



Republic of the Philippines

# Department of Education

DepEd Complex, Meralco Avenue, Pasig City

**STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM**  
**EFFECTIVE COMMUNICATION**  
**Grade 11**

*This curriculum guide contains inputs from the Technical Panel for General Education  
of the Commission on Higher Education (CHED)*

**Course Description:**

**Effective Communication / Mabisang Komunikasyon** is a core subject for all Grade 11 learners, designed to develop communicative competence in both English and Filipino across four key contexts: personal and interpersonal, social and cultural, academic and training, and professional and work settings. Grounded in relevant expectations of the B2 level of the Common European Framework of Reference (CEFR), the subject equips learners to participate actively in spoken, written, and multimodal communicative events with confidence, clarity, and cultural sensitivity. It emphasizes strategic language use, tone and structure appropriateness, media and information literacy, and ethical communication practices. Through reflective practice and purposeful interaction, each learner is envisioned to develop into a responsible, adaptive, and globally competent communicator.

Built on a dual-language framework, this subject treats English and Filipino as parallel yet complementary strands. Each is delivered separately by a dedicated teacher with 80 instructional hours per school year. Instruction is customized to the specific language, ensuring depth of learning, accuracy in assessment, and the development of transferable skills. In this way, the subject fosters bilingual communicative competence, a foundation for global readiness and civic participation in a multilingual society.

Unlike models that fuse English and Filipino into a single hybrid course, this approach is better described as integrative: it maintains the distinct integrity of each language while aligning their outcomes toward a shared vision. Instruction in English and Filipino is viewed to intersect at the levels of concept and practice. This lends the learning environment for advanced communicative strategies such as translanguaging, which students may use mindfully and purposefully in assessment and real-life situations.

Content-wise, the curriculum is organized around four progressive domains, starting with communication in familiar, personal contexts and moving outward to broader, public, and future engagements. Each quarter encourages learners to explore increasingly complex interactions while developing the reflective habits and feedback-driven growth necessary to refine their communication skills over time. The course also contributes directly to the Department of Education's 21st Century Skills Framework, strengthening not only literacy and collaboration but also intercultural sensitivity, digital fluency, and ethical responsibility.

By the end of the course, learners are expected to:

- Adapt communication strategies effectively;
- Engage in extended communicative events with confidence and purpose;
- Utilize digital tools and platforms responsibly to enhance expression and interaction; and
- Reflect on their growth as communicators, using feedback to improve and prepare for future communication demands.

**Core Subject**

**Prerequisite:** None

**Time Allotment:** 80 hours for one year, 2 hours per week

**Schedule:** One School Year

## QUARTER 1: EFFECTIVE COMMUNICATION IN PERSONAL AND INTERPERSONAL CONTEXTS

<b>CONTENT STANDARDS</b>	The learners demonstrate effective communication in personal and interpersonal contexts through spoken, written, and multimodal forms; they understand that interaction patterns are adaptive and collaborative, and that trust-building, emotional reciprocity, and contextual understanding foster meaningful relationships.
<b>PERFORMANCE STANDARDS</b>	The learners are able to perform specific roles in controlled and uncontrolled personal and interpersonal communication events; engage in intrapersonal communication, including goal-setting, reflection and journaling; participate in extended conversations and discussions on a variety of personal and interpersonal topics; provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences; and produce short and extended personal and interpersonal correspondence in formats such as, but not limited to, letters, email, texting and messaging, and social media posts.
<b>SUGGESTED COMMUNICATIVE EVENTS</b>	<ul style="list-style-type: none"> <li>• Introducing oneself in diverse settings (formal/informal, online/offline)</li> <li>• Engaging in active listening and empathy-driven conversations</li> <li>• Writing personal narratives, journal entries, or digital reflections</li> <li>• Composing text messages, emails, or handwritten notes for personal purposes</li> <li>• Expressing emotions and giving affirmations appropriately</li> <li>• Resolving personal conflict through respectful dialogue</li> <li>• Creating digital diaries or vlogs that reflect personal experiences</li> </ul>
<b>LEARNING COMPETENCIES</b>	
<b><i>Interpreting meaning in spoken, written, and multimodal personal and interpersonal texts and how it is shaped by audience, purpose, and context</i></b>	
Determine how language and tone are used purposefully in discussing a variety of personal and interpersonal topics.	
Extract main points from spoken, written, and multimodal texts (e.g., recorded and live extended personal interactions).	
Analyze the content and intent of personal and interpersonal communication (e.g., conversation and correspondence).	
<b><i>Engaging effectively in personal and interpersonal communication using appropriate verbal and non-verbal strategies</i></b>	
Use language, tone, and structure appropriately for audience, purpose, and context in discussing a variety of personal and interpersonal topics.	
Use politeness markers and conversation management signals and strategies (e.g., topic nomination, topic shift/control, turn-taking, back-channeling, feedback-giving, and topic termination).	
Use appropriate non-verbal strategies to enhance the quality of personal and interpersonal conversation.	

<b><i>Expressing ideas clearly and coherently in spoken, written, and multimodal forms for specific personal and interpersonal purposes, audiences, and contexts</i></b>	
Compose well-structured personal and interpersonal communication, showing awareness of audience and purpose (e.g., reporting observations, narrating experiences, or articulating opinions).	
Engage in intrapersonal communication (e.g., diary writing, journaling, building a social media profile) to reflect on learning and experiences, set goals, and establish an online presence while safeguarding privacy.	
Employ language and structure (e.g., use of transition/cohesive devices) appropriately and effectively for a variety of purposes.	
<b><i>Reflecting on the processes of interpretation, engagement, and expression in personal and interpersonal communication</i></b>	
Describe processes of interpretation, engagement, and expression used for communication in personal and interpersonal contexts, demonstrating awareness of their purposes.	
Review one's participation in personal and interpersonal communication, identifying strengths and areas for growth to improve communicative competence and personal effectiveness.	

## **QUARTER 2: EFFECTIVE COMMUNICATION IN SOCIAL AND CULTURAL CONTEXTS**

<b>CONTENT STANDARDS</b>	The learners demonstrate effective communication in social and cultural contexts through oral, written, and multimodal forms; they understand that interaction patterns reflect social roles, group norms and dynamics, and cultural diversity, and that openness, intercultural sensitivity, inclusive language, and ethical considerations foster respectful engagement with diverse communities in public settings and digital spaces.
<b>PERFORMANCE STANDARDS</b>	The learners are able to participate in communicative events that involve diverse social and cultural groups; engage in formal and informal interactions that reflect sensitivity to cultural norms, group roles and dynamics, and social practices; respond appropriately and respectfully in forums and public exchanges on social and cultural issues; and produce spoken, written, and multimodal texts such as public service announcements, opinion pieces, cultural narratives, community blog posts, and reflective commentaries that promote inclusive and ethical social communication.

<p style="text-align: center;"><b>SUGGESTED COMMUNICATIVE EVENTS</b></p>	<ul style="list-style-type: none"> <li>• Participating in intercultural conversations or community dialogues</li> <li>• Hosting or joining online forums on social issues or advocacies</li> <li>• Writing and delivering speeches for school, barangay, or youth assemblies</li> <li>• Crafting blog posts or social media content on cultural identity, heritage, or social causes</li> <li>• Writing advocacy letters or opinion pieces for community platforms</li> <li>• Engaging in storytelling events or spoken word poetry on social themes</li> <li>• Interviewing local leaders, elders, or cultural bearers for podcasts or community publications</li> </ul>
<b>LEARNING COMPETENCIES</b>	
<b><i>Interpreting meaning in spoken, written, and multimodal texts and how it is shaped by cultural context, values, and social norms and dynamics</i></b>	
Recognize underlying attitudes, assumptions, or perspectives related to social or cultural topics in various culturally significant communication events (e.g., speeches, media broadcasts, cultural performances).	
Use critical listening, reading, and viewing strategies, including cultural awareness and sensitivity, to interpret various forms of literary, media and digital communication.	
Identify main messages, implied meanings, and biases in public, civic, or culturally significant communication events (e.g., social media, podcasts, art exhibitions, festivals).	
<b><i>Engaging effectively in social communication using culturally appropriate verbal and non-verbal strategies</i></b>	
Use culturally appropriate verbal and non-verbal strategies (e.g., politeness markers, conversation management signals and strategies) to communicate effectively in navigating diverse social and cultural settings.	
Demonstrate sensitivity to social roles, group dynamics, and cultural identities in face-to-face and online interactions.	
<b><i>Expressing ideas using inclusive and respectful language in spoken, written, and multimodal forms for specific social and cultural purposes, audiences, and contexts</i></b>	
Compose public-facing texts (e.g., blogs, commentaries, social media advocacy posts, or short opinion pieces) that promote inclusivity, equity, or social awareness.	
Compose critical reviews of culturally significant texts (e.g., films, short stories, poetry, television series).	
Construct coherent arguments or narratives that reflect understanding of social responsibility, diversity, and shared values.	
<b><i>Reflecting on the processes of interpretation, engagement, and expression in social and cultural communication</i></b>	
Describe how cultural awareness and sensitivity influence processes of interpretation, engagement, and expression in diverse social contexts.	

Review one's participation in social or intercultural interactions, identifying strengths and areas for growth in promoting inclusive and ethical communication.

### QUARTER 3: EFFECTIVE COMMUNICATION IN ACADEMIC AND TRAINING CONTEXTS

<b>CONTENT STANDARDS</b>	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.
<b>PERFORMANCE STANDARDS</b>	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.
<b>SUGGESTED COMMUNICATIVE EVENTS</b>	<ul style="list-style-type: none"> <li>• Participating in structured classroom discussions</li> <li>• Engaging in academic debates or panel discussions</li> <li>• Presenting research findings or investigative reports</li> <li>• Writing reflective essays, position papers, or critiques</li> <li>• Composing academic summaries, abstracts, or reaction papers</li> <li>• Collaborating in group presentations or peer feedback workshops</li> <li>• Recording video essays or oral presentations of projects</li> </ul>
<b>LEARNING COMPETENCIES</b>	
<b><i>Interpreting meaning in spoken, written, and multimodal academic and technical texts and how it is shaped by audience, purpose, and context</i></b>	
Identify how content, structure, and language of spoken, written, and multimodal academic and technical texts are shaped by audience, purpose, and context.	
Use critical listening, reading, and viewing strategies in comprehending academic and technical texts.	
Interpret data represented in multimodal forms (e.g., charts, tables, figures).	
Employ appropriate strategies in understanding unfamiliar vocabulary, including specialized terminology.	
<b><i>Engaging effectively in interactive communication in academic and training contexts</i></b>	

Use language, tone, and structure appropriately for audience, purpose, and context in discussing a variety of academic and technical topics.
Follow procedures, instructions, or processes in spoken, written, or multimodal forms (e.g., figures, diagrams, charts) to successfully achieve outcomes.
Participate constructively in academic or technical lectures, presentations, or discussions by formulating and asking questions, providing feedback, and responding appropriately.
Collaborate on academic and technical tasks (e.g., project proposals, technical reports, lectures, manuals) to leverage individual knowledge and skills and optimize common goals.
<b><i>Expressing ideas clearly and coherently in spoken, written, and multimodal forms for academic and technical purposes, audiences, and contexts</i></b>
Compose well-structured academic and technical texts, showing awareness of audience and purpose (e.g., presentations with visual aids, essays, research and analysis reports).
Explain concepts using appropriate academic and technical vocabulary and language, and multimodal representations (e.g., diagrams, graphs, charts, infographics).
Condense spoken, written, or multimodal texts into diagrams, charts, outline, summary, synopsis, or paraphrase.
Employ ethical considerations (e.g., citation methods, AI attribution/declaration, avoiding plagiarism) in producing extended spoken, written, or multimodal academic and technical texts.
<b><i>Reflecting on the processes of interpretation, engagement, and expression in academic and technical communication</i></b>
Describe processes of interpretation, engagement, and expression used for communication in academic and training contexts, demonstrating awareness of their purposes.
Review one's readiness to participate in academic and technical communication, identifying strengths and areas for growth to improve performance and shape life-long learning.

#### QUARTER 4: EFFECTIVE COMMUNICATION IN PROFESSIONAL AND WORK CONTEXTS

<b>CONTENT STANDARDS</b>	The learners demonstrate effective communication in professional and work contexts through oral, written, and multimodal forms; they understand that professional and workplace interaction patterns are goal-oriented, concise, and context-specific, and that clarity, formality, hierarchical awareness, emotional regulation, cultural sensitivity, and ethical responsibility foster effective and professional workplace relationships.
<b>PERFORMANCE STANDARDS</b>	The learners compose types of correspondence following specific writing conventions; create professional profiles and resumés fit for purpose and audience; draft business case studies, project proposals, and business reports; propose job ads, corporate publications, or industry articles following brand alignment practices; and participate constructively in interviews, meetings, discussions, and negotiations.
<b>SUGGESTED COMMUNICATIVE EVENTS</b>	<ul style="list-style-type: none"> <li>• Writing structured resumés, cover letters, and job/scholarship application letters</li> <li>• Simulating job interviews, mock business pitches, or networking introductions</li> <li>• Writing memos, incident reports, or meeting minutes</li> <li>• Crafting emails for formal requests, follow-ups, or inter-office correspondence</li> <li>• Role-playing client consultations, service calls, or elevator pitches</li> <li>• Delivering multimedia presentations using professional tools (e.g., Canva, PowerPoint)</li> <li>• Responding to customer feedback or complaints through written and oral communication</li> </ul>
<b>LEARNING COMPETENCIES</b>	
<b><i>Interpreting meaning in spoken, written, and multimodal workplace and professional communication and how it is shaped by audience, purpose, and context</i></b>	
Identify how content, structure, and language of spoken, written, and multimodal workplace and professional communication are shaped by audience, purpose, and context.	
Listen actively to workplace and professional communication (e.g., meetings, phone calls, presentations, instructions) to take accurate, well-organized notes for future reference and task completion.	
<b><i>Engaging effectively in interactive communication in workplace and professional contexts</i></b>	
Use language, tone, and structure appropriately for audience, purpose, and context in discussing workplace and professional matters.	
Participate constructively in workplace and professional communication (e.g., conversations, meetings, negotiations, interviews, feedback sessions) by formulating and asking questions, providing feedback, and responding appropriately.	
Collaborate on workplace and professional tasks (e.g., proposals, reports, presentations, projects) to leverage individual knowledge and skills, and optimize common goals.	

***Expressing ideas clearly and coherently in spoken, written, and multimodal forms for specific workplace and professional purposes, audiences, and contexts***

Compose well-structured workplace and professional communication, showing awareness of audience and purpose (e.g., presentations with visual aids, emails, reports).

Use appropriate conventions (e.g., layout, font choice, bullets, bolds, italics) and concise language to deliver effective workplace and professional communication.

Produce professional profiles, resumés, and job and college applications, tailored for purpose and audience.

***Reflecting on the processes of interpretation, engagement, and expression in workplace and professional communication***

Describe processes of interpretation, engagement, and expression used for communication in professional and workplace contexts, demonstrating awareness of their purposes.

Review one's readiness to participate in professional and workplace communication, identifying strengths and areas for sustained career growth.