

LESSON PLAN TEMPLATE

Lesson Title	Mastering Context-Driven Academic and Technical Communication
Learning Area/s	Effective Communication
Name of Teacher/s	DEPED TAMBAYAN PH
Grade Level and Section	Grade 11
No. of Sessions	2 Sessions
References	Lesson Exemplar (LE), Learning Activity Sheets (LAS)
Declaration of AI use	This lesson plan was co-created using Gemini AI to assist with unpacking competencies into a 2-session learning design, structuring activities, and assessment formulation.

Intentions.

Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson – keep it clear and simple.

Learning Competency and Curriculum Standards:

Learning Competency:

- Use language, tone, and structure appropriately for audience, purpose, and context in discussing a variety of academic and technical topics.

Content Standards:

The learners demonstrate effective communication in academic and training contexts through spoken, written, and multimodal forms; they understand that interaction patterns in academic and training contexts are formal, structured, and discipline-specific, and that intellectual integrity, honest and respectful critique, and inclusive language foster meaningful academic and training engagement.

Performance Standards:

The learners produce spoken, written, and multimodal academic and technical texts for specific purposes and audiences, such as, but not limited to, articles, research reports, public speaking presentations, reviews, and podcasts; prepare note cards and reference lists in support of these texts; convert these texts into presentation formats aided by non-verbal signals and multimedia tools or resources; and give and use feedback on the content, structure and language of communication to improve performance.

	Session 1	Session 2
Learning Objectives:	- Identify the appropriate language, tone, and structure required for various academic audiences and purposes. - Analyze sample academic texts to distinguish discipline-specific interaction patterns. - Discuss the importance of intellectual integrity and inclusive language in formal communication.	- Produce a short technical text (e.g., a summary or report) using appropriate discipline-specific language. - Convert written technical information into a multimodal presentation format. - Apply non-verbal signals and multimedia tools effectively during a brief simulation.
Learner Context:	- The learners demonstrate a strong interest in collaborative activities and peer discussions but often struggle with the nuances of formal vs. informal registers in written work. - There is a noticeable gap in vocabulary range when transitioning from conversational English to academic English. - The class includes learners with diverse processing speeds, with some requiring visual aids or additional time to synthesize complex technical instructions. - A few students show high proficiency in digital literacy but lack confidence in public speaking or presenting formal arguments.	- Learners are highly motivated by tasks involving technology and multimedia creation. - Several students exhibit anxiety during individual performance tasks but excel in scaffolded group environments. - Observations show that many learners tend to over-rely on visual decorations in slides rather than functional multimedia design. - Barriers include limited experience in providing constructive, structured feedback to peers.
Learning Experience. A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.		
Pre-Lesson:	Tone Sort: Students are given snippets of text (e.g., a text message, a research abstract, a social media post, and a lab report) and must categorize them based on level of formality on the whiteboard. Quick Retrieval: A short poll asking students to define 'Audience' and 'Purpose' in their own words based on prior knowledge.	Active Retrieval: A 'Flash Card' session where students must quickly name the appropriate 'tone' for a specific scenario flashed on the screen (e.g., 'Applying for a Scholarship' or 'Explaining a Bug to a Software Engineer').
Flow:	Introduction (Scaffolding): Present a brief lecture on the 'Big Three' of communication: Audience, Purpose, and Context. Use the Smart TV to show contrasting examples of the same topic explained to a child versus a professional. Guided Analysis (Checks for Understanding): In small groups, learners analyze three different academic texts (e.g., a literature review, a technical manual, and a persuasive essay). They use a provided rubric to identify tone and structure.	Modeling: Demonstrate how to convert a dense technical paragraph into a clear, multimodal slide using non-verbal cues (gestures, eye contact) and visual aids. Collaborative Production (Active Retrieval & Social Learning): In pairs, students choose a technical topic and draft a 1-page report. They then convert this report into a 3-slide presentation. Peer Review Workshop: Using a 'Feedback Sandwich' method, pairs exchange their drafts and presentations to offer critiques on language use and multimodal integration.

	• Social Learning Task: Groups discuss how 'inclusive language' is applied in their samples. This allows for peer-to-peer modeling of respectful critique. • Inclusion Strategy: Provide printed graphic organizers for learners who have difficulty following rapid-fire digital presentations.	• Scaffolding: The teacher circulates to provide sentence starters for students struggling to articulate technical descriptions.
Learning Resources:	• Projector/Smart TV • PowerPoint Presentation on Academic Registers • Printed Sample Texts (Various Disciplines) • Graphic Organizers/Worksheets	• Laptops/Computers • Slide Presentation Software • Chalkboard for brainstorming keywords • Feedback Rubrics
Opportunities for integration:	• Values Education: Integration of intellectual integrity and the ethics of honest citation. • Inclusive Education: Application of gender-neutral and disability-inclusive language in academic writing.	• ICT: Integration of digital design principles and effective use of multimedia tools. • Professional Development: Preparation for workplace-specific communication (Technical Writing).
Assessment. Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction throughout the entire session.		
Formative Assessment:	• Exit Ticket: Learners must rewrite a provided 'informal' paragraph into a 'formal academic' tone, ensuring they maintain the original meaning while adjusting the structure. • Think-Pair-Share: Students evaluate a peer's rewritten paragraph based on tone appropriateness.	• Mini-Presentation: Pairs present one slide of their technical topic. Evaluation focuses on the alignment of tone with the chosen audience and the effective use of non-verbal signals. • Self-Correction Checklist: A checklist where students verify if they used inclusive language and maintained intellectual integrity.
Ways Forward. Meaningful learning can also happen beyond the classroom – for both the learners and the teacher. Pause and reflect on what happened today.		
Extended learning opportunities:	• Interview a teacher from a different subject area (e.g., Science or Math) about the specific communication styles required in their field.	• Research a podcast or technical vlog and analyze how the creator uses tone and structure to engage their specific audience.
Reflections:	• Which part of the academic structure did the learners find most challenging? • Were the visual aids sufficient for learners requiring accommodations?	• How did the use of multimodal tools affect the learners' ability to simplify complex topics? • Did the peer feedback session improve the final output?