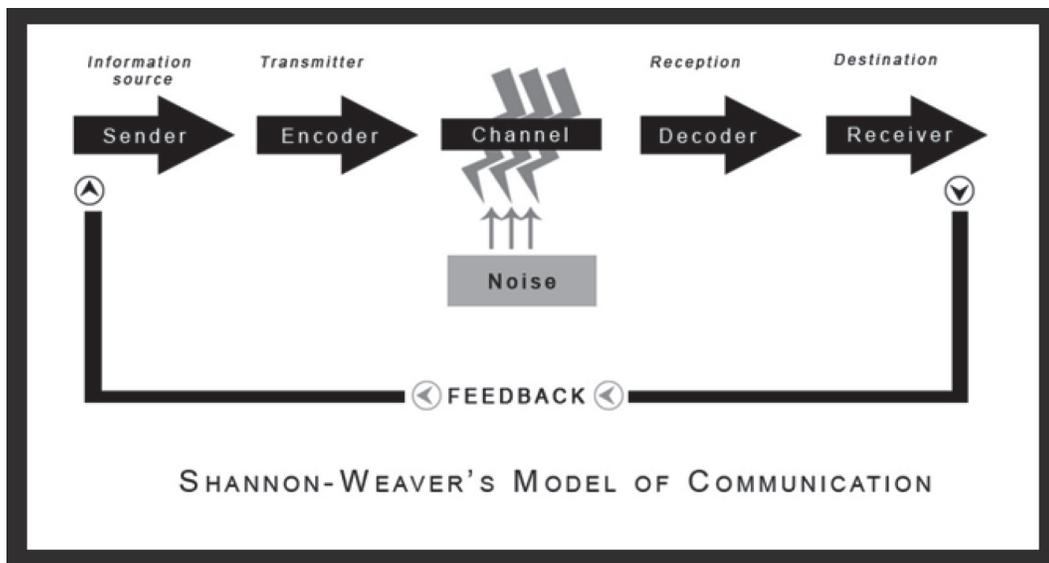


Figure 3 Source: <https://www.communicationtheory.org/shannon-and-weaver-model-of-communication/>

This model acknowledges noises or interferences that affect the quality of communication between the sender and the receiver. During the process, the messages may be interfered by physical noises such as crowd noise that may distract the transmission of information (Petersons & Khalimzoda, 2016).

3. Transactional Model

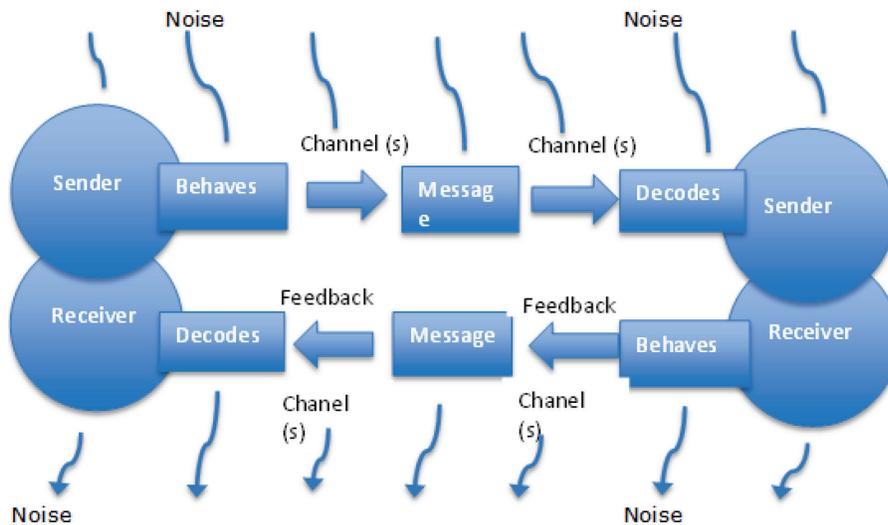


Figure 4 Source: <https://www.businessstopia.net/communication/transactional-model-communication>

Transactional model highlights that the speaker and the receiver simultaneously send and receive messages. Both can encode, decode and respond to another person's messages. This is more interactive than the previous models presented as this acknowledges the element of feedback from both the sender and the receiver.

Unlike Shannon-Weaver's model, transactional model is a two-way process of communication which recognizes not only the physical noises but also physiological and psychological interferences as well (Adler & Proctor II, 2012; Communication Studies, n.d).



GIVE IT A TRY!

ACTIVITY 1: Identify the function of communication.

1. _____
It is Jake's first day at the job. Amy emphasizes to conform with the company policies along with the terms of the contract to Jake.
2. _____
Scully encourages Adrian to keep up his good performance rating.
3. _____
Rosa delivers a year-end presentation of the company's data.
4. _____
Mae broke up with her boyfriend and calls Tina for comfort.
5. _____
The government requires the people to wear face masks when going out of the house.
6. _____
DOH posts an update on the number of cases in the country.
7. _____
The coach motivates his team to do their best.
8. _____
The mayor imposes a curfew.
9. _____
The librarian reminds the students to keep quiet.
10. _____
Ross expresses his disappointment when he saw Joey cheating on the exam.

ACTIVITY 2: Draw a chart of the communication process and indicate the elements of communication present.



Created via Text Message generator source: <https://geekprank.com/chat-screenshot/>

ACTIVITY 3: Complete the chart below. Indicate the functions, elements and models of communication.

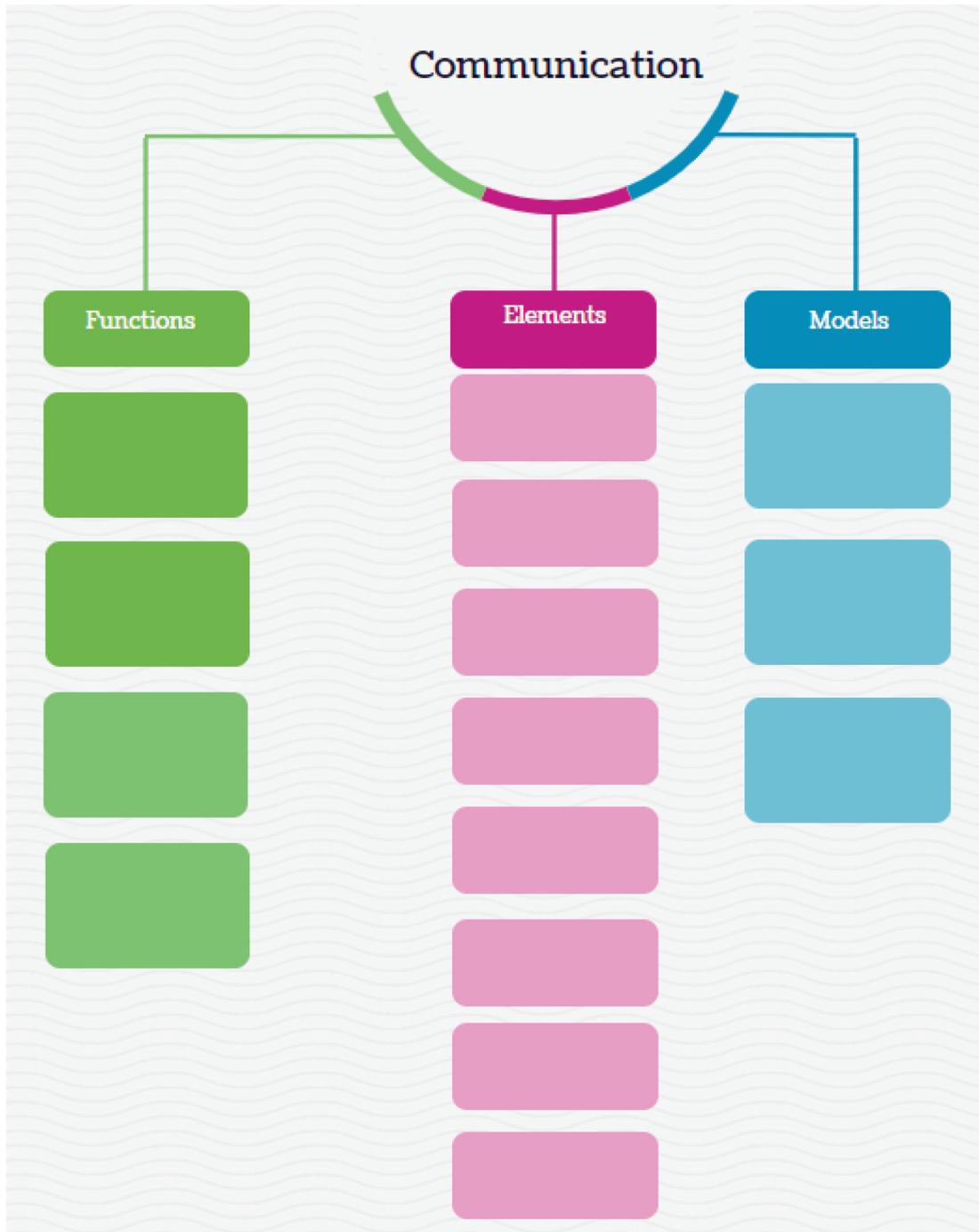
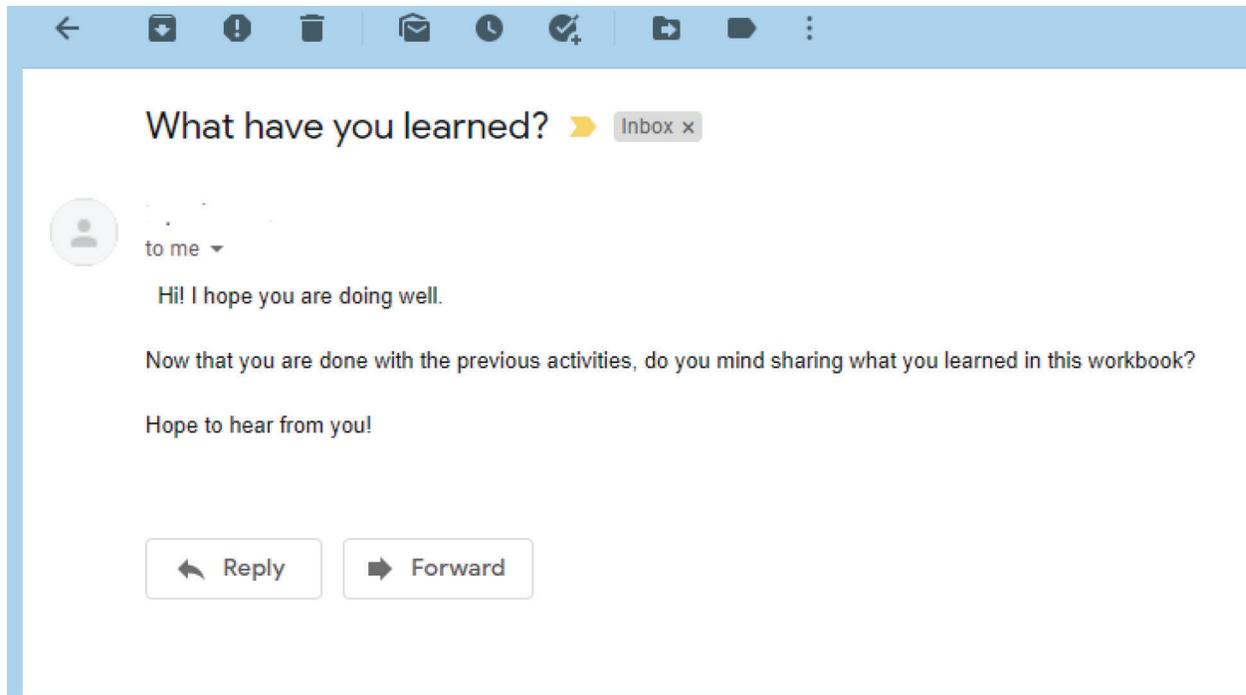


Chart created on <https://infograph.venngage.com/edit/588d4fc2-e2db-4a9f-88b3-415802a7c9bc>

ACTIVITY 4: Share what you learned about communication functions, elements and process by replying to the email below.



Email Sample created on Gmail



ONE-WORD JOURNAL

Have you experienced uneasiness whenever the need to communicate in the English language arises? If yes, this may be considered as language anxiety. MacIntyre and Gardner (1994) defined foreign language anxiety as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (MacIntyre & Gardner, 1994 as cited in Trang, 2012, p. 69). This apprehension negatively affects learners’ achievement (Awan et al. 2010; Mohammadpur & Ghafournia, 2015; Salehi & Marefat, 2014).

In this activity, you are asked to:

1. Summarize the article “English Language Anxiety” by Chevy T. Tanglao in one word. This will be the title of your essay.
2. Write an essay justifying your reasons for choosing that word.

Search Results

Sun.Star Pampanga

ENGLISH LANGUAGE ANXIETY

13 Jan 2019 +1 more

CHEVY T. TANGLAO

Literacy is one of the basic skills that a learner has to develop in order to survive in the world of work. However, English subject which is the one responsible in learning and developing one’s literacy skills is not an easy subject for many. In fact, many develop fear or anxiety by simply thinking about it. Therefore, the learners’ perception and the different difficulties they encounter should be considered in planning for the teaching and learning process.

Learning English as a second language has long been of interest for teachers and educators. Everyone has tried to reduce the obstacles and difficulties in learning English. But unfortunately, few people are able to reduce these problems. Many students and teachers of English Language have always encountered with problems that did not made the full learning of this language. As the facts and evidences show our students have difficulty in learning

English at different levels of education and always complain about its unclearness. Basically, the problem occurs when we do not learn the basic principles of something. This issue may happen in everything and when we refer to its origin, we see that all the problems can be resolved.

Majority of students today, particularly from rural place considers this seven-letter word as a magical and a mystical word.

The moment they hear something in English they start feel discomfort. Twelve years of school study do not make students mastery over English. While they are in schools, English is not taught properly. As majority of the students are hailed from rural areas, bilingual method is adopted in language classes. This method helps only to slow learners to some extent.

Moreover, this act reduces the real learning process as a whole. To learn English requires constant

practice and patience. The kind of feeling that prevails among students is that it is not possible to achieve fluency or mastery over English language. This kind of tendency prevents students from learning English.

Most of the students study English from the examination point of view, so they are not able to produce even a single sentence without grammatical error. Furthermore, adequate practice is not given to students to learn a language.

Exposure too is far less to them. Knowledge of English is necessary if one wants to come up in life. This is all the more true where the advanced countries have opened their doors for recruiting technically qualified persons. Only those who have a command over the English language is given a job.

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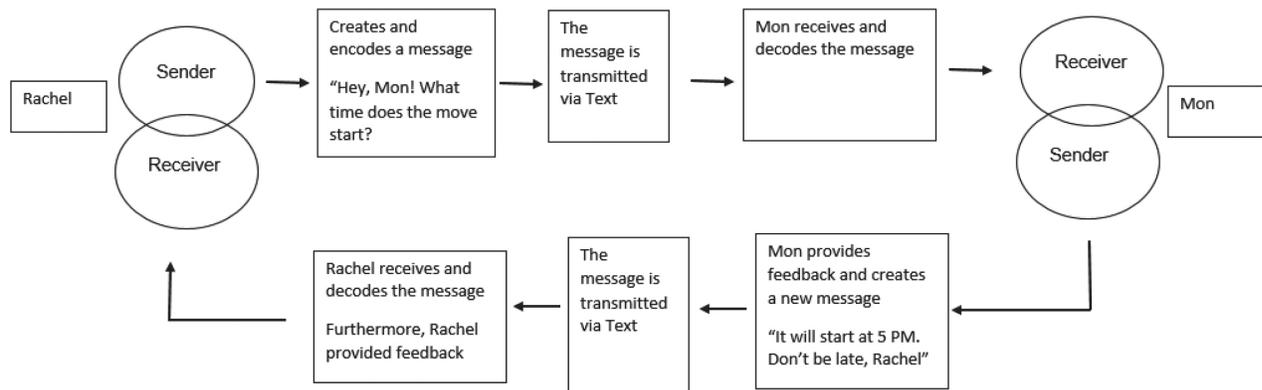


Key

Activity 1:

1. Control
2. Motivation
3. Information
4. Emotional Expression
5. Control
6. Information
7. Motivation
8. Control
9. Control
10. Emotional Expression

Activity 2:



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