

COMPETENCY STANDARDS

LANGUAGE A2 LEVEL



LANGUAGE SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
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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 LANGUAGE A2 LEVEL

Section 1 LANGUAGE A2 LEVEL

The **LANGUAGE A2 LEVEL** consists of competencies that a person must achieve in listening, speaking, reading and writing at a waystage 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 use expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment), can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters and can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Upon completion of this program, the learner should be able to pass any language proficiency examination corresponding to A2 level.

The units of competency comprising this competency standards include the following:

UNIT CODE	CORE COMPETENCIES
CS-400264103	USE EXPRESSIONS RELATED TO AREAS OF MOST IMMEDIATE RELEVANCE
CS-400264104	COMMUNICATE IN SIMPLE AND ROUTINE TASKS

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 **LANGUAGE A2 LEVEL**.

CORE COMPETENCIES

UNIT TITLE : USE EXPRESSIONS RELATED TO AREAS OF MOST IMMEDIATE RELEVANCE

UNIT CODE : CS-400264103

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to listen, read, speak, and write simple information.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Listen to simple information	1.1 Essential information from short, clear, simple messages are identified. 1.2 Main points in simple verbal information relating to most immediate priority are identified. 1.3 Simple verbal instructions and announcements are followed.	1.1 Vocabulary related to short, clear, simple messages 1.2 Highest frequency vocabulary related to very basic personal and family information, shopping, local geography, and employment 1.3 Highest frequency vocabulary related to instructions and announcements 1.4 Basic grammar rules of the language for A2 Level	1.1 Identifying essential information from short, clear, simple messages. 1.2 Identifying the main points in simple verbal information relating to most immediate priority. 1.3 Following simple verbal instructions and announcements.
2. Read simple information in print or digital format	2.1 Short simple personal messages are read. 2.2 Short simple messages on	2.1 Structure of simple personal messages 2.2 Structure of standard routine letters	2.1 Reading short simple personal messages. 2.2 Differentiating short simple messages on

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>standard routine letters are differentiated based on the country's culture and practices.</p> <p>2.3 Specific information in simpler written material is identified.</p> <p>2.4 Written instructions are followed.</p> <p>2.5 Common objects about popular destinations are distinguished.</p>	<p>2.3 Simple notes and memoranda</p> <p>2.4 Simple routine instructions and reminders</p> <p>2.5 Basic grammar rules of the language for A2 Level</p>	<p>standard routine letters.</p> <p>2.3 Identifying specific information in simpler written material.</p> <p>2.4 Following written instructions.</p> <p>2.5 Comparing common objects about popular destinations.</p>
3. Speak simple information	<p>3.1 Self and family members are introduced based on standard language conventions.</p> <p>3.2 Series of simple phrases and sentences in everyday interaction are used based on standard language conventions.</p> <p>3.3 Everyday aspects of the immediate environment are described based on standard language conventions.</p> <p>3.4 Simple verbal instructions are relayed based on standard language conventions.</p>	<p>3.1 Standard language conventions for speaking</p> <p>3.2 Introduction of oneself and family members</p> <p>3.3 Simple everyday polite forms of greetings and address</p> <p>3.4 Talking about hobbies and experiences</p> <p>3.5 Talking about location of places and things at work</p> <p>3.6 Simple routine instructions and reminders</p> <p>3.7 Asking discounts</p> <p>3.8 Describing places</p> <p>3.9 Telling weather conditions</p> <p>3.10 Relaying short announcement.</p>	<p>3.1 Introducing self and family members.</p> <p>3.2 Using a series of simple phrases and sentences in every interaction.</p> <p>3.3 Describing everyday aspects of the immediate environment.</p> <p>3.4 Relaying simple verbal instructions.</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Write simple information	<p>4.1 Information of oneself and family members are provided using simple sentences based on standard language conventions</p> <p>4.2 Series of simple phrases and sentences about areas of most <i>immediate relevance</i> are written based on standard language conventions.</p> <p>4.3 <i>Everyday aspects of the immediate environment</i> are written based on standard language conventions.</p>	<p>4.1 Standard language conventions for writing</p> <p>4.2 Simple personal letters</p> <p>4.3 Highest frequency vocabulary related to describe:</p> <ul style="list-style-type: none"> • Family information • Education • Employment background • Living conditions <p>4.4 Seasons and weather in a country</p>	<p>4.1 Providing information of oneself and family members using simple sentences.</p> <p>4.2 Writing series of simple phrases and sentences about areas of most immediate relevance.</p> <p>4.3 Writing everyday aspects of the immediate environment.</p>

RANGE OF VARIABLES

VARIABLES	RANGE
1. Immediate priority	May include: 1.1 Very basic personal and family information 1.2 Shopping 1.3 Local places 1.4 Employment 1.5 Medical needs
2. Personal messages	May include: 2.1 Birthday greetings 2.2 Invitation 2.3 Thank you 2.4 Congratulatory 2.5 Apology 2.6 Sympathy
3. Standard routine letters	May include: 3.1 Inquiries 3.2 Orders 3.3 Letters of confirmation
4. Simpler written materials	May include: 4.1 Printed materials 4.1.1 Letters 4.1.2 Brochures (Short advertisement, etc.) 4.1.3 Flyers 4.1.4 Road signage and directions 4.2 Digital format 4.2.1 E-mail 4.2.2 Websites 4.2.3 Social media 4.2.4 Online Display Advertising 4.2.5 Blogs
5. Everyday aspects of immediate environment	May include: 5.1 People 5.2 Places 5.3 Job 5.4 Study experience 5.5 Feelings and mood 5.6 Opinions 5.7 Hopes 5.8 Recommendations
6. Immediate relevance	May include: 6.1 Family information 6.2 Educational background 6.3 Employment background 6.4 Living conditions

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Listened to simple information.</p> <p>1.1.1 Identified essential information from short, clear, simple messages.</p> <p>1.1.2 Identified main points in simple verbal information relating to most immediate priority.</p> <p>1.1.3 Followed simple verbal instructions and announcements.</p> <p>1.2 Read simple information in print or digital format.</p> <p>1.2.1 Read simple personal short messages.</p> <p>1.2.2 Differentiated short simple messages on standard routine letters based on the country's culture and practices.</p> <p>1.2.3 Identified specific information in simpler written material.</p> <p>1.2.4 Followed written instructions.</p> <p>1.2.5 Distinguished common objects about popular destinations.</p> <p>1.3 Spoke simple information.</p> <p>1.3.1 Introduced self and family members based on standard language conventions.</p> <p>1.3.2 Used series of simple phrases and sentences in everyday interaction based on standard language conventions.</p> <p>1.3.3 Described everyday aspects of the immediate environment based on standard language conventions.</p> <p>1.3.4 Relayed simple verbal instructions based on standard language conventions.</p> <p>1.4 Wrote simple information.</p> <p>1.4.1 Provided information of oneself and family members using simple sentences based on standard language convention.</p> <p>1.4.2 Wrote a series of simple phrases and sentences about areas of most immediate relevance based on standard language conventions.</p> <p>1.4.3 Wrote everyday aspects of the immediate environment based on standard language conventions.</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>3.4 Role play</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed (Institutional Assessment) in the actual workplace or at the designated TESDA Accredited Language Training Center.</p>

UNIT TITLE : COMMUNICATE IN SIMPLE AND ROUTINE TASKS

UNIT CODE : CS-400264104

UNIT DESCRIPTOR : This module covers the knowledge, skills and attitude in communicating in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform simple routine tasks outside the workplace	1.1 <i>Simple routine tasks</i> are confirmed based on the country's culture and practices. 1.2 Simple routine tasks are carried out according to the country's culture and practices. 1.3 Short social exchanges on simple routine tasks are performed based on the country's culture and practices.	1.1 Asking and giving direction 1.2 Writing short simple notes, emails and text messages 1.3 Answering emails and simple inquiries 1.4 Making or responding to invitations 1.5. Making requests and suggestions 1.6 Expressing apology 1.7 Asking for clarification and keeping the conversation flowing 1.8 Arranging transportation, carrying out bank transactions, explaining plans and decisions	1.1 Confirming simple routine tasks. 1.2 Carrying out simple routine tasks. 1.3 Performing short social exchanges on simple routine tasks.
2. Perform simple routine tasks in workplace transactions	2.1 Preparations for simple routine tasks are done according to workplace procedures. 2.2 Simple routine tasks are carried out based on job requirements.	2.1 Making an appointment 2.2 Talking about past events and daily routine 2.3 Planning activities 2.4 Conversing at public places and workplace in	2.1 Preparing for simple routine tasks. 2.2 Carrying out simple routine tasks. 2.3 Performing short social exchanges of information with co-workers.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.3 Short social exchanges of information with co-workers are performed.	appropriate manner 2.5 Recalling past events and schedule of events in the workplace 2.6 Responding to opinions, complaints and recommendations	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Simple routine tasks	May include: 1.1 Answering simple inquiries 1.2 Checking emails 1.3 Writing simple diary 1.4 Writing to-do list 1.5 Reviewing to-do list
2. Short social exchanges	May include: 2.1 Making invitations 2.2 Responding to invitations 2.3 Making requests 2.4 Giving Suggestions 2.5 Expressing opinions 2.6 Offering Apologies

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>1. Assessment requires evidence that the candidate:</p> <p>1.1 Performed simple routine tasks outside the workplace.</p> <p>1.1.1 Confirmed simple routine tasks based on the country's culture and practices.</p> <p>1.1.2 Carried out simple routine tasks according to the country's culture and practice.</p> <p>1.1.3 Performed short social exchanges on simple routine tasks based on the country's culture and practice.</p> <p>1.2 Performed simple routine tasks in workplace transactions.</p> <p>1.2.1 Done preparations for simple routine tasks according to workplace procedures.</p> <p>1.2.2 Carried out simple routine tasks based on job requirements.</p> <p>1.2.3 Performed short social exchanges of information with co-workers.</p>
2. Resource Implications	<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>
3. Methods of Assessment	<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 Portfolio with Interview</p> <p>3.4 Role play</p>
4. Context for Assessment	<p>4. Competency may be assessed (Institutional Assessment) in the actual workplace or at the designated TESDA Accredited Language Training Center.</p>

SECTION 3 TRAINING ARRANGEMENTS

3.1 NOMINAL DURATIONS FOR LANGUAGES A2 LEVEL

List of recommended minimum duration for the training of Language A2 Level for non-native speakers.

A2 Level	
European Languages	Minimum Duration
• English	152 hours
• Italian	152 hours
• Spanish	152 hours
• German	152 hours
• French	152 hours
• Portuguese	200 hours
Asian Languages	
• Chinese Mandarin	300 hours
• Taiwanese Mandarin	300 hours
• Korean	300 hours
• Japanese	300 hours
• Arabic	200 hours
• Bahasa (Melayu and Indonesia)	152 hours
• Filipino	200 hours

3.2 TRAINEE'S ENTRY REQUIREMENTS

The trainees who shall enter the program must possess the following requirements:

- Must be at least eighteen (18) years old and above
- At least High School graduate or holder of an ALS certificate of achievement (secondary) or Senior High School graduate
- Must have training certificate for A1 level or any equivalent language certification

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

*Requirements for the availment of scholarship programs must be based on the latest issued Omnibus Guidelines.

3.3 TRAINER'S QUALIFICATIONS

- At least completed 2 year college level
- Must have certificate on higher language proficiency in the language to be taught OR training certificate of language course (at least B1 Level or higher) aligned with CEFR
- Must have Trainer's Methodology I (TM 1) Certificate or Community Based Training Methodology (CBTM)
- Must have at least two (2) years related experience in the language to be taught within the last five (5) years

* 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 twenty-five (25) trainees for Language 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 (optional)	1 unit	Laptop/Computer set	1 box	Staple Wire

1 unit	USB/Flash Disk	1 unit	Projector	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	25 pcs	Trainee's Armchair	4 bottles (CMYBK)	Printer Ink
1 unit	Online Storage Application	1 unit	White Board 4' x 8'	1 pc	Correction Tape
1 unit	Messaging application			2 boxes	Paper Clip
				4 boxes	Fastener
				25 pcs	Brown Envelope
				100 pcs	Index Card 1/8"
				5 packs	Assorted Meta Cards
				1 roll	Masking Tape
				1 copy	Grammar Book
				25 copies	Competency-Based Learning Materials
				1 copy	e-book
				1 copy each	Audio/Video Materials

3.5 TRAINING FACILITIES:

Language A2 Level is composed of workshops / classrooms with twenty-five (25) trainees/students class size. 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)				75.00
• Student / Trainee Lecture Area	7m x 5m	1.4 per student	35.00	
• Learning Resource Center	4 x 4	16 square meters	16.00	
• Simulation Area	4 x 4	16 square meters	16.00	
• Restroom (Male including PWD)	2 x 2	4 square meters	4.00	
• Restroom (Female including PWD)	2 x 2	4 square meters	4.00	
TOTAL AREA (in square meter)				75.00

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 our qualifications to other exams in their country. (http://bit.ly/3o36bld)
2. Level A2 (Waystage)	- Has the majority of descriptors stating social functions like use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. Here too are to be found descriptors on getting out and about: make simple transactions in shops, post offices or banks; get simple information about travel; use public transport: buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets; ask for and provide everyday goods and services. CEFR(https://bit.ly/407Arz7)
3. Competencies	- Are the sum of knowledge, skills and characteristics that allow a person to perform actions (CEFR 2001:9)
4. 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. (Training Regulations Framework per TESDA Board Resolution No. 2014-04) 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.
5. Performance Criteria	- Are evaluative statements that specify what is to be assessed and the required level of performance. Source: (TESDA Training Regulations Framework per TESDA Board Resolution No. 2014-04)
6. 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. Source: (TESDA Training Regulations Framework per TB Resolution No. 2014-04)
7. 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. Source: (TESDA Training Regulations Framework per TB Resolution No. 2014-04)

8. Personal Information	- Refers to an individual's name, family background, educational background, hobbies, interest, likes and dislikes.
9. Standards for Language Conventions	- Language conventions are different combinations of ways a writer manipulates language to show the audience something in a unique way. It includes spelling, punctuations, capitalizations, grammar and sentence structure.
10. Portfolio with Interview	- Refers to the output of the trainees from the entire training such as: pechakucha, product pitch presentation, workbook, and character writing activities.

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