

GEN MATH

G11 GENERAL MATHEMATICS**1 Salary V.S. Wages**

SALARY - fixed, regular payment of an employer to an employee.

WAGES - form of monetary compensation paid by an employer to an employee in exchange for work.

Minimum Wage - lowest legal enumeration employers can pay workers.

Are forms of compensation received by employees in exchange for their services.

PAY FREQUENCY

Pay frequency or payroll frequency refers to the schedule an employer uses to pay an employee.

COMMON PAY FREQUENCY**1. Biweekly**

- employees are paid every two weeks on the same day of the week.
- Paychecks per year: 26 (if leap year: 27)

2. Semimonthly

- employees are paid on specific fixed dates twice a month.
- Paychecks per year: 24

3. Weekly

- Employees are paid once a week.
- Paycheck per year: 52

4. Monthly

- Employees are paid once a calendar month
- Paychecks per year: 12

CALCULATING WAGES FOR SALARY

Payment from annual salary and hourly wage. The annual salary can be paid P as follows:

- Weekly Payment: $P = s/52$

- Monthly: $P = s/12$
- Semimonthly: $P = s/24$
- Biweekly: $P = s/26$ (27 if leap year)

If hourly rate is H , the wage W , can be paid as follows:

- Weekly wage: $W = H \times n$, where n is the number of hours.

OVERTIME PAY

Overtime pay is the extra compensation an employee earns for working beyond the standard contracted hours (typically beyond 8 hrs a day or 40 hrs a week).

EX. 1: A worker is paid a regular hourly rate of ₱ 93, and is paid one and a half times for overtime hours. If he works 40 hrs at regular rate and 5 hrs of overtime time, how would he earn for working 40 hr week? What is the total pay for a week?

STEP 1: Calculate the regular pay. Multiply the regular hourly rate by the number of regular hours worked.

STEP 2: Calculate overtime rate. Multiply the regular hourly rate by 1.5.

STEP 3: Calculate overtime pay. Multiply the overtime rate by the number of overtime hours.

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STEP 4: Calculate total pay. Add the regular pay and the overtime pay.

EX. 2:

EARNING BASED ON COMMISSION

A payment structure where your income is directly tied to your performance, typically calculated as percentage of the sales or revenue you generate.

1. STRAIGHT COMMISSION

- the employee receives only a percentage of their total sales.

$$\text{COMMISSION} = \text{TOTAL SALES} \times \text{COMMISSION PERCENTAGE}$$

EX: Jeremy earns straight commission as a life insurance agent. His total sales for the current month is ₱ 468,250. If Jeremy earns a 3.5% rate of commission, how much is his gross earnings a month?

2. SALARY PLUS COMMISSION

- the employee receives his salary in addition to the percentage of his sales.

EX: Bianca receives a basic salary of ₱ 30,000.00 plus a 4% commission for all the

cosmetic products she would sell. If she sold ₱ 75,000.00 worth of cosmetic products last month, how much did she earn last month?

3. GRADUATED COMMISSION

- when the sales volume increases, the commission rate also increases. This is usually used to incentivize higher sales performance.

EX: Johanna earns a 2% commission on the first ₱ 50,000 in sales of laptop units, a 3% commission on the next ₱ 50,000, and a 5% commission on any sales beyond ₱ 100,000. How much was her total earning from commission if she was able to sell ₱ 130,000 worth of laptops.

EARNING BASED ON PIECEWORK

Piece-rate pay is a compensation system where workers are paid a fixed, predetermined amount of every unit they produce or task they complete, rather than an hourly wage or salary.

EX: An employee is paid ₱ 120 for every dress she makes. If she makes 40 dresses in a week, how much is her weekly earning?

G11 GENERAL MATHEMATICS**2 ADDITIONAL PAY****OVERTIME PAY**

An additional compensation given to an employee who renders service beyond the maximum number of hours per day (8hrs per day.)

If an employee worked more than 8 hours in a day, they must be paid at an additional 25% of their hourly rate.

$$\text{Overtime Pay} = 1.25 \times \text{hourly rate}$$

EXAMPLE:

Maggie works at a rate of ₱ 120 per hour. If she works overtime, her overtime rate will be

NIGHT DIFFERENTIAL PAY**NIGHT DIFFERENTIAL PAY ONLY**

A premium pay for employees who works between 10:00 PM and 6:00 AM.

The night differential pay gives an additional 10% of their hourly rate.

$$\text{Night Differential Pay} = 1.1 \times \text{hourly rate}$$

NIGHT DIFFERENTIAL AND OVERTIME PAY

If it happens that the employee worked overtime on a night differential pay, the both benefits apply, which becomes $1.1 \times 1.25 = 1.375$ of their hourly rate

$$\text{Overtime and Night Differential} = 1.375 \times \text{hr}$$

EXAMPLE:

The regular hourly rate is 100, and he worked from 10:00 PM - 7:00 AM

REST DAY ONLY

A day where workers rest. It should not be less than 24 consecutive hours after 6 consecutive normal working days.

Workers who will work regular hours during their rest day are entitled to an additional 30% of their hourly rate.

$$\text{Rest Day} = 1.3 \times \text{hourly rate}$$

EXAMPLE:**REST DAY AND OVERTIME PAY**

Workers who will work overtime during their rest day are entitled to an additional 30% of their hourly rate during rest days. This means that they will earn $1.3 \times 1.3 = 1.69$ of their hourly rate.

$$\text{Overtime Pay (Rest Day)} = 1.69 \times \text{hr}$$

EXAMPLE:

A worker worked on a rest day beyond the maximum working hours, she worked from 8:00 AM - 5:00 PM. What is her hourly rate and salary for that day?

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REST DAY AND NIGHT DIFFERENTIAL

Workers who will work during the night on their rest days will earn an additional 30% from their night differential rate. This means that they will earn $1.3 \times 1.1 = 1.43$ of their hourly rate.

night differential pay (rest day) = $1.43 \times \text{hr}$

EXAMPLE:

A worker worked from 10:00 PM - 6:00 PM on a rest, how much did he earn?

REST DAY, NIGHT DIFFERENTIAL, AND OVERTIME PAY

Workers who will work during both overtime and night differential on their rest day will earn an additional 30% from their night differential rate. This means that they will earn $1.3 \times 1.43 = 1.859$ of their hourly rate.

Rest day, Overtime, & Night differential Pay = $1.859 \times \text{hr}$

EXAMPLE:

A worker worked from 10:00 PM - 8:00 PM on a rest, how much did he earn?

HOLIDAYS IN THE PHILIPPINES

There are two different kinds of holidays in the Philippines, the regular holiday and the special non-working holiday. Both holidays are observed nationwide, the Labor Code provides different rates if an employee worked on that day.

REGULAR HOLIDAYS		SPECIAL NON-WORKING HOLIDAYS	
New Year's Day	Jan. 1	Chinese New Year	
Araw ng Kagitingan	Apr. 9	EDSA People Power Anniversary	Feb. 25
Maundy Thursday		Black Saturday	
Good Friday		Ninoy Aquino Day	Aug. 21
Labor Day	May 1	All Saint's Day	Nov. 1
Independence Day	Jun. 12	Additional Special Non-working Holiday	Nov. 2
National Heroes Day	Aug. 31	Feast of the Immaculate Conception	Dec. 8
Bonifacio Day	Nov. 30	Additional Special Non-working Holiday	Dec. 24
Christmas Day	Dec. 25	Last Day of the Year	Dec. 31
Rizal Day	Dec. 30		

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RATES DURING HOLIDAYS

The table below lists down an employee’s rate if they are asked to work during a special non-working holiday or regular holiday

	REG. HOURS	OVER-TIME	NIGHT DIFFE-RENTIAL	OT & ND
SPECIAL NONWORKING HOLIDAY	1.3	1.69	1.43	1.859
REGULAR HOLIDAY	2	2.6	2.2	2.86
SPECIAL NONWORKING HOLIDAY AND REST DAY	1.5	1.95	1.65	2.145
REGULAR HOLIDAY AND REST DAY	2.6	3.38	2.86	3.718
DOUBLE HOLIDAY	3	3.9	3.3	4.29
DOUBLE HOLIDAY AND REST DAY	3.9	5.07	4.29	5.577

EXAMPLE:

1. Garnet works at a rate of ₱210 per hour. If she works overtime during a regular holiday?
2. A gas station attendant earns ₱135 per hour. He is working from 4 p.m. to 12 m.n. during a double holiday. How much will he earn on that day?

3 DEDUCTION AND NET PAY

- A payslip shows how an employee's salary is computed.
- Net pay is usually less than gross pay because of deductions.
- Common deductions include: Mandatory (SSS, PhilHealth, Pag-IBIG, and withholding tax.) Voluntary (Loans, Insurance, Union dues)employer
- Deductions are required by law and policies.
- These deductions provide benefits such as healthcare, savings, insurance, and retirement security.

GROSS PAY

Gross Pay refers to the total earnings before any deductions.

Formula:
Gross Pay = Salary + Other Earnings

NET PAY

Net Pay is the actual amount received after all deductions.

Formula
Net Pay = Gross Pay – Total Deduction

ANNUAL TAXABLE INCOME

The gross taxable compensation income of the taxpayer does not include Social

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Security System (SSS), Government Service Insurance System (GSIS), Medicare and Pag-ibig Contributions, and Union Dues of Individuals

EXAMPLES:

1. Juan earns Monthly

Gross Salary = ₱30,000

Deductions:

SSS = ₱1,350

PhilHealth = ₱750

Pag-IBIG = ₱200

Withholding Tax = ₱2,000

Find the Net Pay

LIFE & CAREER

G11 LIFE & CAREER SKILLS

2 ERIK ERIKSON'S 8 PSYCHOSOCIAL STAGES

ERIK ERIKSON

- German-American Psychologist
- Proposed a lifespan model of development, emphasizing how social development helps a person develop.

8 STAGES PSYCHOSOCIAL DEVELOPMENT

STAGE 1: Basic Trust V.S. Mistrust

- Infancy: 0 - 1 year old
- "Can I trust others?"
- **Key Activity:** Feeding and Caregiving
- **Virtue Gained:** Hope

STAGE 2: Autonomy V.S. Shame and Doubt

- Early Childhood: 2 - 4 years old
- "Can I do things on my own?"
- **Key Activity:** Learning self-care (Toilet Training)
- **Virtue Gained:** Will

STAGE 3: Initiative V.S. Guilt

- Pre-school: 4 - 5 years old
- "Can I take initiative and try new things?"
- **Key Activity:** Play, exploration, and asking "Why?"
- **Virtue Gained:** Purpose

STAGE 4: Industry V.S. Inferiority

- School Age: 7 - 11 years old
- "Can I succeed in school and tasks?"
- **Key Activity:** Schoolwork, peer comparison, and skill building
- **Virtue Gained:** Competence

STAGE 5: Identity V.S. Confusion

- Adolescence: 13 - 19 years old
- "Who am I and what do I want to become?"
- **Key Activity:** Experimenting with roles, peer influence, self reflection
- **Virtue Gained:** Fidelity

STAGE 6: Intimacy V.S. Isolation

- Early Adulthood: 20 - 40 years old
- "Can I build close relationships?"
- **Key Activity:** Forming romantic relationships, deep friendships, emotional intimacy
- **Virtue Gained:** Love

STAGE 7: Generativity V.S. Stagnation

- Adulthood: 40 - 65 years old
- "Am I contributing to others and society?"
- **Key Activity:** Parenting, career, community
- **Virtue Gained:** Care

STAGE 8: Ego Integrity V.S. Despair

- Maturity: 65 years old - Death
- "Have I lived a meaningful life?"
- **Key Activity:** Life review, reflection on achievements
- **Virtue Gained:** Wisdom

G11 LIFE & CAREER SKILLS

1 PROTECTIVE FACTORS & RISK FACTORS IN ADOLESCENCE

FOUR CORE DEVELOPMENTAL TASKS OF ADOLESCENCE:

- 1. FORMING YOUR PERSONAL IDENTITY** - This means knowing who you are and what you believe in, even without anyone's approval. It asks the question, "Who am I?"
- 2. BUILDING EMOTIONAL INDEPENDENCE** - This means handling your own emotions and decisions instead relaying to others.
- 3. DEVELOPING CLOSE RELATIONSHIPS** - This means having real, trust-based connections, and not just shared interest.
- 4. PREPARING FOR ADULT ROLES** - This means preparing for your future career, finances, and goals.

PROTECTIVE FACTORS

Are the positive influences in your life.

FACTORS:

- 1. LOVING FAMILY RELATIONSHIP** - Feeling safe and supported at home builds confidence.
- 2. POSITIVE ROLE MODELS & MENTORS** - Teacher, coaches, siblings who believe in you.
- 3. STABLE SCHOOL COMMUNITY** - A respectful space helps you focus and feel good.
- 4. EMOTIONAL & MENTAL HEALTH SUPPORT** - Counseling on a trusted adult helps you process stress.
- 5. OPPORTUNITIES TO DEVELOP TALENTS** - Art, sports, writing, and volunteering builds confidence.

RISK FACTORS

These are negative influences or experiences that can disrupt or delay development. Facing them doesn't mean failure— it means needing extra support and strength.

FACTORS:

- 1. TRAUMAS OR ABUSE** - Physical, verbal, or emotional harm can lead to fear, mistrust, or emotional numbness.
- 2. BULLYING OR PEER PRESSURE** - Being mocked, excluded, or pressured damages self-esteem and decision making.
- 3. SUBSTANCES USE & RISKY BEHAVIORS** - Drugs, alcohol, or unsafe habits carry long term consequences for health and goals.
- 4. MENTAL HEALTH ISSUES LEFT UNADDRESSED** - Ignored stress, anxiety, or depression affects relationships, academics, and self-image.
- 5. SOCIAL ISOLATION OR LACK OF GUIDANCE** - Having no one to talk to leaves you feeling alone and unsure of your choices.

CLVED

1 OUR BEING IS GOD'S LOVING IMAGE AND LIKENESS

The Book of Genesis presents to us that humanity is created in the image and likeness of God. The essential point of the story highlights the creation of male and female beings.

GENESIS 1: 1-31

Day 1 – Light

- God said, "Let there be light."
- Light appeared.
- God separated light from darkness.
- God called the light Day and the darkness Night.
- Evening and morning: the first day.

Day 2 – Sky

- The sky separated the waters above from the waters below.
- Evening and morning: the second day.

Day 3 – Land and Plants

- God gathered the waters together so dry land appeared.
- God called the dry land Earth and the gathered waters Seas.
- God created:
 - o Grass
 - o Seed-bearing plants
 - o Fruit trees producing fruit according to their kinds.
- Evening and morning: the third day.

Day 4 – Sun, Moon, and Stars

- God created the:
 - o Sun to govern the day.
 - o Moon to govern the night.
 - o Stars.
- These were made to:
 - o Give light to the earth.
 - o Separate day from night.
 - o Mark seasons, days, and years.
- Evening and morning: the fourth day.

Day 5 – Sea Creatures and Birds

- God created:
 - o Fish and all sea creatures.
 - o Birds to fly across the sky.
- God blessed them, saying:
 - o "Be fruitful and multiply."
- Evening and morning: the fifth day.

Day 6 – Land Animals and Humans

- God created land animals:
 - o Livestock.
 - o Wild animals.
 - o Creatures that crawl on the ground.
- God created human beings in His image.
 - o Male and female He created them.
- God gave humans authority over:
 - o Fish.
 - o Birds.
 - o Livestock.
 - o Wild animals.
 - o Every living creature on earth.

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- God blessed humans and commanded them to:
 - o Be fruitful and multiply.
 - o Fill the earth.
 - o Subdue it.
 - o Care for creation.
- God gave:
 - o Seed-bearing plants and fruits as food for humans.
 - o Green plants as food for animals.
- God saw everything He had made, and it was very good.
- Evening and morning: the sixth day.

9. Human Freedom and Responsibility

NOTE: At the end of creation, God declared everything **"very good."**

GENESIS 2: 1-2

- The heavens, the earth, and everything in them were completed.
- By the seventh day, God had finished all His work of creation.
- God rested on the seventh day from all the work He had done.
- God's rest does not mean He was tired; it signifies that His work of creation was complete.
- The seventh day becomes the foundation for the idea of rest and later the Sabbath.

TRUTHS OF CREATION

1. God as the Creator
2. Goodness of Creation
3. Humanity Created in God's Image
4. Dominion and Stewardship
5. Purpose and Order
6. Sabbath and Rest
7. Human Community and Relationships
8. The Intrinsic Value of Life

LAUDATO SI

- Laudato Si' is an encyclical (official teaching letter) written by Pope Francis.
- Published on June 18, 2015.
- The title "Laudato Si'" means "Praise be to You" in Italian, taken from the prayer Saint Francis of Assisi's Canticle of the Creatures.
- It discusses care for the environment, human dignity, and social justice.
- The encyclical is addressed to every person living on this planet, not only Catholics.

Chapter 1 – What Is Happening to Our Common Home

Environmental Problems:

- Air pollution
- Water pollution
- Climate change
- Global warming
- Deforestation
- Waste
- Extinction of species
- Loss of biodiversity

Key Message: The Earth is suffering because of irresponsible human actions.

Chapter 2 – The Gospel of Creation Focus

- God created everything.
- Creation is good.
- Humans are made in God's image.
- Humans are caretakers—not owners.

Bible Connection:

- God gave humans dominion, meaning responsible care, not exploitation.

Chapter 3 – Human Roots of the Ecological Crisis

Problems:

- Consumerism
- Greed
- Materialism
- Throwaway culture
- Misuse of technology

Key Message: Technology is good only when used ethically.

Chapter 4 – Integral Ecology

Everything is connected.

Includes:

- Environmental ecology
- Human ecology
- Economic ecology
- Social ecology
- Cultural ecology
- Everyday life

Key Message: Protecting nature also means protecting people.

Chapter 5 – Lines of Approach and Action

Solutions include:

- International cooperation
- Government action
- Environmental laws
- Responsible businesses
- Community participation
- Education

Everyone must work together.

Chapter 6 – Ecological Education and Spirituality

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Encourages:

- Gratitude
- Simplicity
- Prayer
- Respect for nature
- Environmental education
- Small daily actions

Examples:

- Walking instead of driving when possible
- Recycling
- Saving electricity
- Conserving water
- Reducing food waste

2 GOD'S GIFT OF FAITH

- **Micah 6: 8** "He has shown you, O mortal, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God".
- **Hebrews 11: 1** "Now faith is confidence in what we hope for and assurance about what we do not see."
- **Matthew 22: 37 – 39** "37 Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind.'38 This is the first and greatest commandment. 39 And the second is like it: 'Love your neighbor as yourself.'"

In his encyclical *Lumen Fidei* (LF), Pope Francis gives emphasis on faith as light and a gift from God that was brought into full realization through Jesus Christ. This has capabilities that illuminate every aspect of human existence. This gift of faith as light will never be obfuscated.

LUMEN FIDEI, 4

"Faith is born of an encounter with the living God who calls us and reveals his love, a love which precedes us and upon which we can lean for security and for building our lives. Transformed by this love, we gain fresh vision, and new eyes to see; we realize that it contains a great promise of fulfillment and that a vision of the future opens up before us. Faith, received from God as a supernatural gift, becomes a light for our way, guiding our journey through time. On the one hand, it is a light coming from the past, the light of the foundational memory of the life of Jesus which revealed his perfectly trustworthy love, a love capable of triumphing over death.

Points:

- Faith begins with a personal encounter with God, who loves us first.
- God's love gives us security and a strong foundation for our lives.
- Faith changes how we see the world, giving us hope and a new perspective.
- Faith is a gift from God that guides us throughout life.
- Jesus' life, death, and resurrection prove that God's love is trustworthy and stronger than death.
- Faith helps us look to the future with hope because of God's promises.

LUMEN FIDEI, 7

In God's gift of faith, a supernatural-infused virtue, we realize that a great love has been offered us, a good word has been spoken to us, and that when we welcome that word, Jesus Christ the Word made flesh, the Holy Spirit transforms us, lights up our way to the future, and enables us joyfully to advance along that way on wings of hope. Thus, wonderfully interwoven, faith, hope, and charity are the driving force of the Christian life as it advances towards full communion with God"

JOHN 20: 19-31

Faith includes believing in acceptance, obedient action, and personal entrusting of self to God. In the Gospel of John, Thomas, also known as "doubting Thomas, came to believe after seeing the Risen Christ. With utmost conviction, he professed his faith: "My Lord and my God!" We are blessed because by faith we understand and gain the desire to know God who revealed the truths to us in Jesus, and with faith and conviction we profess this in words and in deeds.

Jesus Appears to the Disciples

19 On the evening of that first day of the week, when the doors were locked, where the disciples[a] were, for fear of the Jews, Jesus came and stood in their midst and said to them, "Peace be with you." 20 When he had said this, he showed them his hands and his side.[b] The disciples rejoiced when they saw the Lord. 21 [c][Jesus] said to them again, "Peace be with you. As the Father has sent me, so I send you." 22 [d]And when he had said this, he breathed on them and said to them, "Receive the Holy Spirit. 23 [e]Whose sins you forgive are forgiven them, and whose sins you retain are retained."

Thomas. 24 Thomas, called Didymus, one of the Twelve, was not with them when Jesus came. 25 So the other disciples said to him, "We have seen the Lord." But he said to them, "Unless I see the mark of the nails in his hands and put my finger into the nailmarks and put my hand into his side, I will not believe." 26 Now a week later his disciples were again inside and Thomas was with them. Jesus came, although the doors were locked, and stood in their midst and said, "Peace be with you."

27 Then he said to Thomas, "Put your finger here and see my hands, and bring your hand

and put it into my side, and do not be unbelieving, but believe." 28 [f]Thomas answered and said to him, "My Lord and my God!" 29 [g]Jesus said to him, "Have you come to believe because you have seen me? Blessed are those who have not seen and have believed."

Conclusion.[h] 30 Now Jesus did many other signs in the presence of [his] disciples that are not written in this book. 31 But these are written that you may [come to] believe that Jesus is the Messiah, the Son of God, and that through this belief you may have life in his name.

Points:

- Jesus appeared to His disciples on the evening of His resurrection, even though the doors were locked.
- He greeted them with "Peace be with you."
- Jesus showed them His hands and side to prove that He had truly risen.
- The disciples rejoiced when they recognized the Lord.
- Jesus sent them on a mission, saying, "As the Father has sent me, so I send you."
- He breathed on them and gave them the Holy Spirit.
- Jesus gave the apostles the authority to forgive or retain sins.
- Thomas was absent when Jesus first appeared and doubted the disciples' testimony.
- Thomas said he would not believe unless he saw and touched Jesus' wounds.
- Eight days later, Jesus appeared again and invited Thomas to touch His wounds.
- Thomas believed and proclaimed, "My Lord and my God!"
- Jesus said, "Blessed are those who have not seen and have believed."
- John explains that the signs recorded in his Gospel were written so that people may believe Jesus is the Messiah, the Son of God, and have life through faith in Him.

CHURCH TEACHINGS

Faith in its broadest sense is a central reality in Filipino life. It is an everyday "natural"

factor in all our human relationships and daily actions. For example, in accepting the word of others, we already show our faith (paniniwala) in them. We readily obey the directions of those over us, at home, at work, in our communities (pagsunod).

CFC 119

We even entrust ourselves and our welfare to others: doctors, teachers, judges, civic leaders, cooks, jeepney drivers, among others. Without such basic human faith, which includes believing in acceptance, obedient action, and persona entrusting, human life would be impossible. Faith as a human reality, therefore, is central to our daily lives.

CFC 120

For Filipinos, this can be seen most clearly in our family life and friendships. grow up, nurtured, and supported by the trust, love, and fidelity of our family. We mature through a process of forming personal friendships, first as children, then as teenagers, and finally as adults. But in each case, there is a gradual revelation of our own inner self to our friend and a free acceptance of our friend's self-revelation.

If this friendship is to grow and mature, it must include a "turning toward" the other, a conversion. We acknowledge our need and trust in the other's friendship by listening to and identifying with our friend.

cf. CFC 141-154

The CFC presents to us six paradoxes that will help us grasp the complex reality of faith:

1. Certain, Yet Obscure;
2. Free, Yet Morally Obliging;
3. Reasonable yet Beyond Natural Reason;
4. An Act, Yet a Process;

5. A Gift, Yet Our Doing; and

6. Personal, Yet Ecclesial

- God, in his most infinite goodness and generosity, created us and sealed us with His gift of faith in our very nature as humans.

- He created us as good, unique, and loving creatures that can grow by being religiously and spiritually nourished by His love.

- This gift of faith given to us and rooted in our Baptism calls us to respond freely in love. Our Christian Faith is a free response.

- No one, not even God, forces us to believe (CFC 146). We are not forced to believe but we have a moral obligation to do so.

- The CFC also states that in our context, the combination of freedom and obligation is also experienced by many within our family, and we establish rapport with friends, peers, and others. Consequently, by believing that we are loving, and through love, we in return give without waiting for something in return. This is the effect of faith in us—a stronger relationship because of our giving of self.

- The Gospel of John shows us how Jesus manifests Himself as divine. Reviewing the passage the disciples' response when they saw the Lord was that of joy. But was it really joy first, or let us say, what was the first step of Jesus as He appeared? The passage narrates that the doors were locked because of fear, also experienced by many within our family,

- But Jesus appeared before them and surprised them with a greeting of peace, and He showed them His wounds. The disciples were given the choice of whether to

believe or to abandon everything they have invested and sacrificed because of their faith. But this is not how God wanted it to happen.

- Beforehand, God prepared us in dealing with this kind of situation. His divine power has bestowed on us everything that makes for life and devotion through the knowledge of Him who called us by His own glory and power (Peter 1:3).

- In the previous lesson, we were reminded that God's loving action began when He created humankind in His image and likeness. This gesture of love proves that "God, who by loving us the most has the greatest claim on us, leaves and keeps us most free" -CFC,146

- Our faith is a gift yet it is also our doing. In other words, the grace of faith does not only depend on our own doing and effort but depends on God for two things: First, God's gift of revelation throughout salvation history; second, for the grace of the Holy Spirit's interior illumination and inspiration (CFC 149)

- Faith requires cooperation from us who receives it. St. Paul expressed that "faith comes from what is heard, and what is heard comes through the word Christ" (Rom 10:17).

- This act or sense of hearing 'not' only means listening † the Word of God in Sacred Scriptures and Church teachings but also involves discerning God's presence in us every day. Faith flows from loving. It does not require many proofs or explanations for "it bears all things, believes all things hopes all endures all things" (1 Cor 13:7). The apostle Thomas doubted what the other

disciples had witnessed. He needed concrete proof of the testimonies.

- There are moments in our life when we are skeptical like Thomas; are not easily convinced by the testimonies of others. But the challenge for Thomas is not that difficult and this is our challenge too. Jesus said: "Put your finger here and see my hands, bring your hand and put it into my side and do not be unbelieving but believe" (Jn 20:27)

- May we learn like Thomas, to extend more, to reach out to Jesus and have faith in Him, so that in the end, just like what he did, we can also have the strength and conviction to say, "My Lord and My God," for "Blessed art those who have not seen and have believed" (Jn 20:29).

MABISANG KOMUNIKASYON

G11 MABISANG KOMUNIKASYON

1 INTRODUKSYON SA MABISANG KOMUNIKASYON AT KONTEKSTONG PERSONAL AT INTERPERSONAL

Binigyang pakahulugan ang komunikasyon bilang isang pasalita o pasulat na pagpapahayag, pagpapalitan o paghabahagi ng ideya, damdamin, impormasyon, at iba pa.

Ayon kay Levi Durbidge (2022), ang mabisang komunikasyon ay nangangailangan ng higit sa pagkakaroon ng kaalaman sa panuntunan ng wika; kabilang dito ang pagkakaroon ng kakayahang umu umunawa at magamit ito sa konteksto ng lipunan at sa pamantayang kultural.

PASALITA

Upang higit na matiyak ang pagkakaroon ng mabisang komunikasyon ay kinakailangang isaalang-alang ang modelo ng gang modelo ng **PASALITA**

- **P: Pook at Pangyayari** - Tumutukoy ito sa pisikal na lugar at sikolohikal na kalagayan ng komunikasyon. Kabilang dito ang oras, lugar, at kontekstong panlipunan
- **A: Aktor** - Ang mga taong bahagi ng usapan at ang kanilang ugnayan at papel
- **S: Sadya** - Layunin o intensyon ng komunikasyon. Ano ang nais makamit ng mga kalahok sa pag-uusap?
- **A: Ayos ng Usapan** - Daloy o pagkakasunod-sunod ng mga bahagi ng usapan paano ito nagsimula, umusad, at nagtapos.

- **L: Lunan ng Damdamin** - Ang tono o emosyonal na estilo ng komunikasyon-pormal ba ito, magaan, masaya, galit, seryoso, atbp.
- **I: Instrumento** - Mga midyum o paraan ng pagpapahayag, tulad ng pasalita, pasulat, kilos, teknolohiya, atbp.
- **T: Tuntunin** - Mga inaasahan, panuntunan, o pamantayang sinusunod sa isang partikular na lipunan o kultura habang nakikipag komunikasyon.
- **A: Anyo ng Usapan** - Uri o anyo ng komunikasyon, tulad ng kwentuhan, talumpati, sermon, debate,

PAGBASA AT PAG-UNAWA

Ang multimodal ay tumutukoy sa mga bagay na gumagamit ng dalawa o higit pang moda ng komunikasyon, halimbawa ay mga larawan, kilos, musika, pasalita, at/o pasulat na wika.

Kabilang din dito ang mga sayaw, patalastas, mga napapanood na video sa internet o maging ang mga pagtatanghal sa paaralan. Samantala, ang tekstong multimodal naman ay tiyak na uri ng multimodal na nakatuon sa mga teksto. Kabilang dito ang anumang mga tekstong gumagamit ng dalawa o higit pang paraan upang maipahayag ang kahulugan.

MGA URI NG MULTIMODAL

1. **Modang Papel:** ay maaaring nasa modang papel aklat, komiks, posters, at iba pa.
2. **Modang Digital:** ay maaaring nasa modang digital- slide presentations. e-books, blogs, e-posters, web pages, publication material,

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animation, pelikula, at maging ang video games.

3. **Modang Aktuwal:** sa pamamagitan ng isang pagtatanghal o mga pangyayari.
4. **Modang Transmedia:** ay isinasalaysay sa pamamagitan ng iba't ibang delivery channels o kombinasyon ng iba't ibang paraan sa paggamit ng midyum.

Ayon kay Jenkins (2011), nagagawa ng transmedia na higit na linangin ang kuwento sa bawat midyum na ginagamit katulad ng pagbabalik-tanaw bago ang mismong kuwento, pagdaragdag ng mga episode o higit pang paglinang sa mga tauhan at banghay.

PERSONAL AT INTERPERSONAL NA KOMUNIKASYON

INTERPERSONAL

Ito ay mula sa salitang inter na nangangahulugang sa “pagitan ng-.” Ito ay pakikipag-ugnayan ng/dalawa o higit pang tao.

Ang pakikipag-usap sa kaibigan, guro, o pamilya ay isang halimbawa ng interpersonal na komunikasyon.

PERSONAL

Ang personal na komunikasyon naman ay sa pamamagitan ng pakikipag-ugnayan ng isang tao sa kaniyang sarili.

Ang pangangarap, pag-iisip, pangamba, at pag-aaral nang mag-isa ay ilan lamang sa halimbawa ng personal na komunikasyon.

IBA'T IBANG SALIK SA KOMUNIKASYON

1. **Konteksto** - tumutukoy ito sa kalagayang ginaganapan ng komunikasyon. Maaaring sa anyong pisikal o kalagayan na

pinangyarihan ng komunikasyon; sosyal o relasyon ng mga kalahok sa usapan; pangkasaysayan o kaugnayan sa mga naunang paksang napag-usapan; at sikolohikal o kasalukuyang kalagayan ng indibidwal.

2. **Kalahok** - tumutukoy ito sa mga taong bahagi ng komunikasyon. Nagsisilbi rin silang tagahatid at tagatanggap ng komunikasyon.
3. **Mensahe** - tumutukoy ito sa paksang pinag-uusapan o ideyang nais iparating ng tagapagsalita.
4. **Midyum o Daluyan** - tumutukoy ito sa mga bagay na dinadaan ng isang mensahe katulad ng cellphone
5. **Tugon** - tumutukoy ito sa sagot mula sa natanggap na mensahe.
6. **Ingay** - tumutukoy ito sa mga panlabas na ingay na naririnig tulad ng mga tunog na nagmula sa paligid na ginaganapan ng komunikasyon.

Kaugnay nito, ayon sa pag-aaral ng WorldMetrics (2024), higit 90% ng mensahe ay naipahahayag sa pamamagitan ng tono at kilos sa halip na mga salita. Kaya naman, may pagkakataong kahit gaano kaganda ang mensaheng nais iparating ng tagapagsalita ay nagkakaroon ng ibang pagtanggap ang mga tagapakinig batay sa tono o paraan ng pagkakasabi rito.

Ang tono ay tumutukoy sa anyo o damdaming kalakip ng ating tinig na maaaring magpakita ng galit, tuwa, o lungkot, samantalang ang intonasyon naman ay ang pagbabago sa antas ng ating boses-pagtaas o pagbaba-habang tayo'y nagsasalita.

Tandaang ang mga sangkap na nabanggit ay may malaking epektong maidudulot sa

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kabuoang mensaheng ipinararating ng tagapagsalita kung kaya't kailangang isaalang-alang ang mga ito upang higit na maging malinaw ang mensaheng nais iparating sa taong kinakausap.

MAKRONG KASANAYANG PAKIKINIG, PAGBABASA, AT PANONOOD

PAKIKINIG

- Ang pakikinig ay proseso ng pagbibigay-pansin at pagtanggap sa isang mensaheng napakikinggan o naririnig sa pamamagitan ng pag-iisip.
- Ito ang pinakamabilis na paraan ng pagkuha ng impormasyon.

Nagsisimula ito sa pagtanggap ng tunog na nagsisilbing stimulus o pampukaw na nagmumula sa paligid o taong kinakausap.

Ang tunog ay naglalakbay bilang sound wave patungo sa ating tainga at dinadala ng auditory nerves patungo sa sentro ng pang-unawa o ang utak. Sa bahaging ito binibigyang pakahulugan ang tunog na narinig kung ito ba ay salita, musika, babala, atbp.

Upang maisakatuparan ang angkop na kasanayan sa pakikinig ay kailangang isaalang-alang ang sumusunod:

1. **Paghahanda sa Sarili sa Pakikinig**
- Sa bahaging ito ihahanda ang layunin ng pakikinig, pagtukoy sa mensahe ng pakikinggang impormasyon at pagtuon ng atensiyon sa tagapagsalita.
2. **Pag-alala sa Narinig** - Kinakailangang tandaan at alalahaning mabuti ang mahahalagang impormasyong narinig upang maging angkop ang ibibigay na tugon sa taong kausap.

3. **Kritikal na Pakikinig** - Mahalaga rito ang konsentrasyon sa pakikinig dahil sa bahaging ito kinakailangang masuri rin ang mga impormasyong napakinggan. Kailangang timbangin ang halaga ng mensaheng tinanggap at matuklasan ang nakatagong mensaheng nakapaloob dito.

4. **Panlabas na Salik sa Pakikinig** - Nakapaloob dito ang edad, kasarian, oras, at maging ang kultura ng mensaheng pinanggagalingan. Mahalagang isaalang-alang ang mga ito upang lubos na maunawaan ang kabuoang mensaheng nakapaloob sa impormasyong napakinggan.

5. **Malawak na Pagtanggap sa Mensaheng Napakinggan** - Isinasagawa ang pakikinig upang makakuha ng impormasyon, iwasang isara ang isip kung taliwas sa paniniwala ang impormasyong narinig. Patapusin ang tagapagsalita upang lubos na maunaawaan ang mensaheng ipinararating at magbigay ng feedback kung kinakailangan.

Si William S. Gray ang kinikilalang ama ng pagbasa. Binigyan niya ng pakahulugan ang pagbasa bilang isang proseso ng pagkilala sa mga salita at pag-unawa sa mga kahulugan nito.

Kaugnay ito ng kahulugang isinaad ni Virgilio Almario. Ayon sa kaniya, ang pagbabasa ay hindi lamang simpleng pagtanggap ng mga salita kundi isang aktibong proseso ng pag-unawa at pagbibigay-kahulugan sa tekstong binabasa.

PAGBASA

Ayon kina Applebee et al. (2000), ang sumusunod ay mga estratehiyang dapat

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isaalang-alang upang magkaroon ng epektibong pagbabasa:

1. **Pagpapalagay Huminto** - paminsan-minsan habang nagbabasa at subukang bulaan angkasunod na mangyayari o ang katapusan nito sa ganitong paraan ay nagkakaroon ng inter-aksiyon ang mambabasa't manunulat. Matitiyak ding nauunawaan ang binabasa lalo kung hindi nalalayo ang hula sa naging kasunod o katapusang ng akdang binabasa.
2. **Pag-uugnay** - lugnay ang iyong sarili sa binabasang akda. Ihambing ang iyong mga karanasan sa mga detalyeng nabasa. Sa ganitong paraan ay maiiwasan ang pakiramdam ng pagkabagot sa pagbabasa.
3. **Paglalarawan** - Sikaping bumuo ng mga larawan ng mga pangyayari sa binabasang akda sa imahinasyon upang higit na maunawaan ang mga pangyayari.
4. **Pagtatanong** - Bumuo ng katanungan habang nagbabasa. Ang pagtatanong ay palatandaan ng kritikal na pag-iisip, nakatutulong din ito upang higit na mailapit ang sarili sa binabasa.
5. **Paglilinaw** - Suriin ang iyong pagkakaunawa sa akdang binabasa. Kasabay ng minsanang paghinto kapag nagpapalagay ay maaari ding isabay ang pagsusuri sa mga impormasyong natanggap kung nauunawaan ba ang mga ito. Balikan at muling basahin ang ilang detalye kung kinakailangan. Maaari ding gumamit ng diksiyonaryo kung may ilang salitang kailangang bigyang-linaw.

6. **Pagbuo ng Ebalwasyon Maaari** - itong isagawa habang at pagkatapos magbasa. Bumuo ng opinyon mula sa mga impormasyong nasagap sa akdang binasa. Sa bahagi ring ito maaaring suriin ang mga nakatagong mensahe sa mga pahayag na binasa.

Ang panonood ay pagsubaybay sa paraan ng pagtingin sa isang pangyayari o pag-unawa sa mensahe o ideya ng isang palabas, video recording, at iba pang visual media sa pamamagitan ng pagmamasid. Ayon kay Masey (2022), ang kasanayang ito ang pinakamabilis at pinakamabisang paraan ng pagkatuto.

PANONOOD

Ang sumusunod ay mga antas ng pag-unawa sa panonood na kailangang isaalang-alang upang matiyak ang pagiging epektibo nito sa paglalahad at pagtanggap ng impormasyon ng mga tagapanood:

ANTAS NG PAG-UNAWA SA PANONOOD

1. **Literal** - Pinakapayak na antas ng panonood. Sa antas na ito inuunawa ang mga tiyak na detalye mula sa pinanood. Kabilang dito ang mga impormasyon tulad ng pagkilala sa mga tauhan, pag-alam sa pangyayari, at pagsagot sa mga tanong na kailan, saan, at paano ito naganap.
2. **Interpretatibo** - Sa antas na ito, lumalampas na ang manonood sa literal na pag-unawa at nagsisimula nang magbigay-kahulugan sa mga kilos, simbolo, o diyologo sa pinanood.
3. **Kritikal** - Tumutukoy sa masusing pagsusuri ng nilalaman, layunin, at paraan ng pagkakalahad ng mensahe sa isang palabas. Sa antas

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na ito, natutukoy kung may pagkiling ang pinanonood o may kredibilidad ang impormasyong ibinahagi.

4. **Internatibo** - Sa antas na ito, naiuugnay ng manonood ang kaniyang sarili. Sa madaling salita, dito isinasaalang-alang ng manonood ang personal na epekto ng napanood sa kaniyang sarili tulad na lamang ng pagkakaroon ng pagbabago sa pananaw dahil sa mensahe ng napanood na palabas.
5. **Malikhain** - Ito ang pinakamataas na antas ng panonood, nagagamit ng manonood ang kaniyang imahinasyon upang makalikha ng bago mula sa kaniyang napanood katulad na lamang ng pagbuo ng bagong bersiyon ng kuwento mula sa napanood na pelikula.

MGA TIYAK NA PARAAN UPANG MAKILALA AT MAUNAWAAN ANG MGA ELEMENTO NITO

1. **Pagsusuri sa Layunin ng May-akda** - Ayon kay Santiago (2016), mahalagang matukoy ang layunin ng mensahe kung ito ba ay naglalayong magbahagi ng impormasyon, manghikayat, o magpahayag ng damdamin dahil sa pamamagitan nito, mas malinaw na makikita ang pangunahing diin ng teksto at higit na mauunawaan ang pangunahing ideyang nais iparating ng tagapagsalita o may-akda.
2. **Pagtukoy sa mga Pantulong na Detalye at Ebidensyang Inilahad** - Upang matukoy kung ang mensahe ay nagpapahayag ng katotohanan, kailangang suriin kung ito ay may sapat na ebidensyang sumusuporta, gaya ng datos, estadistika, o resulta ng

pananaliksik. Samantalang ang damdamin ay karaniwang lumilitaw sa mga personal na sanaysay o pahayag na nagpapahayag ng pananaw o opinyon ng may-akda

3. **Pagkilala sa Gamit ng Wika at Estilo** - Ang paggamit ng obhetibong wika ay karaniwang nagpapahiwatig ng impormasyong nakabatay sa katotohanan. Samantala, ang subhetibong wika ay nagpapahayag ng damdamin, saloobin, o personal na pananaw ng tagapagsalita o may-akda.
4. **Komparatibong Pagsusuri** - Upang matiyak kung ang nilalaman ay totoo, may saligan, o haka-haka lamang ay maghambing ng mensahe sa iba pang mapagkakatiwalaang sanggunian lalo na sa mga usaping may sensitibong paksa.
5. **Pagtatanong** - Ang pagtatanong gaya ng "Ano ang sinasabi ng teksto?", "May batayan ba ang sinabi?", "Sino ang nagsalita o nagsulat nito?", at "Ano ang tono ng pagkakasulat?" ay bahagi ng mapanuring pagbasa. Sa pamamagitan ng mga tanong na ito, nagkakaroon ng mas malalim na pagsusuri sa nilalaman ng mensahe upang matukoy kung ito ay nakabatay sa katotohanan o opinyon, at kung ang ginamit na wika andednem ay obhetibo (objective) o subhetibo (emotional).

Layunin ng ganitong pamamaraan na linangin ang kakayahan ng mambabasa na suriin ang kredibilidad ng impormasyon at ihiwalay ang emosyonal na impluwensiya mula sa makatotohanang datos.

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2 ANGKOP NA KOMUNIKASYON SA IBA'T IBANG AWDYENS AT KONTEKSTO

Ang **barayti** ng wika ay tumutukoy sa pagkakaiba-iba ng anyo ng wika batay sa mga salik gaya ng heograpiya, edad, katayuang panlipunan, o grupong kinabibilangan. Sa kasong ito, ang mga nabanggit na salita ay malinaw na produkto ng sosyolek, isang uri ng barayti ng wika na umuusbong batay sa sosyolohikal na salik, partikular sa grupo ng mga kabataan.

MAHALAGANG KONSEPTO

Tandaan, ang barayti at rehistro ng wika ay mahalagang konsepto sa pag-unawa ng masining at mabisang komunikasyon. Samantalang ang rehistro ng wika ay tumutukoy sa espesipikong gamit ng wika batay sa konteksto ng usapan, layunin ng komunikasyon, at ugnayan ng mga kalahok. Sa pamamagitan ng barayti at rehistro, naipapakita ang kakayahan ng wika na umangkop sa iba't ibang grupo at sitwasyon, na siyang nagpapatunay sa dinamismo at kahalagahan nito sa lipunan. Ang masusing pag-unawa sa dalawang konseptong ito ay nakatutulong hindi lamang sa pagsasalita, kundi sa mas epektibong pakikipag-ugnayan sa iba't ibang antas ng komunikasyon.

MAHALAGANG TANONG

Paano nakatutulong ang pag-unawa sa barayti at rehistro ng wika sa mas epektibong pakikipagkomunikasyon sa iba't ibang konteksto ng lipunan?

TUKLASIN MO!

Sa pamamagitan ng barayti at rehistro ng wika ay higit na mabibigyang-linaw ang paraan ng epektibong pakikipagtalastasan

sa iba't ibang sitwasyon. Nakatutulong din ito upang masusing maunawaan ang pagkakaiba-iba ng gamit ng wika at mapalalim ang kamalayang sosyolingguwistiko ng mga mag-aaral. Sa bahaging ito ay palalalimin pa natin ang pag-aaral nito.

PAGBASA AT PAG-UNAWA

Ayon kina Santiago at Tiangco (2003), ang barayti ng wika ay maaaring uriin bilang **heograpikal**, na tumutukoy sa pagkakaiba-iba ng wika batay sa lokasyon, at **sosyal**, na nakabatay naman sa katayuang panlipunan ng mga tagapagsalita.

Ang wikang ginagamit sa lipunan ay nagtataglay ng iba't ibang barayti na bunga ng pagkakaiba-iba sa sosyolohikal at heograpikal na konteksto ng mga tagapagsalita. Kabilang sa mga salik na nakaaapekto sa pagkakaibang ito ang lokasyong heograpikal, antas ng edukasyon, propesyon o okupasyon, edad, kasarian, at etnikong kinabibilangan. Ang heterogenous na katangian ng wika o ang hindi pagiging iisa o homogenous ng mga gumagamit nito ang pangunahing dahilan ng pag-usbong ng mga baryasyon sa wika. Mula sa mga baryasyong ito ay nahubog ang iba't ibang barayti ng wika, batay sa pagkakaiba ng mga tagapagsalita at sa kontekstong kanilang ginagalawan.

HETEROGENOUS AT HOMOGENOUS

HOMOGENOUS - Pare-parehong magsasalita ang lahat ng gumagamit ng isang wika.

HETEROGENOUS - Iba-iba ang uri ng wika na sinasalita ng isang tao kaya nagreresulta sa pagkakaroon ng barayati ng wika.

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BARAYATI NG WIKA:

1. IDYOLEK - Ang bawat idibidwal ay maykaniya-kaniyang estilo at paraan ng pagpapahayag o pagsasalita. Ang personal na paggamit ng indibidwal sa isang salita ay tinatawag na idyolek.

Halimbawa:

- "Di-umano" Jessica Soho
- "Okay na 'to" Mommy Grace Tan Felix
- "Let's do the fast talk!" Boy Abunda

Ang isang palatandaan ng idyolek ay kapag narinig mo ang isang partikular na linya, alam mo agad kung sino ang nagsabi - kahit wala ang kanyang pangalan.

2. DAYALEK - Ito ang mga terminong ginagamit ng mga mamamayan ayon sa kanilang heograpikal na kinalalagyan, tulad ng mga partikular na rehiyon o lalawigan.

Halimbawa:

TAGALOG MAYNILA:

"Halika, lumapit ka rito."

(Simple at diretso, walang pandagdag na tunog.)

TAGALOG BATANGAS:

"Ala eh, lumapit ka nga rito, ga!"

(May panandang "ala eh" at "ga" na tipikal sa Batangueño. May diin sa "nga" na nagiging "ngag" sa orihinal mong pahayag.)

TAGALOG QUEZON:

"Halina, lumapit ka naman dito."

(Mas pormal at malumanay ang anyo, gamit ang "halina" imbes na "halika".)

3. SOSYOLEK - Kilala rin bilang pansamantalang barayti ng wika na ginagamit ng isang partikular na sosyal na grupo. Ang leksikon at estruktura nito ay nakauugat sa

sosyo-ekonomikong katayuan at kasarian ng mga indibidwal na gumagamit nito, kaya't nagkakaroon ito ng tiyak na marka ayon sa kontekstong panlipunan.

Halimbawa:

KABATAAN:

- "Awit" (Aw, sakit)
- "Lodi" (Idol)
- "Sakalam" (Malakas)
- "Bruh" (Slang ng bro, karaniwang nag ginagamit sa pagpapahayag ng ekspresyon)

PROPESYONAL:

Doktor

- BP (Blood Pressure)
- Stat (agad) A

Guro

- LP (Lesson Plan)
- SF2 (School Form 2)

IT Professional

- Bug
- Server
- Debug

3. ETNOLEK - Ito ay mga lingguwistikong varayti na nagmula sa wika ng iba't ibang pangkat-etniko. Dahil sa pagkakaiba-iba at dami ng mga etnikong grupo, nabuo ang sari-saring anyo ng etnolek bilang bunga ng kanilang natatanging identidad at kultura.

Halimbawa:

CEBUANO:

- Duwa (dalawa)
- Asa (saan)
- Lami (masarap)

ILONGGO/ HILIGAYNON:

- Palangga (mahal)

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- Gani (parang)
- Daw (parang)

KAPANGPANGAN:

- Masantang (maganda)
- Dakal (marami)
- E ku (hindi ko)

4. EKOLEK - Karaniwang nagmumula ang mga ito sa pananalita ng mga batang nagsisimula pa lamang matuto ng wika at ng mga matatandang indibidwal, na siyang naglalarawan ng iba't ibang yugto ng pag-unlad at konserbasyon ng wika sa loob ng isang komunidad.

Halimbawa:

- "Tatang" - tawag sa lolo
- "Palikuran" banyo

5. PIDGIN - Ito ay walang pormal na estruktura at tinatawag ding "lengwahe ng walang kinikilalang nagsasalita." Ito ay karaniwang ginagamit bilang midyum ng komunikasyon sa pagitan ng mga indibidwal na nagmumula sa magkakaibang lugar o bansa.

6. CREOLE - Kapag ang pidgin ay naging unang wika ng isang komunidad (halimbawa, mga anak ng mga gumagamit ng pidgin), nagiging creole na ito, na may mas pormal at kumpletong estruktura.

Ang wikang Chavacano ay isang halimbawa ng creole.

7. REGISTER - Ito ay isang teknikal na anyo ng wika na ginagamit upang maiparating ang espesipikong kaalaman sa isang partikular na disiplina. May tatlong uri ito:

LARANGAN

Tumutukoy sa espesipikong larangan o disiplina na nakatuon sa nilalaman at layunin ng komunikasyon, batay sa propesyonal o kontekstuwal na aspekto ng mga kalahok.

Sa isang medikal na konsultasyon, ang larangan ay tumutukoy sa paksang medikal tulad ng pagsusuri sa kalusugan ng pasyente, paggamot, at diagnosis. Ginagamit ang mga terminolohiyang medikal upang maipaliwanag nang tama ang mga sintomas at mga posibleng sakit.

MODO

Ang paraan o midyum kung paano isinasagawa ang proseso ng komunikasyon, kabilang ang mga anyo at daluyan nito.

Ang pakikipag-usap sa pamamagitan ng video call ay isang uri ng modo na ginagamit ang biswal at awdyo na midyum upang maisagawa tem ang komunikasyon. Sa ganitong paraan, naipapasa ang impormasyon nang *real-time* kahit magkalayo ang mga nag-uusap.

TENOR

Ang antas ng relasyon at ugnayan sa pagitan ng mga tagapagsalita na nakaaapekto sa estilo at tono ng komunikasyon.

Ang tono at paraan ng pagsasalita ng isang guro Of ay nag-iiba kapag kausap niya ang mga mag-aaral kumpara sa kaniyang mga kaibigan. Sa mga batimumonnel sghdon mag-aaral, maaaring maging mas pormal ang estilo ng pakikipag-usap, samantalang sa mga kaibigan ay mas kaswal at kolokyal ang tono.

GAMIT NG WIKA SA LIPUNAN

ANO ANG KAHALAGAHAN NG WIKA SA LIPUNAN?

Una sa mga kahalagahan ng wika sa kasalukuyang panahon ay ang bisa nito sa komunikasyon. Mahalaga pa rin ang wika at komunikasyon sa pagpapatupad ng maraming proyekto sa mundo na susi rin sa ikauunlad ng ekonomiya.

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1. Interaksyonal - Tumutukoy ito sa tungkulin ng wika bilang pangunahing kasangkapan sa pagbuo at pagpapanatili ng mga ugnayang panlipunan. Sa pamamagitan ng wika, naitatatag ang komunikasyon na nagpapalalim ng koneksyon at kooperasyon sa pagitan ng mga indibidwal sa loob ng isang komunidad.

2. Instrumental - Ang tungkuling ito ay nakatuon sa paggamit ng wika bilang isang midyum para matugunan ang mga pangangailangan at layunin ng tao, tulad ng paghingi ng tulong, pagbibigay ng direksyon, o pag-utos.

3. Regulatori - Ginagamit ang wika upang kontrolin, gabayan, o impluwensyahan ang kilos at pag-uugali ng ibang tao. Kabilang dito ang mga utos, alituntunin, at patakaran na naglalayong mapanatili ang kaayusan sa lipunan.

4. Personal - Dito ginagamit ang wika bilang daluyan ng pagpapahayag ng sariling damdamin, saloobin, at opinyon. Sa ganitong tungkulin, nagkakaroon ng indibidwal na ekspresyon at pagpapakilala ng sarili.

5. Imahinatibo - Ang tungkulin ng wika sa aspektong ito ay nakatuon sa pagpapahayag ng malikhaing ideya, imahinasyon, at orihinal na kaisipan sa pamamagitan ng mga salitang nag-uudyok ng sining at panitikan.

6. Heuristik - Ginagamit ang wika bilang kasangkapan sa paghahanap, pagkuha, at pagsusuri ng impormasyon. Sa ganitong tungkulin, nagaganap ang pagtatanong, pagsasaliksik, at pagtuklas ng kaalaman.