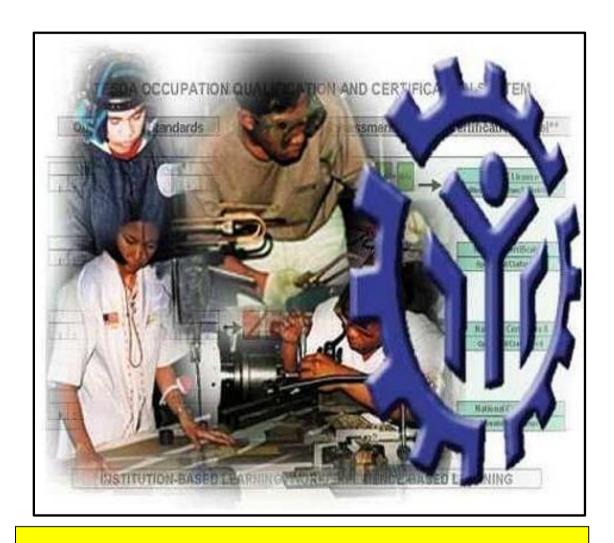# COMPETENCY STANDARDS

ENGLISH AS A SECOND LANGUAGE

INTERMEDIATE (B1 and B2) 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
INTERMEDIATE (B1 and B2) 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 A SECOND LANGUAGE
INTERMEDIATE (B1 AND B2) LEVEL

SECTION 1: ENGLISH AS A SECOND LANGUAGE INTERMEDIATE (B1 AND B2) LEVEL

The **English as a Second Language Intermediate (B1 and B2) Level** consists of competencies that a person must achieve in listening, speaking, reading and writing at an intermediate level aligned to Common European Framework of Reference for Languages (CEFR) standards.

This level includes the competencies which the individuals must have so they can provide clear and more complex description and viewpoints on most general topics and engage in extended discourse on a wider range of topics.

The units of competency comprising this qualification include the following:

UNIT CODE	CORE COMPETENCIES
CS-402264109	PROVIDE CLEAR AND MORE COMPLEX DESCRIPTION AND VIEWPOINTS ON MOST GENERAL TOPICS
CS-402264110	ENGAGE FLUENTLY AND ACCURATELY ON A WIDE RANGE OF TOPICS WITHIN ONE'S FIELD OF SPECIALIZATION

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 INTERMEDIATE (B1 and B2) LEVEL**

CORE COMPETENCIES

UNIT TITLE	:	**PROVIDE CLEAR AND MORE COMPLEX DESCRIPTION AND VIEWPOINTS ON MOST GENERAL TOPICS**
UNIT CODE	:	**CS-402264109**
UNIT DESCRIPTOR	:	This unit encompasses listening to a range of subjects, understanding key points, supporting details, and main conclusions, reading autonomously while adapting style and pace to different texts and goals, speaking English fluently, with precision and effectiveness, across a wide array of topics, including general, academic, vocational, or leisure, and critically assessing information and arguments presented in diverse written texts.

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

1. Listen a variety of topics, comprehending main points, supporting details, and main conclusions.	1.1. ***Animated conversations*** between native speakers are comprehended.
	
	1.2 Main points of the discussions on personal interests articulated in a generally familiar accent are noted.
	
	1.3 Essentials of ***spoken professional discourse*** are noted.
		1.1 Basic vocabulary expressions and patterns related to familiar subject matter of personal interests.
		
		1.2 Verbal and non-verbal linguistic patterns
		  1.2.1 Intonation patterns
		  1.2.2 Accents
		  1.2.3 Body language
		  1.1.4 Facial expressions
			1.1 Comprehending animated conversions between native speakers
			
			1.2 Noting main points of the discussions on personal interests articulated in a generally familiar accent
			
			1.3 Noting

		essentials of spoken professional discourse
	1.4 **Concrete and abstract topics** in audio-visual media are identified.	1.3 Standard vocabulary and structure used in various forms of academic and professional presentations	1.4 Identifying concrete and abstract topics in audio-visual media

		1.4 Active listening skills
		  1.4.1 Comprehension
		  1.4.2 Interpretation
		  1.4.3 Audio Visual Media Context
		  1.4.4 Understanding
		  1.4.5 Feed backing	

2. Read independently, with comprehension and adjust style and speed to suit various texts and purposes.	2.1 Essential meaning of **correspondence** related to one's field of interest is identified.
	
	2.2 Relevant details in **long and complex texts** are scanned.
	
	2.3 Ideas and opinions from specialized sources within one's field are noted.
	
	2.4 **Complex instructions** within one's field, including details are identified
		2.1 Standard correspondence structures, including vocabulary
		
		  2.1.1 Types of Reading
		  2.1.2 Skimming
		  2.1.3 Scanning
		
		2.3 Using vocabulary in context, key information, inference, discourse markers
		
		  2.3.1 Identifying tone and purpose
		
		  2.3.2 Identifying structure and organization in specialized sources
		
		2.4 Summarizing complex instructions:
			2.1 Identifying essential meaning of correspondence related to one's field of interest
			
			2.2 Scanning relevant details in long and complex texts
			
			2.3 Noting ideas and opinions from specialized sources within one's field
			
			2.4 Identifying complex instructions within one's field, including details

		2.4.1 Identifying sequence,	
		2.4.2 Organization of text	
		2.4.3 Recognizing imperatives	
		2.4.4 Inferring	
3. Speak English across diverse topics	3.1 **Standard spoken English** is expressed following CEFR 3.2 Conversations on most **diverse topics** are sustained in spite of distractions. 3.3 Animated discussions with some form of language modification are carried out 3.4 Ideas and opinions with appropriate response especially in arguments are expressed. 3.5 Informal discussions in familiar contexts are evaluated. 3.6 Opinions and discussions are sustained through relevant explanation, arguments, and comments in **formal and informal discussions.** 3.7 Detailed instructions are followed.	3.1 Grammar and grammatically correct sentences 3.2 Vocabulary 3.3. Pronunciation and intonation 3.4 Nonverbal linguistic patterns 3.5 Transition devices such as linking words and discourse markers 3.6 Social and cultural norms 3.7 Wide variety of discourse on everyday situations and specific topics, familiar subjects	3.1 Expressing standard spoken English 3.2 Sustaining conversations on most-diverse topics despite distractions 3.3 Carrying out animated discussions with some form of language modification. 3.4 Expressing ideas and opinions with appropriate response especially in arguments. 3.5 Evaluating informal discussions in familiar contexts. 3.6 Sustaining and accounting for opinions and discussions through relevant explanation, arguments, and comments in

	3.8. Problems and **concerns** are analyzed. 3.9 Solutions to disputes are negotiated. 3.10 Information and arguments from a number of sources are synthesized.		formal and informal discussions. 3.7 Following detailed instructions. 3.8 Analyzing problems and concerns. 3.9 Negotiating solutions to disputes. 3.10 Synthesizing information and arguments from a number of sources.

4. Evaluate information and arguments in varied written texts.	4.1 Concrete texts on a **range of topics** within one's field of interest are written.
	
	4.2 Established **genre conventions** in clear, detailed descriptions of events, real or imaginary are followed.
	
	4.3 Significant points on arguments and relevant supporting details in essays and reports are developed systematically
	
	4.4 Different ideas or solutions to a problem are evaluated.
	
	4.5 **Essays and reports** are crafted to argue, present reasons, and
		4.1 Detailed descriptions on a range of familiar subjects of interests
		
		4.2 Textual Analysis and Composition
		  4.2.1 Literary genres
		  4.2.2 Types of text
		  4.2.3 Literary elements
		  4.2.4 Writing conventions
		
		4.3 Writing statements that contain multiple topics, supporting evidence, and counterarguments
		
		4.4 Development of significant argument
		  4.4.1 Cause and effect
		  4.4.2 Transition
			4.1 Writing concrete texts on a range of topics within one's field of interest
			
			4.2 Following clear, detailed descriptions of real or imaginary events and experiences
			
			4.3 Developing significant points on arguments and relevant supporting details in essays and reports
			
			4.4 Evaluating different ideas or solutions to a problem
			
			4.5 Crafting essays

pros and cons of a viewpoint. 4.6 Information and arguments from a number of sources are synthesized. 4.7 Note taking on familiar subjects with occasional missing information is demonstrated. 4.8 *Informational materials* are summarized. 4.9 Linking words are accurately utilized.	words 4.4.3 Unity and coherence 4.4.4 Vocabulary 4.5.1 Types and structures of essays 4.5.2 Types and structures of reports 4.5.3 Citation and referencing 4.6 Summarizing and paraphrasing 4.7 Strategies in note-taking 4.8 Types of journalistic texts and writing 4.9 Discourse markers	and reports to argue, present reasons, and pros and cons of a viewpoint 4.6 Synthesizing information and arguments from a number of sources 4.7 Demonstrating note taking on familiar subjects with occasional missing information 4.8 Summarizing extracts from news items, interviews or documentaries 4.9 Utilizing linking words accurately.

RANGE OF VARIABLES

VARIABLES	RANGE
1. Animated conversations	May include: 1.1 Goals and ambitions 1.2 Environmental issues 1.3 Technology 1.4 Cultural practices
2. Spoken professional discourse	May include: 2.1 Academic and professional lectures 2.2 Professional discussions 2.3 Professional presentations 2.4 Conference
3. Concrete and abstract topics	May include: 3.1 Films 3.2 TV shows 3.3 Podcasts 3.4 Audio and video streaming programs 3.5 Online platforms 3.6 Vlogs and Blogs
4. Correspondence	May include: 4.1 Letters 4.2 Notices 4.3 Emails

5. Long and Complex texts	May include:
	5.1 Essays
	5.2 News articles, editorials
	5.3 Literature
	    5.3.1 Journals
	    5.3.2 Literary passages
	5.4 Reports
	5.5 Documentary transcripts

6. Complex instructions	May include: 6.1 Taking Academic Instructions 6.2 Assembling equipment 6.3 Following specific instructions according to one's field

7. Standard spoken English	May include:
	7.1 B2 Tenses Phrasal Verbs
	    7.1.1 Future Continuous
	    7.1.2 Future Perfect
	    7.1.3 Narrative tenses
	    7.1.4 Passive Voice
	    7.1.5 Mixed conditionals
	7.2 B1 Tenses

	7.2.1 Past continuous 7.2.2 WH- questions in the past 7.2.3 Present perfect continuous
8. Diverse topics	May include: 8.1 General 8.2 Academic 8.3 Vocational 8.4 Leisure 8.5 Current events 8.6 Travel 8.7 Health and fitness 8.8 Food 8.9 Hobbies

9. Formal and Informal discussions	May include:
	9.1 Formal
	    9.1.1 Job interviews
	    9.1.2 Academic discussion
	    9.1.3 Meetings
	    9.1.4 Formal assemblies
	    9.1.5 Filing complaints
	
	9.2 Informal
	    9.2.1 Chatting with friends
	    9.2.2 Favorite books
	    9.2.3 Casual conversations based on interest such as sports, cooking, etc.
	    9.2.4 Simple arguments

10. Concerns	May include: 10.1 Environmental challenges 10.2 Academic issues 10.3 Health and lifestyle concerns 10.4 Global issues
11. Range of topics	May include: 11.1. Experiences and events 11.2. Hopes and ambitions 11.3. Dreams 11.4. Reasons and explanations for opinions and plans
12. Genre conventions	May include: 12.1. Structure and organization 12.2. Tone and style 12.3. Grammar and vocabulary 12.4. Register 12.5. Coherence and cohesion 12.6. Conventions and formalities 11.7 Content and purpose

| 13. Essays and reports | May include:
13.1 Essays
    13.1.1 Argumentative essay
    13.1.2 Persuasive essay
    13.1.3 Compare and contrast essay
    13.1.4 Descriptive essay
    13.1.5 Narrative essay
    13.1.6 Review essay

13.2 Reports
    13.2.1 Research report
    13.2.2 Book report
    13.2.3 Field Trip report
    13.2.4 Progress report
    13.2.5 Business report
    13.2.6 Travel report |
| 14. Informational materials | May include:
14.1 News items
14.2 Interviews and documentaries containing opinions, arguments and discussions |

EVIDENCE GUIDE

VARIABLES	RANGE

1. Critical Aspects of Competency	1. Assessment requires evidence that the candidate:
	
	1.1 Listened a variety of topics, comprehending main points, supporting details, and main conclusions.
	    1.1.1 Comprehended animated conversations between native speakers.
	    1.1.2 Noted main points of the discussions on personal interests articulated in a generally familiar accent.
	    1.1.3 Noted essentials of spoken professional discourse.
	    1.1.4 Identified concrete and abstract topics in audio-visual media.
	
	1.2 Read independently, with comprehension and adjust style and speed to suit various texts and purposes.
	    1.2.1 Identified essential meaning of correspondence related to one's field of interest.
	    1.2.2 Scanned relevant details in long and complex texts.
	    1.2.3 Noted Ideas and opinions from specialized sources within one's field.
	    1.2.4 Identified complex instructions within one's field, including details.
	
	1.3 Spoke English across diverse topics.
	    1.3.1 Expressed standard spoken English following CEFR.
	    1.3.2 Sustained conversations on most diverse topics in spite of distractions.
	    1.3.3 Carried out animated discussions with some forms of language modification.
	    1.3.4 Expressed ideas and opinions with appropriate response especially in arguments.
	    1.3.5 Evaluated informal discussions in familiar contexts.
	    1.3.6 Sustained opinions and discussions through relevant explanation, arguments, and comments in formal and informal discussions.
	    1.3.7 Followed detailed instructions.
	    1.3.8. Analyzed problems and concerns.
	    1.3.9 Negotiated solutions to disputes.
	    1.3.10 Synthesized information and arguments from a number of sources.
	
	1.4 Evaluated information and arguments in varied written texts.
	    1.4.1 Wrote concrete texts on a range of topics within one's field of interest.
	    1.4.2 Followed established genre conventions in clear, detailed descriptions of events, real or imaginary.

		1.4.3 Developed significant points on arguments and relevant supporting details in essays and reports systematically.
		1.4.4 Evaluated different ideas or solutions to a problem.
		1.4.5 Crafted essays and reports to argue, present reasons, and pros and cons of a viewpoint.
		1.4.6 Synthesized information and arguments from a number of sources.
		1.4.7 Demonstrated note taking on familiar subjects with occasional missing information.
		1.4.8 Summarized informational materials.
		1.4.9 Utilized linking words accurately.
2. Resource Implication	2. The following resources should be provided: 2.1 Appropriate supplies and materials 2.2 Applicable equipment 2.3 Workplace or assessment area	
3. Method 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 Portfolio	
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 : **ENGAGE FLUENTLY AND ACCURATELY ON A WIDE RANGE OF TOPICS WITHIN ONE'S FIELD OF SPECIALIZATION**

UNIT CODE : **CS-402264110**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required in listening to diverse topics, including technical aspects within their field of specialization, reading extensively, rapidly recognizing content and relevance of written media within their specialized fields, participating in extended discussions within one's field of specialization, and producing clear and intelligible written summaries of diverse media.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of variables.	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Listen to diverse topics, including technical aspects within their field of specialization.	1.1 Main ideas of complex speech are noted. 1.2 Recordings in different accents likely to be encountered in social, professional, or academic life are comprehended.	1.1 Vocabulary and grammar expressions and patterns related to technical discussions in one's field of specialization 1.2 Different Accents and Common Accent Features 1.2.1 Cultural Awareness and Sensitivity	1.1 Noting main ideas of complex speech 1.2 Comprehending recordings in different accents likely to be encountered in social, professional, or academic life.

2. Recognize content and relevance of written media.	2.1 Content and relevance of ***printed media*** on a wide range of professional topics are identified.
	
	2.2 Specialized sources outside one's field are interpreted.
		2.1 Vocabulary and High frequency idioms
		
		   2.1.1 Context clues
		   2.1.2 Using vocabulary in context, key information, inference, discourse
			2.1 Identifying content and relevance of news items, articles and reports on a wide range of professional topics.
			
			2.2 Interpreting specialized sources outside

		markers	one's field.

	2.3 Ideas and opinions from *specialized sources* within one's field are noted.
	
	2.4 Complex instructions within one's field are followed.
		2.2 Specialized Sources outside one's field
		  2.2.1 Interpreting figures and diagrams
		  2.2.2.Summarizing key points
		  2.2.3 Evaluating and verifying information
		2.3 Specialized sources within one's field
		  2.3.1 Identifying tone and purpose of written media
		  2.3.2 Identifying structure and organization in specialized sources
		
		2.4 Complex instructions
		  2.4.1 Identifying sequence of instructions
		  2.4.2 Recognizing imperatives
		  2.4.3 Summarizing complex instructions
		  2.4.4 Inferring
			2.3 Noting ideas and opinions from specialized sources within one's field.
			
			2.4 Following complex instructions within one's field.

3. Participate in extended discussions within one's field of specialization	3.1 Spontaneous communication with good grammatical control is initiated.
	
	3.2 Degrees of emotion and personal significance of events and
		3.1 Transition Devices
		  3.1.1 Discourse Markers
		  3.1.2 Non-verbal cues
		
		3.2. Cultural Awareness
		
		3.3 Extended Spoken Conversation
			3.1 Initiating spontaneous conversations with good grammatical control.
			
			3.2 Conveying degrees of emotion and personal significance of

	experiences relevant to ***cultural awareness*** are conveyed.
	
	3.3 Discussion on matters related to one's field are noted.
	
	3.4 Substantial answer to interview questions is demonstrated.
	
	3.5 ***Articulation Skills*** in answering interview questions are utilized.
		3.3.1 Impromptu Speaking
		3.3.2 Arguments and
		        discussions
		
		3.4 Active listening skills
		  3.4.1 Interview techniques and ethics
		  3.4.2 Questioning techniques
		  3.4.3 Probing techniques
		
		3.5 Articulation Skills
			events and experiences relevant to cultural awareness.
			
			3.3 Noting discussion on matters related to one's field.
			
			3.4 Demonstrating substantial answer to interview questions.
			
			3.5 Utilizing articulation Skills in answering interview questions.

RANGE OF VARIABLES

VARIABLES	RANGE
1. Printed media	May include: 1.1 Newspapers 1.2 Brochures 1.3 Reports 1.4 Posters 1.5 Flyers 1.6 Catalogues
2. Specialized sources	May include: 2.1 Peer reviewed articles 2.2 Journals 2.3 Annals 2.4 Technical papers 2.5 Official and business documents
3. Cultural Awareness	May include: 3.1 Cultural Etiquette 3.2 Cultural Intelligence 3.3 Cross-Cultural Communication
4. Articulation Skills	May include: 4.1 Volume 4.2 Tone 4.3 Pitch 4.4 Intonation 4.5 Stress

EVIDENCE GUIDE

VARIABLES	RANGE
1. Critical Aspect of Competency	1. Assessment requires evidence that the candidate: 1.1 Listened to diverse topics, including technical aspects within their field of specialization. 　1.1.1 Noted main ideas of complex speech, 　1.1. 2 Comprehended recordings in different accents likely to be encountered in social, professional, or academic life. 2.1 Recognize content and relevance of written media. 　2.1.1 Identified content and relevance of written media on a wide range of professional topics. 　2.1.2 Interpreted specialized sources outside one's field. 　2.1.3 Noted Ideas and opinions from specialized sources within one's field. 　2.1.4 Followed complex instructions within one's field 3.1 Participate in extended discussions within one's field of specialization 　3.1.1 Initiated spontaneous communication with good grammatical control. 　3.1.2 Conveyed degrees of emotion and personal significance of events and experiences relevant to cultural awareness. 　3.1.3 Noted discussion on matters related to one's field. 　3.1.4 Demonstrated substantial answer to interview questions. 　3.1.5 Utilized articulation skills in answering interview questions. 4.1 Provide comprehensive written summaries of diverse media. 　4.1.1 Summarized a range of diverse media 　4.1.2 Synthesized opinions, arguments and discussions extracted from news items, interviews, and documentaries. 　4.1.3 Outlined sequence of events in a film or play. 　4.1.4 Created printed media based on writing conventions. 　4.1.5 Followed correct spelling and punctuation rules.
2. Resource Implication	2. The following resources should be provided: 　2.1 Appropriate supplies and materials 　2.2 Applicable equipment 　2.3 Workplace or assessment area
3. Method 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 Portfolio
4. Context of 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 ENGLISH AS A SECOND LANGUAGE INTERMEDIATE (B1 and B2) LEVEL

Recommended minimum duration for the **ESL INTERMEDIATE (B1 AND B2) LEVEL**

INTERMEDIATE (B1 AND B2) LEVEL	
English	**200 hours**

3.2 TRAINEE ENTRY REQUIREMENTS

The trainees who wish to enroll the course should possess the following requirements:
- Must have acquired formal schooling from any educational institution
- Is a non-native speakers of English language
- Must possess a training certificate for A2 level or a formal test result for A2 level issued by the institution with TESDA accredited ESL Program

This list does not include specific institutional requirements such as other educational attainment based on partner (MOA), 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 higher or any related PQF Level 5 Program
- Must have obtained a ESL Advance (C1) level or higher language proficiency in the language to be taught
- Must have a training certificate of the language course aligned with teaching English as a Second or Foreign Language at least any of the following:
  - DELTA (Diploma in English Language Teaching to Adults)
  - CELTA (Certificate in English Language Teaching to Adults)
  - TESOL (Teaching English to Speakers of Other Languages)
  - TEFL (Teaching English as a foreign language)
  - TKT (Teaching Knowledge Test)
  - Trainer's Methodology I (TM 1) Certificate*
  - 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 conducting training sessions of one (1) up to fifteen (15) students at ESL Intermediate (B1 and B2) Level. The list is applicable for face to face, 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	Whiteboard marker
1 pc	Staple wire remover	1 unit	Sound speaker	2 pcs	Whiteboard erasers
1 unit	Extension cord	1 unit	Laptop or Computer set	1 box	Staple wire
1 unit	USB or Flash disk	1 unit	Projector or TV	15 pcs	Pen
1 unit	Online meeting application	1 unit	Printer	15 pcs	Pencil
1 unit	Learning Management System (LMS)	1 set	Teacher's table and chair	5 reams	Bond paper
1 unit	Online office application	15 pcs	Students' chair	4 bottles (CMYBK)	Printer ink
1 unit	Online storage application	15 pcs	Students' tables	1 pc	Correction tape
1 unit	Messaging application	1 unit	Whiteboard 4'x8'	2 boxes	Paper clip
				4 boxes	Fastener
				15 pcs	Brown envelope
				1 roll	Masking tape
				1 copy	Grammar book
				15 copies	Competency based learning materials
				1 copy	E-book
				1 copy each	Audio and video materials

3.5   TRAINING FACILITIES

ENGLISH AS A SECOND LANGUAGE INTERMEDIATE (B1 and B2) LEVEL is composed of workshops/classrooms with different teachers and one (1) up to fifteen (15) students. The training/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. **ESL** - ESL stands for "English as a Second Language." It refers to programs and courses designed to teach the English language to non-native speakers. These programs help individuals improve their English language skills, including reading, writing, speaking, and listening.

2. **Exchange Students -** Exchange students are students who participate in international exchange programs that allow them to study or live in a foreign country temporarily. The primary purpose of exchange student programs is to promote cultural understanding, language learning, and the exchange of ideas between students from different parts of the world.

3. **ESL Camp Students -** are individuals who participate in ESL camps, where they engage in immersive and intensive language learning experiences. ESL camp students are non-native English speakers who want to improve their English language skills while engaging in various camp activities and experiences, focusing on speaking, listening, reading, and writing, while also gaining confidence in their language abilities. ESL camps often cater to various age groups and proficiency levels, making them a dynamic and enjoyable way to learn English while also experiencing cultural immersion.

4. **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 our qualifications to other exams in their country.

5. **Intermediate Level (Threshold)** - refers to a stage in a learner's language proficiency development. It signifies that the student has progressed beyond the basic or beginner level and is now able to use English in more complex ways. At the intermediate level, ESL students can typically engage in more extended conversations, express ideas and opinions, and comprehend a wider range of written and spoken English. They are often capable of understanding and producing more complex sentence structures, tenses, and vocabulary, although with some limitations. It's a critical phase in language acquisition as students are moving toward greater fluency and competence in English, but they may still encounter challenges with more advanced language skills.

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

7. **Element** - 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.

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

9. **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.

10. **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.

11. **Verbal linguistic patterns** - verbal linguistic patterns encompass vocabulary expansion, grammatical accuracy, pronunciation improvement, idiomatic expressions, and the ability to adapt language to different registers and tones. Intermediate ESL learners focus on refining these verbal skills to articulate their thoughts more clearly and fluently.

12. **Genre Conventions** - refer to the common elements, expectations, and rules that define a particular genre or category of creative works, such as literature, film, music, or art. They include recurring themes, narrative structures, character types, settings, visual or stylistic elements, and even common plot twists or resolutions. For example, in the genre of science fiction, genre conventions might include futuristic settings, advanced technology, and exploration of speculative scientific concepts. Understanding genre conventions helps audiences know what to expect from a work within a specific genre.

13. **Non-verbal linguistic patterns** - non-verbal linguistic patterns involve the use of non-verbal cues and elements to complement verbal communication. These patterns encompass the understanding and application of body language, intonation and stress in speech, visual aids in presentations, cultural awareness of non-verbal cues, and enhanced listening skills. Mastery of non-verbal linguistic patterns is crucial for navigating the complexities of English communication, as it allows learners to interpret the nuances of conversation, adapt to cultural contexts, and convey meaning effectively.

14. **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.

15. **Skimming** - is a reading strategy where the reader quickly glances over a text to grasp the main ideas, identify keywords, and get a general understanding of the content without reading every word in detail. This technique is commonly used to save time when reviewing lengthy materials, such as articles, textbooks,

or reports, and is valuable for quickly assessing a text's relevance or extracting key information.

16. **Scanning** - is a reading and information retrieval technique in which a reader looks through a text or document to locate specific information or details quickly without reading the entire content. It involves moving one's eyes rapidly across the text to identify keywords, phrases, or specific pieces of information that are of interest. Scanning is particularly useful when you need to find specific details, names, dates, or other specific information within a text, and it is often employed to save time when dealing with lengthy documents or when conducting research.

17. **Transition devices -** also known as transitional words or phrases, are linguistic elements used in writing and speaking to connect ideas, sentences, or paragraphs. They serve as bridges that help readers or listeners understand the logical flow and relationships between different parts of a text. Transition devices are essential for creating coherence and cohesion in written and spoken discourse. They can be used to signal various relationships, such as addition, contrast, comparison, cause and effect, time sequence, and more. Common transition devices include words and phrases like "however," "therefore," "in addition," "meanwhile," "for example," "on the other hand," and "consequently." These devices enhance the clarity and organization of a text, making it easier for the audience to follow the writer or speaker's ideas and arguments.

18. **Textual Analysis** - Textual analysis is a method used in various fields to examine and interpret the content, structure, and elements of a text, which can be a written document, a piece of literature, a film, a speech, or any other form of communication. It involves a systematic and critical examination of the text to understand its underlying meanings, themes, and the ways in which it conveys information or messages.

19. **Textual Composition** - Textual composition is a fundamental aspect of the writing process, whether it's for academic, professional, or creative purposes. In textual composition, writers consider factors such as structure, style, tone, and grammar to ensure that the text is clear, engaging, and appropriate for its purpose and audience. The goal is to create a well-crafted and readable piece of writing that effectively communicates the writer's message or story.

20. **Literary genres -** Literary genres are categories used to classify literature based on style and content. They include fiction (novels, short stories), non-fiction (biographies, essays), poetry, drama, fantasy, science fiction, mystery, romance, horror, historical fiction, adventure, comedy, tragedy, dystopian, and satire. Each genre has distinct characteristics and appeals to different reader interests.

21. **Literary elements -** Literary elements are fundamental components in literature that authors use to craft their stories and convey meaning. These elements include plot, setting, characters, conflict, theme, point of view, tone, mood, and style. They collectively shape the structure, style, and content of a literary work, offering readers insights into the story's meaning, characters, and the author's artistic choices. Analyzing these elements is essential for a deeper

understanding of literature and allows readers to uncover the layers of significance and symbolism that enrich the narrative.

22. **Writing conventions -** refer to the established, generally accepted rules and standards for writing in a particular language. These conventions encompass various aspects of writing, including spelling, grammar, punctuation, capitalization, formatting, and style. Adhering to these conventions is essential to ensure that written communication is clear, coherent, and easily understood.

23. **Cause and effect** - refers to understanding and using language structures that express reasons and results. This involves the ability to comprehend and use conjunctions like "because", "so", "as a result", and "therefore", as well as conditional structures to show the relationship between different events or actions. Intermediate learners should be able to recognize, understand, and produce sentences that show cause-effect relationships in a variety of familiar contexts.

24. **Unity and coherence** - Unity encourages learners to focus on a single, clear main idea for each paragraph or composition, making it easier to convey their thoughts effectively. Coherence assists students in creating logical and well-structured compositions by using appropriate transitions and connecting words, ensuring that their ideas flow smoothly and are understood by their readers. These principles are essential for ESL learners to produce organized and coherent written work, ultimately enhancing their ability to communicate ideas and information more effectively in English.

25. **Journalistic texts** - refer to written or spoken content created by journalists for various media outlets, such as newspapers, magazines, television, radio, websites, and more. These texts are typically characterized by their objective and informative nature, aiming to report news, convey information, or provide analysis on current events, issues, or topics of public interest.

26. **Citation and referencing** - Citation and referencing are important skills for students to acquire as they progress in their language studies. These practices involve giving proper credit to the sources of information, articles, or texts used in their written assignments or research. Students are taught how to incorporate in-text citations to indicate where they found their information, and they also learn how to compile a reference list at the end of their work, which provides detailed information about each source. This not only helps learners avoid plagiarism but also encourages them to engage with authentic English-language materials, enhancing their reading, writing, and research skills in the process.

27. **Learning Management System -** a Learning Management System (LMS) is a digital platform specifically designed to support ESL students' language learning journey. Within the LMS, instructors can create and organize English language courses, upload learning materials like videos, texts, and exercises, and track students' progress and performance. It offers a structured and accessible environment for ESL learners to practice their language skills, complete assignments, and communicate with instructors and peers. The LMS also often includes interactive features, like quizzes and discussion boards, which help

ESL students reinforce their language skills, making it a valuable tool for both traditional classroom-based ESL programs and online language learning courses.

28. **Long and complex texts** - refer to written materials that include specialized articles, technical manuals, and longer pieces requiring a solid grasp of vocabulary, grammar, and critical analysis. Individuals at this level can comprehend main ideas, details, and nuanced meanings within diverse subjects, both concrete and abstract.

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