

COMPETENCY STANDARDS

ENGLISH AS A SECOND LANGUAGE BEGINNER (A1 AND A2) LEVEL



LANGUAGE SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
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LANGUAGE SECTOR

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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
BEGINNER (A1 AND A2) LEVEL**

SECTION 1 ENGLISH AS A SECOND LANGUAGE BEGINNER (A1 AND A2) LEVEL

The **English as a Second Language Beginner (A1 and A2) Level** consists of competencies that a person must achieve in listening, speaking, reading and writing at a breakthrough level aligned to Common European Framework of Reference for Languages (CEFR) standards.

This Language Program aims to equip foreign learners of **English as a Second Language Beginner (A1 and A2) Level** so they can understand simple expressions for daily discussion and very basic phrases aimed at the satisfaction of needs of daily simple discussions and use expressions related to areas of most immediate relevance. This also aims to help them to introduce themselves and others and can ask and answer questions about simple and basic personal details such as area of residence, location and things that the learner could do so that they can interact in simple and routine tasks provided the other person talks slowly and clearly and is prepared to help.

Upon completion of this program the learners have the edge to pass any language proficiency examination corresponding to A1-A2 levels or Beginner level.

The units of competency comprising this qualification include the following:

UNIT CODE	CORE COMPETENCIES
CS-402264107	COMMUNICATE IN SIMPLE AND ROUTINE TASKS
CS-402264108	USE EXPRESSIONS RELATED TO AREAS OF IMMEDIATE RELEVANCE

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 BEGINNER (A1 and A2) LEVEL**.

CORE COMPETENCIES

UNIT TITLE : **COMMUNICATE IN SIMPLE AND ROUTINE TASKS**

UNIT CODE : **CS-402264107**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in understanding and using familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Listen to basic words and phrases, simple and short sentences	1.1 Syllables of common English words are counted based on accepted phonemic rules. 1.2 Syllables listened to are placed together to produce words following phonemic rules. 1.3 Spoken simple short phrases and sentences are noted based on International Phonetic Alphabet. 1.4 Common needs and preferences are identified.	1.1 Numbers and common English words 1.2 Common phrases and words 1.3 Simple and short sentences 1.4 International Phonetic Alphabet 1.5 Word segmentation	1.1 Counting the syllables of common English words. 1.2 Placing together the syllables listened to in order to produce words following phonemic rules. 1.3 Noting spoken simple short phrases and sentences based on International Phonetic Alphabet. 1.4 Identifying common needs and preferences.
2. Read basic words and phrases	2.1 Common and basic signage and notices are interpreted.	2.1 Common and basic signage, notices,	2.1 Interpreting basic signage and notices.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>2.2 <i>Familiar names and titles</i> are differentiated</p> <p>2.3 Prices in <i>establishments</i> are compared.</p> <p>2.4 <i>Notes, messages and articles</i> are summarized.</p> <p>2.5 <i>Simple instructions and reminders</i> in public and private places are acknowledge</p> <p>2.6 <i>Written short instructions</i> at work are executed.</p>	<p>weekly schedules and past events</p> <p>2.2 Personal and professional titles</p> <p>2.2.1 Family and Kinship</p> <p>2.3 Quantities and Costs in establishments</p> <p>2.4 Short articles and sentences</p> <p>2.5 Simple instructions and reminders in public and private places</p>	<p>2.2 Identifying familiar names and titles.</p> <p>2.3 Comparing prices in establishments.</p> <p>2.4 Summarizing notes, messages and articles.</p> <p>2.5 Acknowledging simple instructions and reminders in public and private places.</p> <p>2.6 Executing short instructions.</p>
<p>3. Speak with basic and simple words and phrases</p>	<p>3.1. Characters, prices, <i>numbers</i> are applied in conversation based on English Language Standard.</p> <p>3.2. Basic greetings and expressions are used according to the standards of the English Language.</p> <p>3.3. Simple verbal instructions are clarified.</p>	<p>3.1 Homonyms</p> <p>3.2 Rules of Syllabication</p> <p>3.3 Commonly used expressions</p> <p>3.4 Sentence segmentation diagraming</p> <p>3.5 Commonly used vocabulary for day-to-day</p>	<p>3.1 Applying characters, prices, and numbers in conversations.</p> <p>3.2 Using basic greetings and expressions.</p> <p>3.3 Clarifying simple verbal instructions.</p> <p>3.4 Expressing appropriate responses.</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>3.4. Appropriate responses are expressed.</p> <p>3.5. Syllables in words are produced applying neutral accent.</p> <p>3.6. Needs and preferences are discussed.</p>	<p>life</p> <p>3.6 Words stress and intonation</p>	<p>3.5 Producing syllables in words applying neutral accent.</p> <p>3.6 Discussing needs and preferences.</p>
<p>4. Write basic words and phrases and simple sentences</p>	<p>4.1. Commonly used English words are spelled based on any globally used dictionaries.</p> <p>4.2. Basic words and phrases are written as dictated.</p> <p>4.3. Simple sentences are written to express simple ideas and thought based on writing conventions.</p>	<p>4.1. Commonly used English words</p> <p>4.2. Basic words, expressions and phrases</p> <p>4.3. Simple and short non-complex sentences</p> <p>4.4. Writing conventions for letters and emails</p>	<p>4.1. Spelling commonly used English words.</p> <p>4.2. Writing basic words and phrases that are dictated.</p> <p>4.3. Writing simple sentences that express simple ideas and thought.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Commonly used English words	May include: <ul style="list-style-type: none"> 1.1. Roman Numerals 1.2. Months of the year 1.3. Days of the week 1.4. Time 1.5. Age 1.6. Common places and venues 1.7. Parts of the body 1.8. Advice and suggestions 1.9. Interests, hobbies, likes and dislikes 1.10. Describing past experiences, future plans and habitual activities
2. Short phrases and sentences	May include: <ul style="list-style-type: none"> 2.1. Formal greetings 2.2. Informal greetings 2.3. Commonly used expressions 2.4. Routine work expressions 2.5. Physical conditions 2.6. Directions 2.7. Weather
3. Needs and preferences	May include: <ul style="list-style-type: none"> 3.1. Asking others for help 3.2. Discussing health problems and physical conditions 3.3. Arranging transportation services 3.4. Purchasing needed items 3.5. Describing likes and dislikes
4. Signage and notices	May include: <ul style="list-style-type: none"> 4.1. Simple timetable 4.2. Roman Numerals 4.3. Workplace signage 4.4. Posters 4.5. Maps 4.6. Bulletin boards 4.7. Basic internationally recognized signage
5. Familiar names and titles	May include: <ul style="list-style-type: none"> 5.1. Name of people 5.2. Family members 5.3. Personal titles 5.4. Designations or Positions 5.5. Name of places 5.6. Nationality

6. Establishments	<p>May include:</p> <ul style="list-style-type: none"> 6.1. Restaurants 6.2. Supermarket 6.3. Department store 6.4. Train station 6.5. Bus station
7. Notes, messages and articles	<p>May include:</p> <ul style="list-style-type: none"> 7.1.1. Editorial 7.1.2. To-do-list 7.1.3. Journal 7.1.4. Bulletins
8. Simple instructions and reminders	<p>May include:</p> <ul style="list-style-type: none"> 8.1. Travel guide 8.2. Health guide 8.3. Road and Safety signage 8.4. Public announcements and reminders 8.5. Warning Signs
9. Written short instructions	<p>May include:</p> <ul style="list-style-type: none"> 9.1. How often events occur 9.2. Their work and others' work 9.3. Current events at work
10. Numbers	<p>May include:</p> <ul style="list-style-type: none"> 10.1. Cardinal Numbers 10.2. Ordinal Numbers 10.3. Roman Numerals
11. Needs and Preferences	<p>May include:</p> <ul style="list-style-type: none"> 11.1. Obligations 11.2. Explanations 11.3. Habits descriptions
12. Basic words and phrases	<p>May include:</p> <ul style="list-style-type: none"> 12.1 Simple Passages 12.2 Simple Instructions 12.3 Simple Directions 12.4 Simple Expressions 12.5 Simple Greetings

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1. Listened to basic words, phrases, simple and short sentences</p> <p>1.1.1 Counted Syllables of common English words.</p> <p>1.1.2 Placed together syllables listened to in order to form words following phonetic rules.</p> <p>1.1.3 Noted spoken simple short phrases and sentences.</p> <p>1.1.4 Identified common needs and preferences.</p> <p>1.2. Read basic words and phrases</p> <p>1.2.1 Interpreted common and basic signage and notices.</p> <p>1.2.2 Differentiated familiar names and titles.</p> <p>1.2.3 Compared prices in establishments.</p> <p>1.2.4 Summarized notes, messages and articles.</p> <p>1.2.5 Acknowledged simple instructions and reminders in public and private places.</p> <p>1.2.6 Executed short instructions.</p> <p>1.3. Spoke with basic and simple words and phrases</p> <p>1.3.1 Applied characters, prices, and numbers in conversation.</p> <p>1.3.2 Used basic greetings and expressions.</p> <p>1.3.3 Clarified simple verbal instructions.</p> <p>1.3.4 Expressed appropriate responses.</p> <p>1.3.5 Produced syllables in words applying neutral accent.</p> <p>1.3.6 Discussed needs and preferences.</p> <p>1.4. Wrote basic words, phrases and simple sentences</p> <p>1.4.1 Spelled commonly used English words.</p> <p>1.4.2 Wrote basic words and phrases that are dictated.</p> <p>1.4.3 Wrote simple sentences that express simple ideas and thought.</p>
<p>2. Resource Implications</p>	<p>2. The following resources should be provided:</p> <p>2.1 Appropriate supplies and materials</p> <p>2.2 Applicable equipment and gadgets</p> <p>2.3 Workplace or assessment area</p>
<p>3. Methods of Assessment</p>	<p>3. Competency in this unit may be assessed through:</p> <p>3.1 Demonstration</p> <p>3.2 Written Exam</p> <p>3.3 Oral questioning</p>
<p>4. Context of Assessment</p>	<p>4. Competency may be assessed (Institutional Assessment) in the actual workplace or at the designated TESDA Accredited ESL Training Center.</p>

UNIT TITLE : **USED EXPRESSIONS RELATED TO AREAS OF IMMEDIATE RELEVANCE AND CONCERNS**

UNIT CODE : **CS-402264108**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes to perform self-introduction, handle simple interaction in different transactions and handle simple interactions in the workplace.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform Self-introduction	1.1 Personal information are provided based on requirements. 1.2 Non-verbal communication is applied to establish meaning and understanding. 1.2 Simple queries on other personal information are answered. 1.3 Personal information on hobbies, likes, dislikes, weekly activities and future plans are provided.	1.1 Procedure in doing self-introduction 1.2 Personal information 1.3 Non-verbal communication 1.4 Likes and dislikes 1.5 Habits and routines 1.6 Entertainment (music, sports and arts)	1.1 Providing personal information based on requirements. 1.2 Applying non-verbal communication in establishing meaning and understanding. 1.3 Answering simple queries on other personal information. 1.4 Providing personal information on hobbies, likes, dislikes, weekly activities and future plans.
2. Handle simple interaction in different transactions	2.1 Inquiries on simple transactions with the adoption of culture and language are made.	2.1 Handling Different transactions 2.2 Cultural Sensitivity 2.3 Gender Sensitivity	2.1 Making inquiries on simple transactions with the adoption of culture and language.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>2.2 Arrangements of simple transactions in person are completed.</p> <p>2.3 Basic social interaction is established by using the simplest everyday polite and respectful expressions.</p> <p>2.4 Simple phone inquiries are completed using repetitive expressions.</p> <p>2.5 Relevant personal information of other people are asked.</p> <p>2.6 Personal details are written correctly based on standard issued forms.</p>	<p>2.4 Polite expressions</p> <p>2.5 WH- Questions</p> <p>2.6 Filling out standard issued forms</p>	<p>2.2 Completing arrangements of simple transactions in person.</p> <p>2.3 Establishing basic social interaction using the simplest everyday polite and respectful expressions.</p> <p>2.4 Completing simple phone inquiries using repetitive expressions.</p> <p>2.5 Asking relevant personal information of other people.</p> <p>2.6 Writing personal details correctly based on standard issued forms.</p>
3. Handle simple interactions in the workplace	<p>3.1 Preparation for work is conducted according to one's workplace procedures.</p> <p>3.2 Workplace activities are completed based on expected</p>	<p>3.1 Workplace regulations</p> <p>3.2 Words and expressions used for imperatives and requests</p>	<p>3.1 Conducting preparation for work according to one's workplace procedures.</p> <p>3.2 Completing workplace activities based on expected</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>output.</p> <p>3.3 Simple social interactions with co-workers are demonstrated.</p>	<p>3.3 Prepositions (in, on, at, etc.)</p>	<p>output.</p> <p>3.3 Demonstrating simple social interactions with co-workers.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal Information	May include: 1.1. Name 1.2. Age 1.3. Place of origin 1.4. Nationality 1.5. Job Experience and History
2. Non-verbal communication	May include: 2.1. Body language 2.2. Facial expressions 2.3. Hand gestures 2.4. Mannerisms
3. Simple transactions	May include: 3.1. Eating at the restaurant 3.2. Daily transportation 3.3. Purchasing 3.4. Making payments 3.5. Making call 3.6. Common health conditions or illness
4. Social interaction	May include: 4.1. Greetings and farewell 4.2. Introduction 4.3. Making request 4.4. Showing appreciation or gratitude 4.5. Expressing apologies
5. Forms	May include: 5.1. Membership forms 5.2. Medical forms 5.3. Registration Forms 5.4. Student Study Permit forms 5.5. Application forms 5.6. Immigration Forms
6. Preparation for work	May include: 6.1. Reading simple manuals with visual support 6.2. Following simple workplace instructions with visual 6.3. Asking simple questions 6.4. Following short simple written directions
7. Workplace activities	May include: 7.1. Asking for tools 7.2. Handing materials and tools

	<p>7.3. Making simple computations on quantities, costs and time</p> <p>7.4. Asking and answering simple questions.</p> <p>7.5. Initiating and responding to simple statements on areas of immediate need</p> <p>7.6. Reading a very short, rehearsed statement</p>
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EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1. Performed self-introduction</p> <p>1.1.1 Provided personal information based on requirements.</p> <p>1.1.2 Applied non-verbal communication to establish meaning and understanding.</p> <p>1.1.3 Answered simple queries on other personal information.</p> <p>1.1.4 Provided personal information on hobbies, likes, dislikes, weekly activities and future plans.</p> <p>1.2 Handled simple interaction in different transactions</p> <p>1.2.1 Made inquiries on simple transactions with the adoption of culture and language.</p> <p>1.2.2 Completed arrangements of simple transactions in person.</p> <p>1.2.3 Established basic social interaction using the simplest everyday polite and respectful expressions.</p> <p>1.2.4 Completed simple phone inquiries using repetitive expressions.</p> <p>1.2.5 Asked relevant personal information of other people.</p> <p>1.2.6 Wrote personal details correctly based on standard issued forms.</p> <p>1.3 Handled simple interactions in the workplace</p> <p>1.3.1 Conducted preparation for work according to one's workplace procedures.</p> <p>1.3.2 Completed workplace activities based on expected output.</p> <p>1.3.3 Demonstrated simple social interactions with co-workers.</p>
<p>2. Resource Implications</p>	<p>2. The following resources should be provided:</p> <p>2.1 Appropriate supplies and materials</p> <p>2.2 Applicable equipment</p> <p>2.3 Workplace or assessment area</p>
<p>3. Methods of Assessment</p>	<p>3. Competency in this unit may be assessed through:</p> <p>3.1 Demonstration with oral questioning</p> <p>3.2 Written Exam</p> <p>3.3 Interview</p>
<p>4. Context for Assessment</p>	<p>4. Competency may be assessed (Institutional Assessment) in the actual workplace or at the designated TESDA Accredited ESL Training Center.</p>

SECTION 3 TRAINING ARRANGEMENTS

3.1 NOMINAL DURATION FOR ENGLISH AS A SECOND LANGUAGE BEGINNER (A1 and A2) LEVEL

Recommended minimum duration for the **ESL BEGINNER (A1 and A2) LEVEL**

BEGINNER (A1 and A2) LEVEL	
• English	100 hours

3.2 TRAINEE'S ENTRY REQUIREMENTS

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

- Must have a background of the English Language
- Is a non-native speaker of English Language

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 at least a college graduate of any 4 year-degree course or any PQF Level 5 program related to English language
- Must have obtained a B1 level or higher language proficiency in the language to be taught
- Must have a training certificate aligned with teaching English as a Second or Foreign Language of 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 one (1) year 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 twelve (12) trainees for English as a Second Language Beginner (A1 and A2) 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	1 unit	Laptop or Computer set	1 box	Staple Wire
1 unit	USB or Flash Disk	1 unit	Projector or 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 or Desk	4 bottles (CMYBK)	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 Video Materials

3.5 TRAINING FACILITIES:

ENGLISH AS A SECOND LANGUAGE BEGINNER (A1 and A2) LEVEL is composed of workshops / classrooms with one (1) teacher and one (1) up to twelve (12) students. The training/learning and circulation areas are as follows:

SPACE REQUIREMENT	SIZE IN METERS (m)	AREA IN SQUARE METERS (m²)	TOTAL AREA IN SQUARE METERS (m²)	GRAND TOTAL AREA IN SQ. METERS (m²)
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

<p>1. CEFR</p>	<p>- Means Common European Framework of Reference for Languages. It 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.</p>
<p>2. Competencies</p>	<p>- Are the sum of knowledge, skills and characteristics that allow a person to perform actions.</p>
<p>3. Beginner</p>	<p>- Has the majority of descriptors stating social functions like use simple everyday polite forms of greetings, address and expressions; greet people; ask how they are and react to news; handle very short social conversations; ask and answer basic work related questions such as what they do at work, time and other similar basic conversation scenarios; make responses to invitations; discuss what to do and where to go; make arrangements for meetings or appointments; make and accept offers.</p> <p>Here too are to be found descriptors on getting out and about; make simple transactions in shops, post offices, banks and other establishments that are commonly encountered; get simple and basic information about travel; use of public transport like buses, trains, etc.; ask for basic information; ask and give directions; buy tickets; ask for and provide daily services.</p>
<p>4. Performance Information</p>	<p>- Refers to an individuals' name, family, background, educational background, hobbies, interests, likes and dislikes.</p>
<p>5. ESL</p>	<p>- Refers to English as a Second Language or may also refer to as English as Foreign Language.</p>
<p>6. Needs and preferences</p>	<p>- Refer to the following: asking others for help, discussing health problems and physical conditions, arranging transportation services, purchasing needed items, describing likes and dislikes. The list also includes obligations, explanations, and habits descriptions.</p>

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