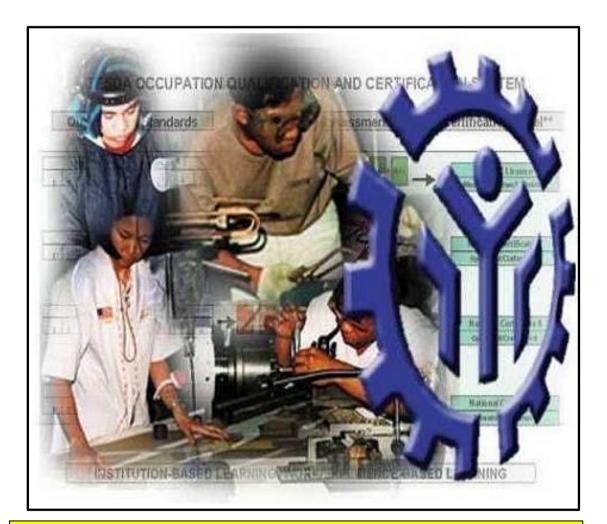# COMPETENCY STANDARDS

ENGLISH AS A SECOND LANGUAGE ADVANCED (C1) LEVEL

LANGUAGE SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway (SLEX), Taguig City, Metro Manila

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LANGUAGE SECTOR

ENGLISH AS A SECOND LANGUAGE
ADVANCED (C1) LEVEL

The Competency Standards (CS) serves as basis for the:
1. Registration and delivery of training programs; and
2. Development of curriculum and assessment instruments.

Each CS has three sections:

Section 1   **Definition of Competency Standards** - refers to industry-determined specification of competencies required for effective work performance which are expressed as outcomes and focus on workplace activity rather than training or personal attributes and capture the ability to apply skills in new situations and changing work organization.

Section 2   **Competency Standards** - gives the specifications of competencies required for effective work performance.

Section 3   **Training Arrangements** - contains information and requirements in designing training programs. It includes nominal training duration; trainee entry requirements; tools and requirements; tools and equipment; training facilities and trainer's qualification.

COMPETENCY STANDARDS FOR
ENGLISH AS SECOND LANGUAGE
ADVANCED C1 LEVEL

SECTION 1   ENGLISH AS A SECOND LANGUAGE ADVANCED (C1) LEVEL

The **ENGLISH AS A SECOND LANGUAGE ADVANCED (C1) LEVEL** consists of competencies that a person must achieve in listening, speaking, reading and writing at an Advanced level aligned to Common European Framework of Reference for Languages (CEFR) standard.

This Level includes the competencies which the individuals must have so they can communicate fluently, accurately and spontaneously with very minimal lapses and can utilize the language more effectively for both social and academic purposes. Furthermore, express ideas in a clear, well-structured manner on complex subjects and situations

This also contains competencies to help them produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices and understand a wide range of demanding, longer texts, and recognize implicit meaning.

The units of competency comprising this qualification include the following:

UNIT CODE	CORE COMPETENCIES
CS-402264111	UTILIZE THE LANGUAGE MORE EFFECTIVELY FOR BOTH SOCIAL AND ACADEMIC PURPOSES
CS-402264112	EXPRESS IDEAS IN A CLEAR, WELL-STRUCTURED MANNER ON COMPLEX SUBJECTS AND SITUATIONS.

CS – English as Second Language Advanced (C1) Level   2

SECTION 2   COMPETENCY STANDARDS

These guidelines are set to provide the Technical Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **ENGLISH AS A SECOND LANGUAGE ADVANCED (C1) LEVEL.**

<u>**CORE COMPETENCIES**</u>

UNIT TITLE	:	**UTILIZE THE LANGUAGE MORE EFFECTIVELY FOR BOTH SOCIAL AND ACADEMIC PURPOSES**
UNIT CODE	:	**CS-402264111**

UNIT DESCRIPTOR   : This unit covers the knowledge, skills and attitudes required to listen and understand a wide range of demanding, longer speech, and recognize implicit meaning, demonstrate understanding of long and complex factual and literary texts, appreciating distinctions of style, speak flexibly and effectively for social and professional purposes, and write detailed expositions of complex subjects in an essay or a report.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Listen to a wide range of demanding, longer speech	1.1 Main points of a demanding and longer speech are identified. 1.2 Implicit meaning based on ***specialized, complex and abstract topics*** within speech are recognized.	1.1 Main ideas in longer speech about complex or abstract subject matters. 1.2 Strategies for active listening on abstract and complex subject matters. 1.3 Advanced vocabulary expressions and patterns related to specialized, complex and abstract topics.	1.1 Identifying main points of demanding and longer speech. 1.2 Recognizing implicit meaning based on specialized, complex and abstract topics within speech.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.4 Strategies for identifying inferred meanings within speech or texts.	
2. Read long and complex factual literary texts	2.1 **Complex factual and literary texts** are read. 2.2 Questions related to the given text that are complex and factual are answered accurately. 2.3 Distinctions of styles in complex factual and literary texts are identified. 2.4 **Specialized articles** that may not be related to one's field and interest are recognized. 2.5 Longer technical instructions are followed.	2.1 Vocabulary in reading and understanding factual, specialized, and literary texts. 2.1.1 Main points of clear standard input on complex matters relating to factual, specialized, and literary texts. 2.1.2 Cultural Knowledge 2.1.2.1 Colloquial language 2.1.2.2 Idiomatic expressions 2.1.2.3 Cultural expressions 2.1.3 Contextual	2.1 Reading complex factual and literary texts. 2.1.1 Answering accuratel y questions related to the given text that are complex and factual. 2.2 Identifying the distinctions of styles in complex and literary texts. 2.3 Recognizing specialized articles that may not be related to one's field

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

		clues in specialized subjects
		
		2.2 Summarization and paraphrasing texts while keeping the original meaning
		
		2.3 General and basic vocabulary used in fields that are not of one's own specialty.
		
		  2.3.1 Basic grammatical structures that are used in giving instructions when operating machines or procedures.
		
		  2.3.2 Longer texts, main and supporting ideas
		
		  2.3.3 Basic technical knowledge related to other fields.
		
		2.4 Advanced vocabulary used in argumentative texts in agreement and disagreement
		
		  2.4.1 Generally
			and interest.
			
			2.4 Following longer technical instructions.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		longer and more substantial sentence structures following arguments and conclusions 2.4.2 Main ideas and supporting ideas in complex argumentative texts	
3. Speak flexibly and effectively for social and professional purposes	3.1. Accumulated factual information on *social and professional matters* are discussed. 3.2 Accumulated factual information on social and professional matters is confirmed. 3.3 Use of language and speech within social and professional contexts is demonstrated. 3.4 Spontaneous and problematic situations in conversations are handled.	3.1 Advanced vocabulary related to social and professional contexts 3.1.1 Vocabulary used in a variety of patterns 3.1.2 Advanced vocabulary and expressions, discussing conflicts, problems, apologies, assistance, and complaints 3.2 Grammatical structures	3.1 Discussing accumulated factual information on social and professional matters. 3.1.1 Confirming accumulated factual information on social and profession al Matters. 3.2 Demonstrating use of language and speech within social and professional contexts. 3.3 Handling spontaneou

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.5 Conversations on *social and professional topics* and contexts are performed.	3.2.1 Everyday speech within social and professional contexts 3.2.2 Express ideas and opinions related to work 3.2.3 Expressing problems, advices, requests, and obligation 3.3 Polite and impolite expressions, and behaviors 3.4 Strategies in flexibly and effectively managing conversations such as: 3.4.1 Initiating conversation 3.4.2 Changing the topic 3.4.3 Connecting ideas 3.4.4 Interjecting in conversations 3.4.5 Continuing a conversation 3.4.6 Introducing a new topic 3.4.7 Closing a conversation	s and problematic situations in conversations. 3.4 Performing conversations on social and professional topics and contexts.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		within a professional or social setting.	
4. Write detailed expositions of complex subjects in an essay and a report.	4.1 Concrete texts on a range of complex topics outside one's field of interest are written. 4.2 ***Detailed expositions*** on essays and ***reports*** are noted. 4.3 ***Personal correspondence*** is written with clarity and precision based on writing conventions. 4.4 ***Creative writing*** using a variety of lexical items is demonstrated.	4.1 Identification of a range of complex subjects 4.2 Strategies in essay and report writing 4.2.1 Writing strategies relating to constructing an essay and report 4.3 Cultural knowledge 4.3.1 Social norms 4.3.2 Values 4.3.3 Colloquial language 4.3.4 Idiomatic expressions 4.3.5 Cultural expressions 4.4 A clear understanding of emotion, allusions, and humor in writing 4.5 Basic research and writing strategies	4.1. Writing concrete texts on a range of complex topics outside one's field of interest. 4.2. Noting detailed expositions on essays and reports. 4.3. Writing personal corresponden ce with clarity and precision based on writing conventions. 4.4. Demonstrating creative writing using a variety of lexical items.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		4.6 Formal and informal vocabulary expressions 4.6.1 Forms, types, and structure of various kinds of personal correspondence 4.7 Vocabulary words and expressions related to personal details 4.7.1 Correct spelling and writing 4.7.2 Numeracy	

RANGE OF VARIABLES

VARIABLE	RANGE

1. Specialized, complex and abstract topics	May include:
	  1.1. Figurative Speeches
	  1.2. Technical Jargons
	  1.3. Hypothetical Situations
	  1.4. Debate

2. Complex factual and literary texts	May include:
	  2.1. Factual texts
	    2.1.1. News reports
	    2.1.2. Recipes
	    2.1.3. Records of history
	    2.1.4. Instructions
	
	  2.2. Literary Texts
	    2.2.1. Fiction
	    2.2.2. Nonfiction
	    2.2.3. Manuscripts
	    2.2.4. Poetry
	    2.2.5. Dissertations
	    2.2.6. Thesis

3. Specialized articles	May include:
	  3.1. Scientific Journals
	  3.2. Business Reports
	  3.3. Magazine Articles

4. Social and Professional matters	May include:
	  4.1. Social Purposes
	    4.1.1. Informal Conversations
	    4.1.2. Invitations
	    4.1.3. Apologies
	    4.1.4. Accepting and Declining
	    4.1.5. Special Occasions
	
	  4.2. Professional Purposes
	    4.2.1. Meetings
	    4.2.2. Negotiations
	    4.2.3. Complaints
	    4.2.4. Telephoning
	    4.2.5. Responding to counter arguments
	    4.2.6. Speculating and hypothesizing about causes, consequences

5. Social and Professional Topics	May include:
	  5.1. Social Topics
	    5.1.1. Birthdays

	5.1.2. Death
	5.1.3. Weddings
	5.1.4. Graduations
	5.1.5. Traditions and customs
	
	5.2. Professional Topics
	    5.2.1. Promotions
	    5.2.2. Demotions
	    5.2.3. Merger and Acquisitions
	    5.2.4. Transfers

6. Detailed expositions	May include: 6.1. Description 6.2. Comparison 6.3. Contrast 6.4. Cause and Effect 6.5. Problem and Solution 6.6. Analytical 6.7. Sequence 6.8. Classification

7. Reports	May include:
	7.1. Progress Reports
	7.2. Sales Reports
	7.3. Social Media Reports
	7.4. Email Marketing Reports
	7.5. Types of essay
	    7.5.1. Research Essays
	    7.5.2. Critical Essays
	    7.5.3. Essays
	    7.5.4. Literary Analysis Essays

8. Personal Correspondence	May include: 8.1. Conversations 8.2. Emails 8.3. Text Messages 8.4. Online Chats 8.5. Direct Messages
9. Creative Writing	May include: 9.1. Flash fiction 9.2. Short stories 9.3. Poetry 9.4. Rap 9.5. Scripts 9.6. Memoirs

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate:
	1.1. Listened in a wide range of demanding, longer speech.
	    1.1.1 Identified main points of a demanding and longer speech.
	    1.1.2 Recognized implicit meaning based on specialized, complex and abstract topics.
	
	1.2. Read long and complex factual and literary texts.
	    1.2.1 Read complex factual and literary texts.
	    1.2.2 Answered accurately questions related to the given text that are complex and factual.
	    1.2.3 Identified distinctions of styles in complex factual literary texts.
	    1.2.4 Recognized specialized articles that may not be related to one's field and interest.
	    1.2.5 Followed longer technical instructions.
	
	1.3. Spoke flexibly and effectively for social and professional purposes
	    1.3.1 Discussed accumulated factual information on social and professional matters.
	    1.3.2 Confirmed accumulated factual information on social and professional matters.
	    1.3.3 Demonstrated use of language and speech within social and professional contexts.
	    1.3.4 Handled spontaneous and problematic situations in conversations.
	    1.3.5 Performed conversations on social and professional topics and contexts.
	
	1.4. Wrote detailed expositions of complex subjects in an essay and a report.
	    1.4.1 Wrote concrete texts on a range of complex topics outside one's field of interest.
	    1.4.2 Noted detailed expositions on essays and reports.
	    1.4.3 Wrote personal correspondence with clarity and precision based on writing conventions.
	    1.4.4 Demonstrated creative writing using a variety of lexical items.

2. Resource Implications	2. The following resources should be provided:
	    2.1 Appropriate supplies and materials
	    2.2 Applicable equipment and gadgets
	    2.3 Workplace or assessment area

3. Methods of Assessment	3. Competency in this unit may be assessed through:
	    3.1 Demonstration with oral questioning
	    3.2 Group and Individual Presentation
	    3.3 Listening, Reading and Written Examination

4. Context of Assessment	4. Competency may be assessed (Institutional Assessment) in the actual workplace or at the designated TESDA Accredited ESL Center.

UNIT TITLE   **:**   **EXPRESS IDEAS IN A CLEAR, WELL-STRUCTURED MANNER ON COMPLEX SUBJECTS AND SITUATIONS**

UNIT CODE   **:**   **CS-402264112**

UNIT DESCRIPTOR   **:**   This unit covers the knowledge, skills and attitudes required to deal with a wide range of general, academic, professional or leisure topics without having to restrict what one wants to say, follow extended speech on abstract and complex topics beyond one's own field, recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate on a wide range of topics	1.1 Information on a wide *range of topics* is utilized in any situation. 1.2 Speeches in relation to a wide range of topics are formulated. 1.3 Essays in relation to a wide range of topics are composed.	1.1 Advanced Vocabulary and expressions 1.1.1 Mixed conditionals in past, present and future 1.1.2 Narrative tenses for experience, including passive 1.1.3 Sentence Variety 1.1.4 Modal Verbs and expressions 1.2 Advanced Vocabulary, expressions and patterns	1.1 Utilizing information on a wide range of topics in any situation. 1.2 Formulating speeches in relation to a wide range of topics. 1.3 Composing essays in relation to a wide range of topics.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		used in impromptu speeches 1.2.1 Strategies for formulating logical responses, arguments and in active listening 1.3 Complex phrases and expressions when providing opinions and solutions 1.3.1 Phrasal verbs, especially splitting wish and if only regrets	
2. Follow extended speech on abstract and complex topics beyond one's own field of profession	2.1 Summaries of speeches on **abstract and complex topics** are formulated. 2.2 Opinions and ideas in speech on abstract and complex topics are expressed. 2.3 Common **technical jargons** related to other	2.1 Vocabulary and expressions used in formulating summaries 2.1.1 Listening and reading for gist 2.2 Active listening strategies and vocabulary related to formulating opinions and	2.1 Formulating summaries of speeches on abstract and complex topics. 2.2 Expressing opinions and ideas in speech on abstract and complex topics. 2.3 Defining common technical jargons related to other professional

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	professional fields are defined. 2.4 Relevant information on speeches on abstract and complex topics are discussed.	ideas. 2.2.1 Complex expressions in dealing with problems and finding solutions 2.3 Relevant vocabulary in other fields of profession 2.4 Discourse markers and their use in formulating arguments in a logical manner	fields. 2.4 Discussing relevant information on speeches on abstract and complex topics.
3. Recognize a wide range of idiomatic expressions and colloquialisms.	3.1 A wide range of ***idiomatic expressions and colloquialisms*** are utilized. 3.2 ***Register shifts*** and changes in body language are interpreted. 3.3 Register shifts and changes in body language are demonstrated.	3.1 The usage of idiomatic expressions and their meanings 3.2 The usage of colloquialisms and their meanings 3.2.1. The country of origin for colloquial words and their significance in culture 3.3 Varying speech register 3.3.1. Intonation of sentences 3.3.2. Word and	3.1 Utilizing a wide range of idiomatic expressions and colloquialisms. 3.2 Interpreting register shifts and changes in body language. 3.3 Demonstrating register shifts and changes in body language.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		sentence stress 3.3.3. Standard pronunciation 3.3.4. Nuances and cultural significance of colloquial words and expressions 3.4 Inference strategies and context clues	

RANGE OF VARIABLES

VARIABLE	RANGE

1. Wide range of topics	May include:
	1.1. General
	    1.1.1. Lifestyle
	    1.1.2. Health and wellness
	    1.1.3. Secular world
	
	1.2. Academic
	    1.2.1. History
	    1.2.2. Psychology
	    1.2.3. Humanities
	
	1.3. Professional
	    1.3.1. Coaching
	    1.3.2. Leadership
	    1.3.3. Time management
	
	1.4. Leisure
	    1.4.1. Sports
	    1.4.2. Recreation
	    1.4.3. Pastimes

2. Abstract and complex topics	May include:
	
	2.1. Abstract
	    2.1.1. Smart work vs hard work
	    2.1.2. Haste makes waste
	    2.1.3. Borderless reality - a myth or a reality?
	    2.1.4. Addictions, gambling, and internet abuse
	
	2.2. Complex
	    2.2.1. Derivatives
	    2.2.2. Nuclear reactors
	    2.2.3. Manufacturing processes
	    2.2.4. Constellations
	    2.2.5. Orbits

3. Technical jargons	May include: 3.1. Business 3.2. Sports 3.3. Medical Field 3.4. Information Technology
4. Professional fields	May include but not limited to: 4.1. Veterinarian 4.2. Engineering 4.3. Marketing

	4.4. Construction 4.5. Customer service 4.6. Finance 4.7. Physician 4.8. Occupational Therapist 4.9. Education
5. Idiomatic expressions and colloquialisms	May include: 5.1. Beat around the bush 5.2. Break a leg 5.3. Bite the bullet 5.4. A dime a dozen
6. Register shifts	May include: 6.1. Formal/Academic register 6.2. Consultative register 6.3. Informal/Casual register 6.4. Intimate register

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EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Communicated on a wide range of topics.
	    1.1.1. Utilized information on wide range of topics in any situations.
	    1.1.2. Formulated speeches in relation to wide range of topics.
	    1.1.3. Composed essays in relation to wide range of topics.
	
	1.2 Followed extended speech on abstract and complex topics beyond one's own field of profession
	    1.2.1. Formulated summaries of speeches on abstract and complex topics.
	    1.2.2. Expressed opinions and ideas in speech on abstract and complex topics.
	    1.2.3. Defined common technical jargons related to other professional fields.
	    1.2.4 Discussed relevant information on speeches on abstract and complex topics.
	
	1.3 Recognized a wide range of idiomatic expressions and colloquialisms.
	    1.3.1. Utilized a wide range of idiomatic expressions and colloquialisms.
	    1.3.2. Interpreted register shifts and changes in body language.
	    1.3.3 Demonstrated register shifts and changes in body language.

2. Resource Implications	2. The following resources should be provided:
	    2.1 Appropriate supplies and materials
	    2.2 Applicable equipment
	    2.3 Workplace or assessment area

3. Methods of Assessment	3. Competency in this unit may be assessed through:
	    3.1 Demonstration with oral questioning
	    3.2 Group and Individual Presentation
	    3.3 Listening, Reading and Written Exam
	    3.4 Interview

4. Context for Assessment	4. Competency may be assessed (Institutional Assessment) in the actual workplace or at the designated TESDA Accredited ESL Center.

SECTION 3   TRAINING ARRANGEMENTS

3.1 NOMINAL DURATION FOR ESL ADVANCED (C1) LEVEL

Recommended minimum duration for the training for **ESL ADVANCED (C1) LEVEL** for non-native speakers.

ADVANCED C1 Level	
● English	200 hours

3.2   TRAINEE'S ENTRY REQUIREMENTS

The trainees who wish to enroll the course should possess the following requirements and qualifications:

- Must have acquired formal schooling from any educational institution
- Is a non-native speaker of English language
- Must possess a training certificate of B2 level or a formal test result of B2 level issued by the admitting institution with TESDA accredited ESL Program

This list does not include specific institutional requirements such as educational attainment, appropriate work experience, specific clearances and others that may be required from the trainees by the school or training center delivering the TVET program.

* For the Filipino Citizens requirements for the availment of scholarship programs must be based on the latest issued Omnibus Guidelines

3.3   TRAINER'S QUALIFICATIONS

- Must be a college graduate of any four-year degree course or any PQF Level 5 program related to English language
- Must have obtained a ESL Advanced (C1) level or higher language proficiency in the language to be taught
- Must have a training certificate aligned with teaching English as a Second Language or Foreign Language of any of the following:
  o DELTA (Diploma in English Language Teaching to Adults)
  o CELTA (Certificate in English Language Teaching to Adults)
  o TESOL (Teaching English to Speakers of Other Languages)
  o TEFL (Teaching English as a foreign language)
  o TKT (Teaching Knowledge Test)
  o Trainer's Methodology I (TM 1) Certificate*
  o Teaching license issued by PRC (Philippine Regulation Commission)
- Must have at least two (2) years related experience in the language to be taught within the last five (5) years

Memorandum no. 193 s. 2024
* *FELS Certificate or any certificate related to conduct of online training delivery is required if the program will be conducted through online delivery mode.*

3.4   LIST OF TOOLS, EQUIPMENT AND MATERIALS

List of recommended tools, equipment, and materials for the training of one (1) up to fifteen (15) trainees for English as a Second Language Advanced (C1) Level. The list is applicable for face to face or online or blended learning.

Up-to-date tools, materials, and equipment of equivalent functions are preferred and can be used as alternatives. This also applies in consideration of community practices and their availability in the local market.

Qty.	Tools	Qty.	Equipment	Qty.	Materials
1 pc	Stapler	1 unit	Headset	6 pcs	White Board Marker
1 pc	Staple wire Remover	1 unit	Sound Speaker	2 pcs	Whiteboard Eraser
1 unit	Extension Cord (optional)	1 unit	Laptop/Computer set	1 box	Staple Wire
1 unit	USB/Flash Disk	1 unit	Projector/TV	10 pcs	Pen
1 unit	Online meeting application	1 unit	Printer	10 pcs	Pencil
1 unit	Learning Management System (LMS)	1 set	Teacher's Table and Chair	5 Reams	Bond Paper
1 unit	Online office applications	12 pcs	Armchair/Desk	4 bottles (CMYK)	Printer Ink
1 unit	Online Storage Application	12 pcs	Chair	1 pc	Correction Tape
1 unit	Messaging application	1 unit	White Board 4' x 8'	2 boxes	Paper Clip
				4 boxes	Fastener
				12 pcs	Brown Envelope
				100 pcs	Index Card 1/8"
				5 packs	Assorted Meta Cards
				1 roll	Masking Tape
				1 copy	Grammar Book
				12 copies	Competency-Based Learning Materials
				1 copy	e-book
				1 copy each	Audio and/or Video Materials

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3.5   TRAINING FACILITIES:

ENGLISH AS A SECOND LANGUAGE ADVANCED (C1) LEVEL is composed of workshops and classrooms with one (1) teacher for one (1) up to fifteen (15) students. The training or learning and circulation areas are as follows:

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQUARE METERS	TOTAL AREA IN SQUARE METERS	GRAND TOTAL AREA IN SQ. METERS
Building (permanent)				**68.00**
● Student / Trainee Lecture Area	5 x 4	20	20	
● Learning Resource Center	5 x 4	20	20	
● Simulation Area	5 x 4	20	20	
● Restroom (Male including PWD)	2 x 2	4	4	
● Restroom (Female including PWD)	2 x 2	4	4	
TOTAL AREA (in square meter)				**68.00**

GLOSSARY OF TERMS

GENERAL

1. **CEFR**   -   Common European Framework of Reference for Languages is an international standard for describing language ability. It describes language ability on a six-point scale from A1 for beginners up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners to see the level of different qualifications. It also means that employers and educational institutions can easily compare qualifications to other exams in other countries.

2. **Competencies**   -   are the sum of knowledge, skills and characteristics that allow a person to perform actions

3. **Element**   -   refers to the building blocks of a unit of competency. It describes in outcome terms the functions that a person who works in a particular area of work is able to perform the components of the required knowledge, skills and attitude as the basis of performance criteria that an individual must perform to complete the work activity.

4. **Performance criteria**   -   are evaluative statements that specify what is to be assessed and the required level of performance.

5. **Required knowledge**   -   describes the essential knowledge required for competent performance of a unit of competency. Knowledge may be taken to mean what a person needs to know to perform the work in an informed and effective manner.

6. **Required skills**   -   describes the essential skills required for competent performance of a unit of competency. Skills may be taken to mean the application of the knowledge to situations where understanding is converted into a workplace outcome.

7. **Information of immediate relevance**   -   refers to notes conveying simple information to concerned individuals related to his or her everyday life and points he or she feels important

8. **Personal information**   -   refers to an individual's name, educational background, work experience, skills (soft and hard skills), future plans

8. **Frequently-used text**   -   refers to text consisting mainly of everyday or job-related language.

10. **Active listening**   -   involves fully engaging with a speaker by focusing on understanding the content, intent, and emotions conveyed. It requires comprehension skills like discerning main ideas, specific details, and cultural nuances, as well as responding appropriately to show engagement and understanding. Active listening also encompasses skills like paraphrasing and summarizing to ensure comprehension

and facilitate two-way communication.

11. Contextual clues	-	are hints or signals within a text or speech that help learners infer or deduce the meaning of unfamiliar words or phrases. These clues can be found in the surrounding sentences or passages, and include elements such as synonyms, antonyms, examples, or general sense of the topic or situation.
12. Cultural knowledge/awareness	-	in the field of language learning refers to an understanding of the customs, beliefs, values, attitudes, and societal norms of the culture associated with the target language. It involves understanding how these cultural factors influence the use of the language, including nuances of meaning, politeness and formality, non-verbal communication, and the cultural context of words and phrases.
13. Technical jargons	-	are specialized language used by experts in a field. It is also known as "technical language" or simply "jargon". It is made up of technical terminology, such as terms of art or industry terms, with specific meaning within a specific industry. Technical jargon may include acronyms, abbreviations, and terms that are not familiar to most people.
14. Register shifts	-	refers to the changes of the prosodic features such as intonation, stress, rhythm, and pauses, of syllables, words, and sentences, which reflect the dynamic nature of language use, as learners adapt their pronunciation to fit different social, cultural, and situational contexts.

ACKNOWLEDGEMENTS

The Technical Education and Skills Development Authority (TESDA) would like to recognize the commitment of industry stakeholders who provided their time and expertise for the development of this Competency Standards (CS).

THE TECHNICAL EXPERTS

Experts	Company
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7. MR. REX WALLEN TAN	Government Academe Industry Network, Inc. (GAIN)
8. MS.MARIA ANGELA N. CONCEPCION	Hopkins International Partners, Inc
9. MS. LOIDA C. FLOJO, LPT, TESOL	Enderun Extension
10. MS. EURENA P. GERALLA , CELTA	GLC (Global Language Cebu)
11. MR. PATRICK REGGIE A. YAP ,RN, CELTA	GLC (Global Language Cebu)
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13. MS. ANDREA B. ALEGRADO , TESOL, TM1	EV ACADEMY
14. MS. GRIZETTE E. PONCE, TESOL	QQ ENGLISH
15. MR. SIMONEIL MENDOZA, LPT	Enderun Colleges
16. MR. REUBEN L. ASLOR, CELTA, MAT-TESOL, MA MIS	Pines International Academy
17. MS. RACHEL DOCULAN	A & J English School
18. MS. JONARENE FLORES	JIC

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19. DR. GEMMA GAY T. ALVEZ	School Governance and Operations Division
20. MS. JEN DENISE FAITH B. IBAÑEZ	Enderun Colleges
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