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.
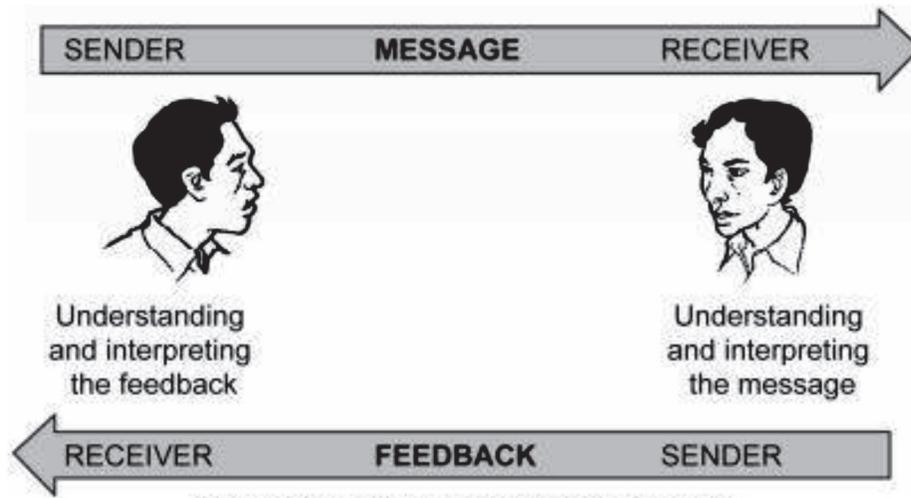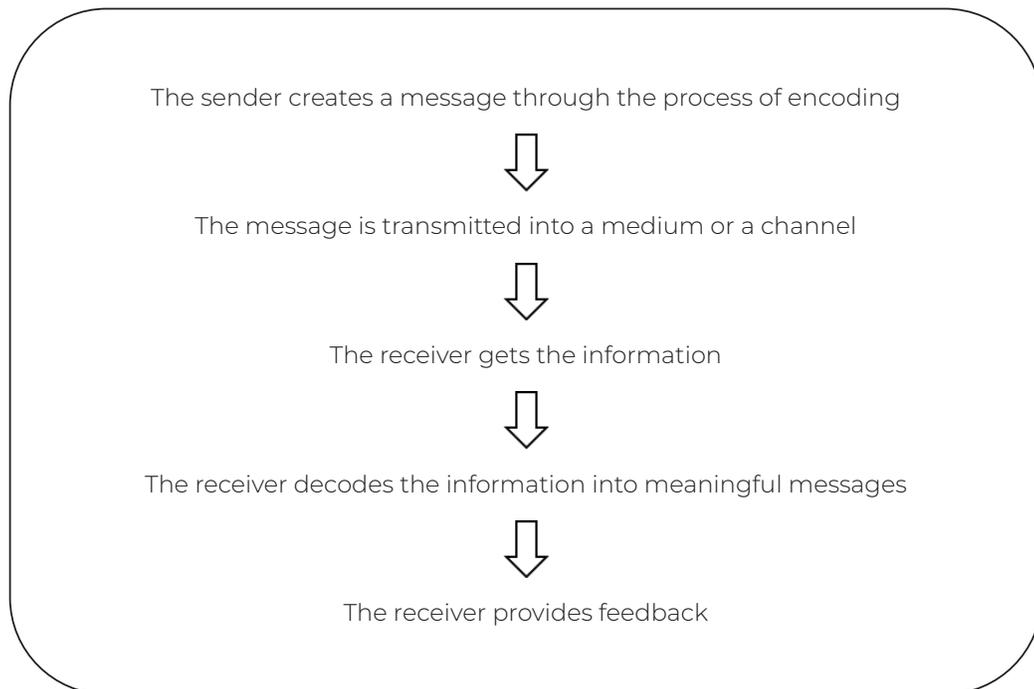
Figure 1: The communication process

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

The sender creates a message through the process of encoding

⇩

The message is transmitted into a medium or a channel

⇩

The receiver gets the information

⇩

The receiver decodes the information into meaningful messages

⇩

The receiver provides feedback

MODELS OF COMMUNICATION

1. *Berlo's Model of Communication*

Figure 2 Source: https://www.communicationtheory.org/berlos-smcr-model-of-communication/
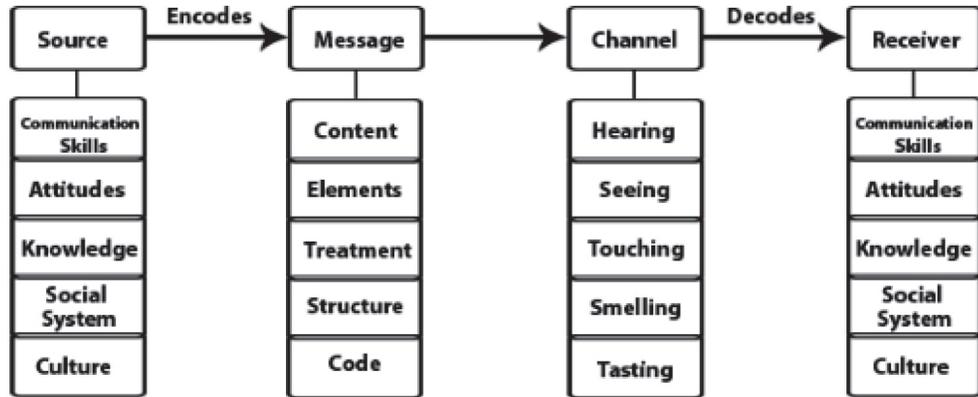
Berlo's model of communication emphasizes the communication skills of both sender and receiver. Effective communication occurs when the sender and the receiver share a common expertise in communication skills, attitude, knowledge, social system and culture (Amudavalli, n.d.).
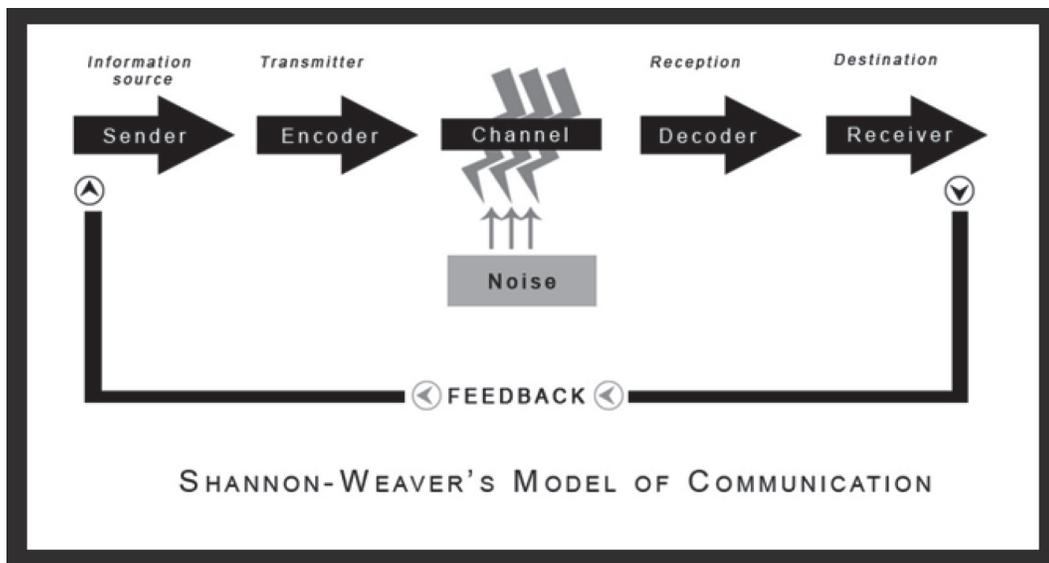
2. *Shannon and Weaver's Model of Communication*

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).
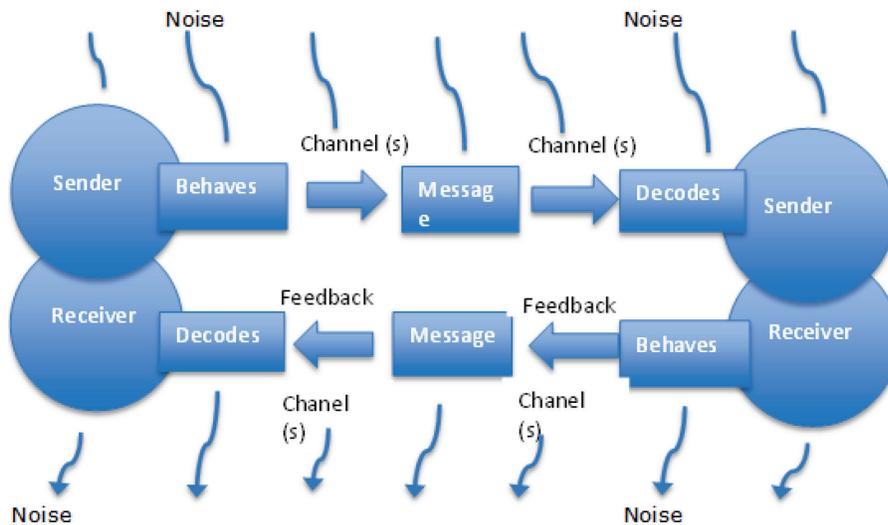
3. *Transactional Model*

Figure 4 Source: https://www.businesstopia.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).

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.

Communication

Functions	Elements	Models

Chart created on https://infograph.venngage.com/edit/588d4fc2-e2db-4a9f-88b3-415802a7c9bc
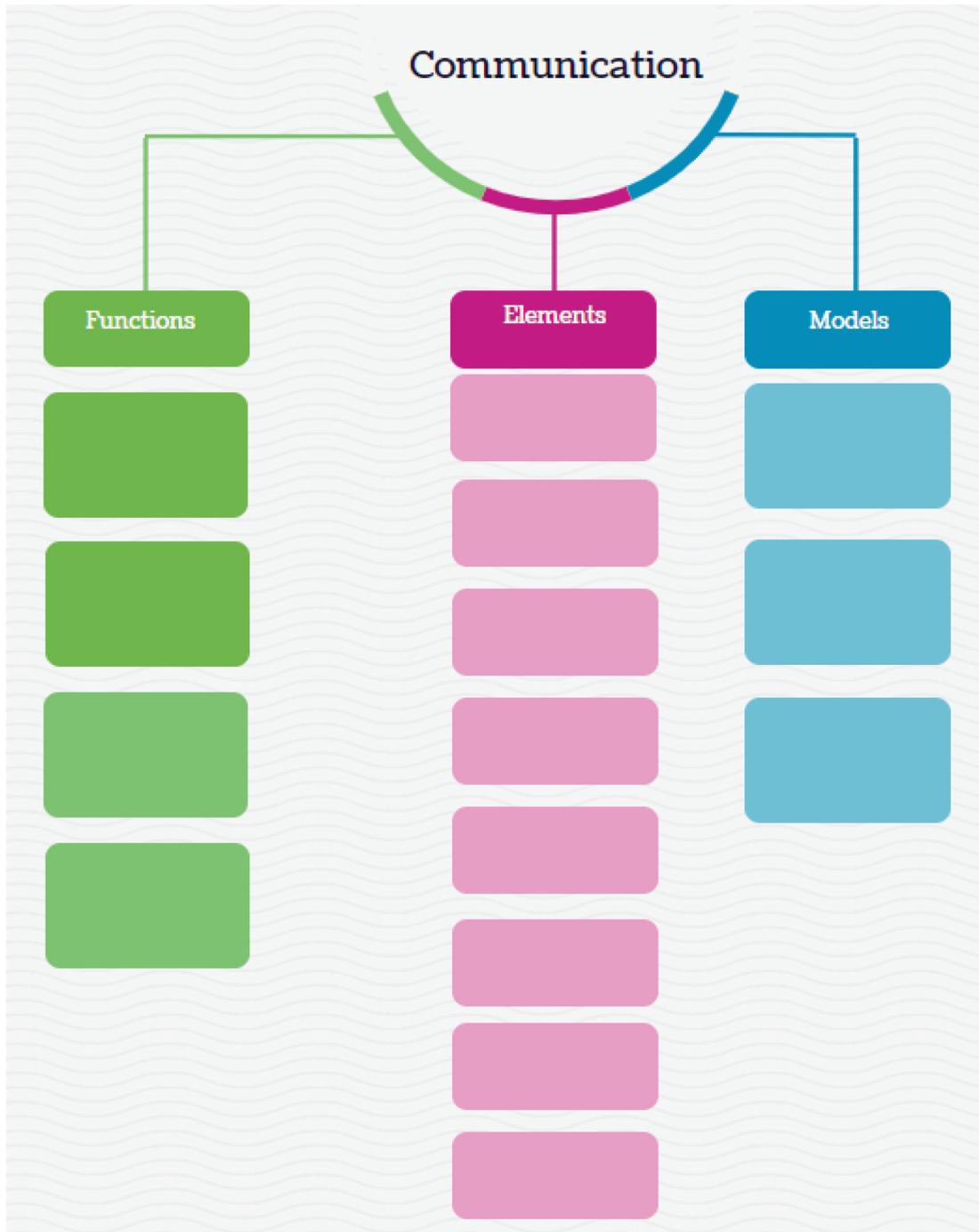
ACTIVITY 4: Share what you learned about communication functions, elements and process by replying to the email below.

What have you learned? ➤ Inbox ×

to me ▾

Hi! I hope you are doing well.

Now that you are done with the previous activities, do you mind sharing what you learned in this workbook?

Hope to hear from you!

↩ Reply   ➡ Forward
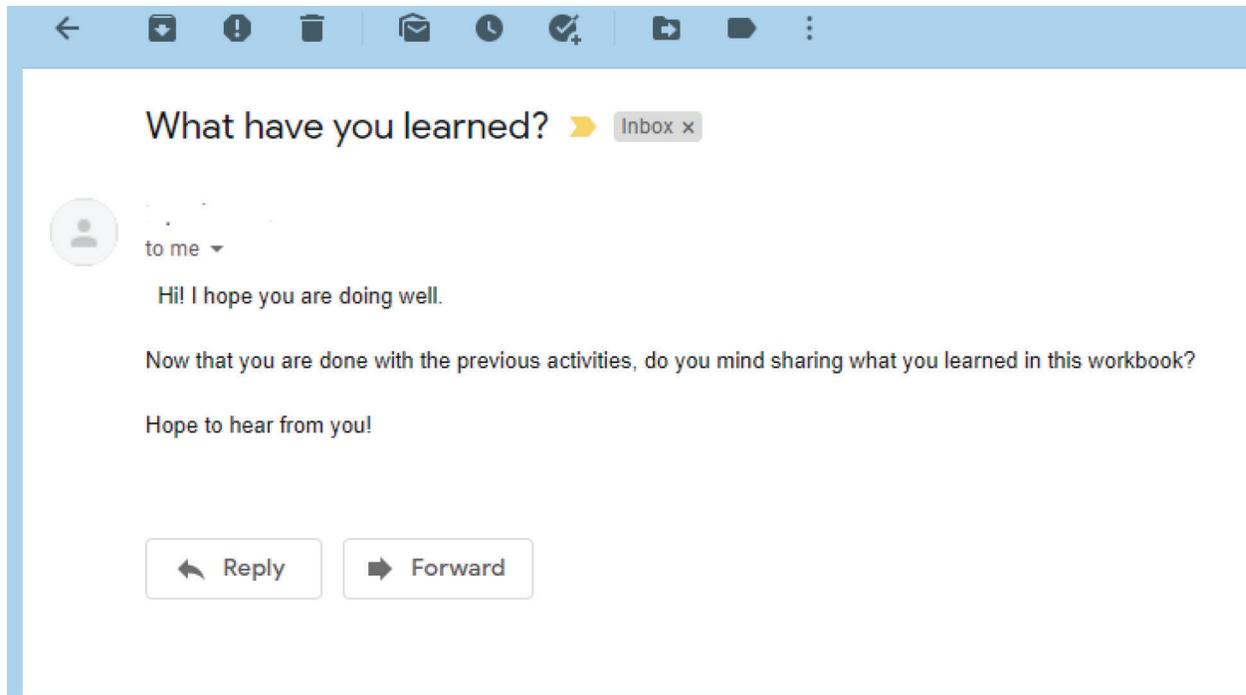
Email Sample created on Gmail

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.

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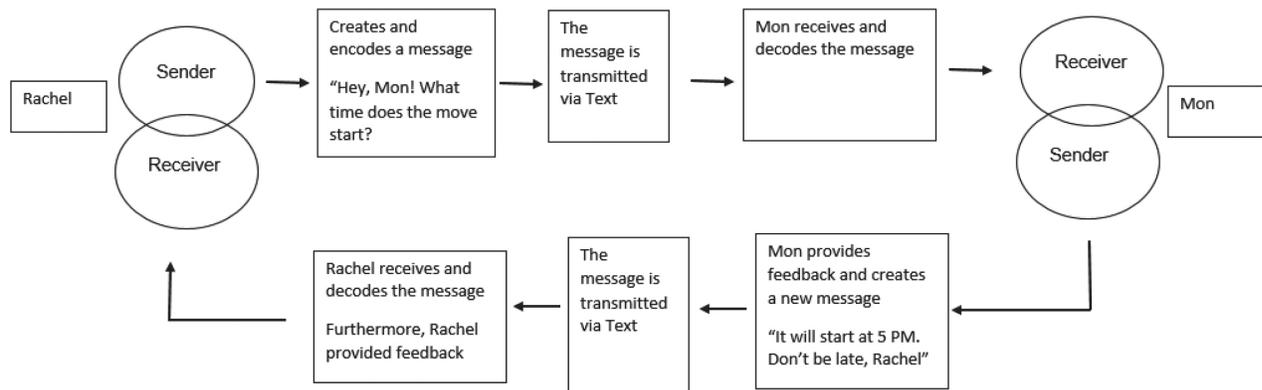
Key

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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