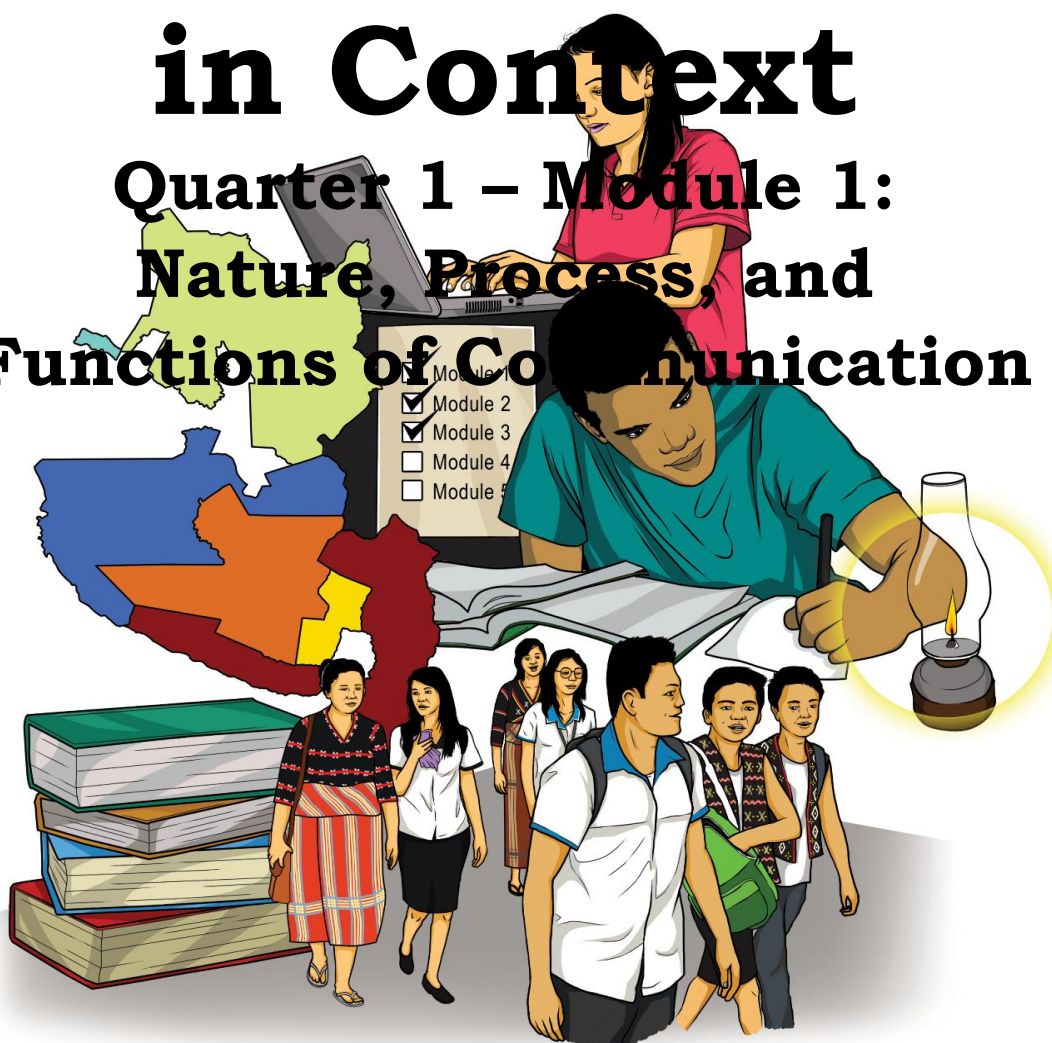


# Oral Communication in Context

## Quarter 1 – Module 1: Nature, Process, and Functions of Communication



SELF-LEARNING MODULE



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**Oral Communication in Context – Grade 11**  
**Self-Learning Module (SLM)**  
**Quarter 1 – Module 1: Nature, Process, and Functions of Communication**  
**First Edition, 2020**

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# **Oral Communication in Context**

**Quarter 1 – Module 1:  
Nature, Process, and Functions  
of Communication**



# Introductory Message

For the facilitator:

Welcome to the Oral Communication in Context Self-Learning Module (SLM) on Nature, Process, and Functions of Communication !

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



## ***Notes to the Teacher***

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.



For the learner:

Welcome to the Oral Communication in Context Self-Learning Module (SLM) Nature, Process, and Functions of Communication!

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



***What I Need to Know***

This will give you an idea of the skills or competencies you are expected to learn in the module.



***What I Know***

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



***What's In***

This is a brief drill or review to help you link the current lesson with the previous one.



***What's New***

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



***What is It***

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



***What's More***

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



***What I Have Learned***

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



***What I Can Do***

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



### **Assessment**

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



### **Additional Activities**

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



### **Answer Key**

This contains answers to all activities in the module.

At the end of this module you will also find:

### **References**

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!





## ***What I Need to Know***

Hello! Have you ever realized how important communication is in our lives? It is the key to live a successful life. Being able to communicate effectively is one of the most important life skills one should acquire for it almost helps all aspects of life- from personal to professional life and everything that falls in between.

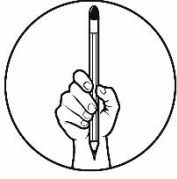
Surely you will enjoy the learning activities here as they will give you opportunity to gain understanding about communication-its nature, its process, and its five basic functions.

### **In this module, you will be able to:**

- explain the functions, the nature, and the process of communication (/EN11/12OC-Ia-2/)

### **Specifically, you are expected to:**

- identify the nature of communication;
- determine the elements of communication;
- explain the process of communication;
- discuss the functions of communication



## ***What I Know***

Before we start with our lesson, let us first check your knowledge about the nature, process, and functions of communication by answering the following questions. Write the letter of your choice on the space provided before each number.

\_\_\_\_\_ 1. Which of the following elements of communication refers to the information or ideas conveyed by the speaker?

- a. receiver
- b. context
- c. channel
- d. message

\_\_\_\_\_ 2. Which function of communication is served when people's feelings are being invoked?

- a. control
- b. social interaction
- c. emotional expression
- d. information dissemination
- e.

\_\_\_\_\_ 3. Which of the following statements is NOT true?

- a. Communication occurs between two or more people.
- b. Communication is a means of connecting people or places.

- c. Communication cannot be expressed in both spoken words and nonverbal actions at the same time.
- d. Communication is a process of sharing and conveying messages or information from one person to another.

\_\_\_\_\_ 4. Which is NOT part of the communication process?

- a. Adding an idea
- b. Encoding an idea
- c. Receiving an idea
- d. Generating an idea

\_\_\_\_\_ 5. Which of the following situations depicts a communication that informs?

- a. Monica shares her personal frustrations with Liza.
- b. The principal announces the cancellation of classes.
- c. The teacher reads and discusses classroom policies to her students.
- d. Phoebe shares her insights on how to live peacefully despite a complicated life.

\_\_\_\_\_ 6. Which is not performed by sender in the process of communication?

- a. Encoding an idea
- b. Generating an idea
- c. Sending a message
- d. Decoding a message

\_\_\_\_\_ 7. What is provided by the receiver after decoding a message?

- a. Noise
- b. Message
- c. Channel
- d. Feedback

\_\_\_\_\_ 8. What is the purpose of the speaker in this excerpt, “*Good evening, I would like to welcome you in our annual meeting. Our speaker for this evening is Mrs. Thelma Hall. She will speak to us about the importance of early Childhoods Nutrition Programme*”?

- a. To inform
- b. To motivate
- c. To control/regulate
- d. To express emotion

\_\_\_\_\_ 9. Which of the following situations depicts communication that controls/regulates behavior?

- a. Telling someone to keep quiet
- b. Asking people to donate blood for others
- c. Convincing friends to hang out in the mall
- d. Delegates introducing themselves in a student conference

\_\_\_\_\_ 10. It is a type of communication that doesn’t convey a message using words.

- a. Oral Communication
- b. Verbal Communication
- c. Written Communication
- d. Nonverbal Communication

\_\_\_\_\_ 11. Sometimes when communicating, you simply respond with a certain look or glance. What type of communication is this?

- a. Oral Communication
- b. Verbal Communication
- c. Written Communication
- d. Nonverbal Communication

\_\_\_\_\_ 12. The following could be channels of communication except \_\_\_\_\_.

- a. Memos
- b. Vehicle
- c. Discussions
- d. Policy statements

\_\_\_\_\_ 13. Which of the following best defines communication?

- a. Communication can occur among people.
- b. Communication is a system of sending messages only.
- c. Communication is imparting of information through words.
- d. Communication is exchanging of thoughts, ideas, and messages through speech, writing, signals, and body language.

\_\_\_\_\_ 14. It is the process of interpreting the encoded message of the speaker by the receiver.

- a. Sending
- b. Encoding

- c. Decoding
- d. Providing Feedback

\_\_\_\_\_ 15. What is the purpose of the speaker when his or her tone and bodily actions are authoritative and firm when communicating?

- a. To inform
- b. To control/regulate
- c. To express emotion
- d. To motivate/persuade

# Lesson 1

## Nature, Process, and Functions of Communication

Can you imagine yourself in a world without communication? You would not be able to get your ideas across and you would not be able to take in ideas from others. Possessing effective communication skills can really improve one's life as it would allow others and yourself to understand information accurately and quickly. In contrast, having poor communication skills would lead you to frequent misunderstandings and frustrations. Therefore, it is very important to have clear understanding of its nature, the process, and its functions as it helps achieve successful communication.



### ***What's In***

According to Weber (2008) as cited by Dapat, et.al. (2016), 70% of the person's waking time is spent communicating in different manners like talking, listening, reading, and writing. If you were to divide your daily communication activities, how many percent would you give to each of the following communication manners? Write it down by accomplishing the activity below.



## Activity 1. Start Assessing Yourself!

**Directions:** Assess your communication activities by writing down your assigned percentage in every communication manner.

Communication Activity	Your Percentage	Average Percentage
Talking		30
Listening		45
Writing		9
Reading		16
Total		70%

**Take Note:** This is the average time that people spend communicating, especially the 45% listening statistics but these percentages may vary from person to person.

How is your assessment? Are you below or beyond the average? Your time spent in talking, listening, writing, and reading will tell who you are as a communicator.



## ***What's New***

You have just assessed your communication activities. To become successful in communication, you need to gain more understanding about our lesson. Just enjoy in discovering ideas. Let's get started!

### **Activity 2: Read, Match, and Complete!**

**A. Directions:** **Read** the communication scenario inside the box and gain insights about what communication is. Be ready to do the **Match** and the **Complete** activities below.

A student, who lives in an apartment near the university where he enrolls, wants some money for his rental and his monthly allowance. Using his android phone, he sends a text message to his father asking him to send him money. The father sends money through *Palawan Express Pera Padala*, along with a text message cautioning his son to be responsible in spending it. In both cases (sending the money and sending text message), the father is responding to the communication initiated by his son.

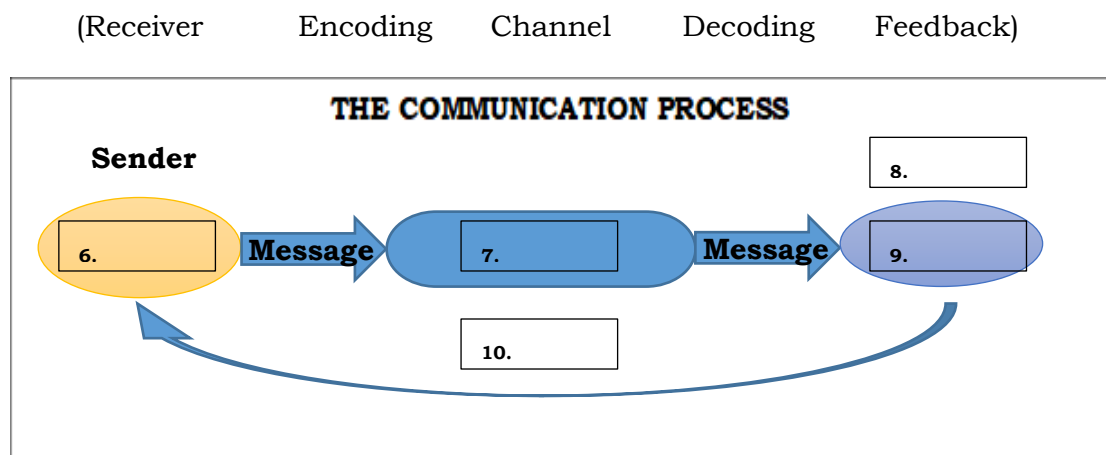
**B. Directions: Match** the items in *Column A* with their descriptions in *Column B* based on the above scenario by drawing lines to connect the dots.

**Column A**

**Column B**

- |                       |   |
|-----------------------|---|
| 1. student•           | • a. asking money from his father                 |
| 2. father•            | • b. the one who wants and asks money             |
| 3. text message•      | • c. the student's means to ask money             |
| 4. student's message• | • d. sending money and a text message             |
| 5. father's response• | • e. the one who sends money and the text message |

**C. Directions: Complete** the diagram of communication process by putting the missing elements listed below in correct box.





## ***What is It***

You've just completed a set of activities. Have you now discovered some insights about communication? Discover more! Just keep going with our activities.

### **Activity 3: Recall and Share!**

**Directions:** *Recall* the communication activity performed between the student and his father. Then, *share* your ideas about what communication is by completing the statements on the spaces provided through the given guides.

1. In the given scenario, the student wants money at first. So, he sends a text message asking money from his father. The father receives the message and responds by sending money and a text message. The actions are in sequence. With these, what can you say about communication?

**Communication** is a \_\_\_\_\_  
\_\_\_\_\_.

2. The father and the student are involved in communication activity. The student sends the message and the father receives and responds to the student's message by sending money and a text message. With these, what else can you say about communication?

**Communication** occurs \_\_\_\_\_  
\_\_\_\_\_.

3. The student in the scenario has an idea to communicate to his father through a *text message*. With this, what other characteristic would you say about communication?

**Communication** can be expressed \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

4. How does communication between the student and his father take place? What happen first? What happens next? How does it end? With these, what can you say about the process of communication?

**Communication** process starts with \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

5. Do you just talk because you love to talk to others? In the scenario, the student communicates to his father for a purpose. What do you think is his purpose? It is one of the functions of communication.

**Communication** performs five important functions namely \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## Definition of Communication

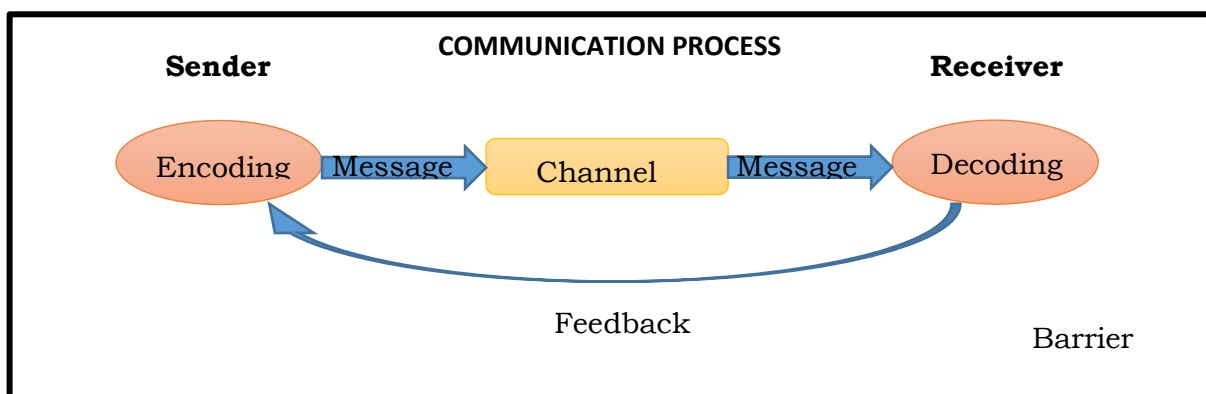
According to Mc Cornack (2014) as cited by Sipacio and Balgos (2016), communication is a process of sharing and conveying messages or information from one person to another within and across channel, context, media, and cultures. There is a wide variety of contexts and situations in which communication can be manifested. It can be face to face interaction, a phone conversation, a group discussion, a meeting or interview, a letter correspondence, a class recitation, and many others.

## Nature of Communication

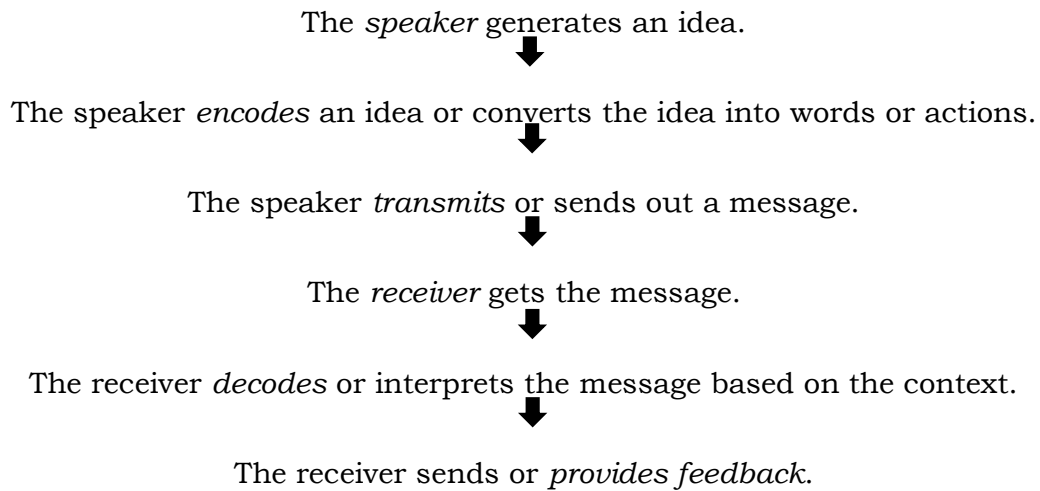
1. Communication is a process.
2. Communication occurs between two or more people (the speaker and the receiver).
3. Communication can be expressed through written or spoken words, actions (nonverbal), or both spoken words and nonverbal actions at the same time.

## Elements of Communication

It is very important to understand the process of communication because you will be able to better communicate your personal and professional life. As described as a process, sender-receiver needs other elements to be able to complete the method. To better understand the process, study and analyze the diagram below:



## Process of Communication



1. **Speaker**- the source of information or message
2. **Message**- the information, ideas, or thoughts conveyed by the speaker in words or in actions
3. **Encoding**-the process of converting the message into words, actions, or other forms that the speaker understands
4. **Channel**- the medium or the means, such as personal or non-personal, verbal or nonverbal, in which the encoded message is conveyed
5. **Decoding**-the process of interpreting the encoded message of the speaker by the receiver
6. **Receiver**- the recipient of the message, or someone who decodes the message
7. **Feedback**-the reactions, responses, or information provided by the receiver
8. **Context**- the environment where communication takes place
9. **Barrier**- the factors that affect the flow of communication

## Functions of Communication

People do not just communicate because they love to talk. They communicate for several reasons. For successful communication, it is important to have clear purpose in mind.



Basically, there are five functions of communication. These are:

**1. Control/Regulation-** to control or regulate behavior or direct others, words are usually directives, order, or requests, and tone and bodily actions are authoritative and firm

*Example:* The teacher reads and discusses classroom policies to her students.

**2. Social Interaction-** to interact with others and be connected with other people, words are mostly informal terms, and tone is friendly, even teasing, and bodily action is relaxed

*Example:* Rose greets Rachelle; then, they start talking about their high school memories.

**3. Motivation-**to motivate or encourage others to live better, words are more direct and purposeful, gestures are emphatic, tone of voice is forceful, and with direct eye contact to underscore speaker's sincerity and conviction

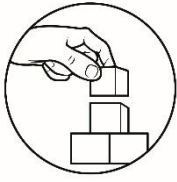
*Example:* Liza shares her insights on how to live peacefully despite a complicated life.

**4. Emotional Expression-**to express feelings and emotions, words are carefully chosen, and some nonverbal cues like touching, hand holding or hugging, putting an arm around someone's shoulder are evident

*Example:* Rica shares her personal frustrations to her friend, Cathy.

**5. Information Dissemination-** to convey information, words like "po and opo" are used, simple words for children, not using too much jargon, actual demonstration, and showing pictures or video

*Example:* The Geometry teacher lectures about mathematical concepts.



## ***What's More***

You've already gained much insights about communication. This time, you are challenged to do more. **Show More** understanding of our lesson. Do the activities independently.

### **Activity 4: Guess the Word!**

**Directions:** Supply the missing letters to form words associated to communication. Your clues are written inside the parentheses.

1. **P \_ O \_ \_ \_ S** ( a 7-letter word which means series of actions)
2. **I \_ T \_ \_ \_ \_ T \_ \_ N** ( an 11-letter word which means doings between individuals or groups)
3. **V \_ \_ B \_ \_** ( a 7-letter word which means relating to words)
4. **N \_ \_ \_ E \_ \_ \_ L** (a 9-letter word which means not involving words)

### **Activity 5: Speak Up the Process!**

**Directions:** ***Speak up*** your understanding of the communication process by arranging the statements below using numbers 1 to 6.

\_\_\_\_\_ Rico hears what Daphne says.

\_\_\_\_\_ Daphne loves Rico, her suitor, as a friend.

\_\_\_\_\_ He frowns and does not say something, because he is in pain.

\_\_\_\_\_ She thinks of how to tell him using their native language.

\_\_\_\_\_ She tells him, "Rico, mahal kita bilang kaibigan.'.

\_\_\_\_\_ He tries to analyze what she means based on the content and their relationship, and he is heartbroken.

## Activity 6: What Can you Say?

**Directions:** What function of communication is depicted by the picture in every number. Write Information, Control/Regulation, Motivation, Social Interaction or Emotional Expression on the space provided.

1.



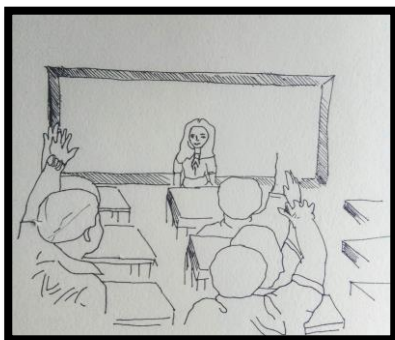
\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.





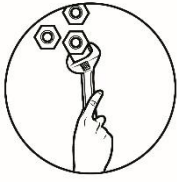
## ***What I Have Learned***

It's time for you to seal your understanding of our lesson. Do the activity confidently.

### **Activity 7: Fill Me Up!**

**Directions:** Fill the blanks with appropriate words to complete the paragraph about communication by supplying words that best complete it. Write your words on the spaces provided.

Communication is a 1. \_\_\_\_\_ of sharing and conveying messages or information that occurs between two or more people (2. \_\_\_\_\_ and 3. \_\_\_\_\_). It can be expressed through 4. \_\_\_\_\_ or spoken words, 5. \_\_\_\_\_ (nonverbal), or both verbal and 6. \_\_\_\_\_ at the same time. It has elements which serve as the main components of the communication process namely: sender, encoding 7. \_\_\_\_\_, channel, 8. \_\_\_\_\_, decoding, feedback, context, and barrier. Every action and every word in communication have their function like 9. \_\_\_\_\_, social interaction, motivation, control/regulation, or 10. \_\_\_\_\_.



## ***What I Can Do***

You have come this far. Congratulations! This time, you are encouraged to visualize your understanding!

### **Activity 8: Show your Cooperation!**

**Directions:** Make a **Comic Strip** of two panels about this pandemic crisis showing your cooperation to the government's precautionary measures to avoid the spread of the virus, Covid 19. Given the situations with the identified purposes written inside the parentheses, identify the elements of communication based on the completed comic strips.

**Situation 1:** Your parent and you at home (*Control/Regulation*)

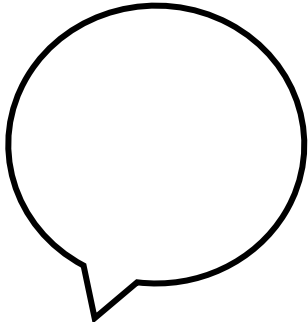
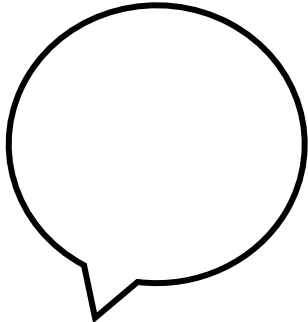
Sender: \_\_\_\_\_

Receiver: \_\_\_\_\_

Message: \_\_\_\_\_

Feedback: \_\_\_\_\_

**Situation 2:** A purok official and you in a basketball court (*Motivation*)

	
---	--

Sender: \_\_\_\_\_

Receiver: \_\_\_\_\_

Message: \_\_\_\_\_

Feedback: \_\_\_\_\_



## ***Assessment***

It's time for you to display your understanding of the topic of this module.

**Directions:** Choose the letter of the correct answer. Write the chosen letter on the space provided before every number.

\_\_\_\_\_ 1. Which doesn't belong to the group?

- a. sender
- b. model
- c. receiver
- d. feedback

\_\_\_\_\_ 2. Communication can be expressed through the following except \_\_\_\_\_.

- a. time
- b. actions
- c. written or spoken words
- d. both spoken words and actions

\_\_\_\_\_ 3. In the communication process, the sender performs the following **except**

- a. decoding ideas
- b. encoding ideas
- c. generating ideas
- d. sending the message



\_\_\_\_\_ 4. Which of the following elements of communication refers to the process of converting the idea into words or actions by the speaker?

- a. receiver
- b. channel
- c. encoding
- d. decoding

\_\_\_\_\_ 5. Which of the following cannot be considered nature of communication?

- a. Communication is a process.
- b. Communication only occurs between two people.
- c. Communication can be expressed in words, in actions, or both words and actions at the same time.
- d. Communication occurs between the speaker and the receiver.

\_\_\_\_\_ 6. Which order best explains the process of communication?

- A. The receiver gets the message.
  - B. The speaker transmits or sends out a message.
  - C. The speaker generates an idea.
  - D. The receiver decodes or interprets the message based on the context.
  - E. The speaker encodes an idea or converts the idea into words or actions.
  - F. The receiver sends or provide feedback.
- a. ABCDEF
  - b. CEBADF
  - c. FEDCBA
  - d. CEABDF

\_\_\_\_\_ 7. Decoding an idea means \_\_\_\_\_.

- a. generating an idea
- b. converting the idea into words or actions
- c. sending out the message
- d. interpreting the message based on the context

For items **8-12**, refer to the communication situations below:

Communication Situations:

- A. A lecture on Subject-Verb Agreement
- B. Delivering a valedictory address
- C. A mother sharing the pain of not respected by her children
- D. Friends getting together and enjoying each other's company
- E. Telling someone to wear mask

\_\_\_\_\_ 8. Which of the situations shows communication as *information dissemination*?

- a. A
- b. B
- c. C
- d. D

\_\_\_\_\_ 9. Which of the situations given above shows communication as *motivation*?

- a. A
- b. B
- c. C
- d. D

\_\_\_\_\_ 10. Which of the situations shows communication as *emotional expression*?

- a. B
- b. C
- c. D
- d. E

\_\_\_\_\_ 11. Which of the situations shows communication as *social interaction*?

- a. D
- b. E
- c. A
- d. B

\_\_\_\_\_ 12. Which of the situations shows communication as *control/regulation*?

- a. E
- b. A
- c. B
- d. C

\_\_\_\_\_ 13. When you are tasked to report “Types of Speech Style” in Oral Communication class, what do you think is your purpose of communication?

- a. motivation
- b. social interaction
- c. emotional expression
- d. information dissemination

\_\_\_\_ 14. Communications that usually take place between the guidance counselor and the referred student are for the purpose of \_\_\_\_\_.

- a. motivation
- b. social interaction
- c. control/regulation
- d. information dissemination

\_\_\_\_ 15. When speaker's purpose is to control or regulate behavior, he or she should use what type of words?

- a. words that are mostly informal terms
- b. words that are direct and purposeful
- c. words that are usually directives, orders, or requests
- d. words like "po and opo" and simple words



## ***Additional Activities***

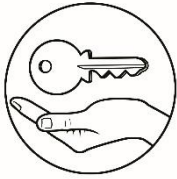
You are now to design and create your ideas of our lesson. Be informative and creative.

### **Activity 9: Design and Create Now!**

**Directions:** Design an *Infographic* showing the nature, process, and functions of communication. Be guided by the rubric given and post your work in our Google Classroom.

RUBRIC:

Criteria	1 point	2 points	3 points	4 points
<b>Title</b>	The poster has no title.	It does not have a title that lets the reader know what the poster is about.	It has a title that gives a reasonable idea of what the poster is about.	It has a clear title that ties into the subject of the poster.
<b>Guidelines</b>	All required elements needed to make the reader understand the meaning of the poster are missing.	Most of the required elements to make reader understand the meaning of the poster are missing or all elements are there but their placement would cause the reader's confusion.	It has most of the required elements to make the reader understand the meaning of the poster.	It has all of the required elements to make reader understand the meaning of the poster and all elements are placed in a well thought out way.
<b>Presentation</b>	It does not have any graphics/pictures, no outlining, and information is in pencil.	It does not have clear and relevant graphics/pictures that are important to the meaning of the poster and its information may or may not lack outlining and information may be difficult to understand.	It has some clear and relevant graphics/pictures that are important in explaining the meaning of the poster and are mostly outlined, and the information makes sense.	It has clear and relevant graphics/pictures that are outlined or colored, and are important in explaining the meaning of the poster and all information is clear and easy to read.
<b>Neatness</b>	Legible lettering, pictures, and other important elements are missing.	It does not have neat lettering that is legible or bold and the graphics are not colorful or large enough to be seen.	It has neat lettering that is legible or bold, and some graphics are colorful or large enough to be seen.	It has very neat lettering that is legible and bold, and graphics are colorful and large enough to be seen.



## Answer Key

<p><b>Assessment</b></p> <p>1. b 2. a 3. a 4. c 5. b 6. b 7. d 8. a 9. b 10. c 11. a 12. a 13. d 14. a 15. c</p>	<p><b>What I have Learned</b></p> <p>Fill Me Up!</p> <p>1. process 2. sender 3. receiver 4. written 5. actions 6. nonverbal 7. message 8. receiver 9. information 10. emotional expression</p>	<p><b>What's More</b></p> <p>Guess the Word</p> <p>1. PROCESS 2. INTERACTION 3. VERBAL 4. NONVERBAL Speak Up the Process 415236</p> <p>What can you Say!</p> <p>1. Motivation 2. Information 3. Control/regulation 4. Emotional Expression 5. Social Interaction</p>
<p><b>What's New</b></p> <p>B.</p> <p>1. b 2. e 3. c 4. a 5. d</p> <p>C.</p> <p>6. Encoding 7. Channel 8. Receiver 9. Decoding 10. Feedback</p>	<p><b>What I Know</b></p> <p>1. d 2. c 3. c 4. a 5. b 6. d 7. d 8. a 9. a 10. d 11. d 12. b 13. d 14. c 15. b</p>	

# ***References***

## **Books:**

Dapat, JR.O.,Sadorra,BE.B.,& Lumabi,BM.C. (2016).*Oral communication in focus for senior high school*. Quezon City: Lorimar Publishing, Inc.

Sipacio, P. J., & Balgos, A.N. (2016). *Oral communication in context for senior high school*. Quezon City: C & E Publishing, Inc.



## **DISCLAIMER**

This Self-learning Module (SLM) was developed by DepEd SOCCSKSARGEN with the primary objective of preparing for and addressing the new normal. Contents of this module were based on DepEd's Most Essential Learning Competencies (MELC). This is a supplementary material to be used by all learners of Region XII in all public schools beginning SY 2020-2021. The process of LR development was observed in the production of this module. This is version 1.0. We highly encourage feedback, comments, and recommendations.

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