

COMPETENCY STANDARDS

LANGUAGE B1 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 B1 LEVEL

Section 1 LANGUAGE B1 LEVEL

The **LANGUAGE B1 LEVEL** consists of competencies that a person must achieve in listening, speaking, reading and writing the language in the 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 understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. and can deal with most situations likely to arise while traveling in an area where the language is spoken.

This also contains competencies to help them produce simple connected text on topics, which are familiar, or of personal interest, describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.

Upon completion of this program, the learner should be able to pass any language proficiency examination corresponding to B1 level.

The units of competency comprising this qualification include the following:

UNIT CODE	CORE COMPETENCIES
CS-400264105	COMMUNICATE ON FAMILIAR MATTERS REGULARLY ENCOUNTERED
CS-400264106	DEAL WITH MOST SITUATIONS LIKELY TO ARISE

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 B1 LEVEL**.

CORE COMPETENCIES

UNIT TITLE : **COMMUNICATE ON FAMILIAR MATTERS REGULARLY ENCOUNTERED**

UNIT CODE : **CS-400264105**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to listen to the main points of clear standard speech on familiar matters, demonstrate understanding of frequently-read texts, speak with confidence on familiar routine and non-routine matters, and write straightforward connected text.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Listen to the main points of clear standard speech on familiar matters	1.1 Main points of the informal discussions are followed. 1.2 Instructions are followed based on familiar and factual information provided. 1.3 Main points on <i>familiar matters heard</i> regularly are noted. 1.4 Discussions on personal interests are noted in a generally familiar accent.	1.1 News, lifestyles, current affairs, audio video recordings and social media contents 1.2 Simple announcements 1.3 Discussion on familiar matters regularly heard 1.4 Strategies for Active Listening 1.5 Vocabulary expressions and patterns related to personal interests and beliefs 1.6 Customs and immigration matters 1.7 Information about accommodation,	1.1 Following main points of the informal discussions. 1.2 Following instructions. 1.3 Noting main points on familiar matters heard regularly. 1.4 Noting discussions on personal interests in a generally familiar accent.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		driving rules, emergency events, health conditions, arts/ culture and holidays	
2. Demonstrate understanding of frequently-read texts and images	<p>2.1 Straightforward instructions are followed based on the local culture and practices.</p> <p>2.2 Significant points in straightforward everyday materials are summarized.</p> <p>2.3 Significant forms are read.</p> <p>2.4 Events, feelings and wishes in longer texts are read.</p>	<p>2.1 Signs and signage</p> <p>2.2 Types of text</p> <ul style="list-style-type: none"> ● Notices ● Leaflets ● Articles ● simple directions <p>2.3 Information about:</p> <ul style="list-style-type: none"> ● News ● Current and sports events ● Climate ● Nature and the environment ● Feelings and wishes ● Financial transactions <p>2.4 Everyday materials and forms</p>	<p>2.1 Following straightforward instructions.</p> <p>2.2 Summarizing significant points in straightforward everyday materials.</p> <p>2.3 Reading significant forms.</p> <p>2.4 Reading events, feelings and wishes in longer texts.</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Speak with confidence on familiar routine and non-routine matters	3.1 Routine formal discussions in the workplace are carried out. 3.2 Accumulated factual information on familiar routine and non-routine matters is confirmed. 3.3 Longer conversations about familiar personal topics are carried out. 3.4 Feedback on work-related topics is provided. 3.5 Injuries and medical symptoms are described. 3.6 Queries related to transactions are conveyed 3.7 Personal preferences and emotions are expressed. 3.8 Others are directed using detailed instructions.	3.1 Experiences and events, feelings and emotions 3.2 Expressing opinions using Language of agreeing and disagreeing 3.3 Agree or disagree with an opinion including levels of politeness 3.4 Queries on things in the town, shops and shopping 3.5 Managing daily interactions 3.6 Strategies in managing a conversation flow: <ul style="list-style-type: none"> ● Initiating conversation ● Changing the topic ● Connecting ideas ● Interjecting in conversations ● Continuing a conversation ● Introducing new topic ● Closing a conversation 	3.1 Carrying out routine formal discussions in the workplace 3.2 Confirming accumulated factual information on familiar routine matters 3.3 Carrying out longer conversations about familiar personal topics. 3.4 Providing feedback on work-related topics 3.5 Describing injuries and medical symptoms 3.6 Conveying queries related to transactions 3.7 Expressing fears, anxieties and emotional states 3.8 Talking about interests, habits, likes and dislikes 3.9 Directing others using detailed instructions 3.10 Noting and adapting to cultural cues

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Write straightforward connected text	4.1 Information of immediate relevance to concerned individuals is written. 4.2 Personal messages are written. 4.3 Key points are listed during a straightforward presentation . 4.4 Inquiries and problems are noted based on the local culture and practices. 4.5 Significant Forms are accomplished. 4.6 Short written passages are paraphrased. 4.7 Brief reports are written based on standard conventional format 4.8 Event details are written	4.1 Information of immediate relevance 4.2 Detailed descriptions on a range of familiar subjects of interests 4.3 Vocabulary and expressions related to feelings and reactions 4.4 Accounts of experiences and events 4.5 Significant forms 4.6 Short written passages 4.7 Connecting words expressing cause and effect, compare and contrast 4.8 Templates for: <ul style="list-style-type: none"> ● Communicating inquiries and explaining problems ● Resumes ● Cover letters for resume ● Requests for services including education, medical and work 4.9 Standard writing conventions	4.1 Writing information of immediate relevance to concerned individuals. 4.2 Writing personal letters. 4.3 Listing key points during a straightforward presentation. 4.4 Noting inquiries and problems. 4.5 Accomplishing personal information in relevant forms. 4.6 Paraphrasing short written passages. 4.7 Writing brief reports. 4.8 Writing of event details

RANGE OF VARIABLES

VARIABLE	RANGE
1. Familiar matters	May include: 1.1 Work 1.2 School 1.3 Lifestyle 1.3.1 Leisure 1.3.2 Travel
2. Heard	May include: 2.1 Recorded audio or video 2.2 Broadcast audio 2.3 Interaction between co-workers 2.4 Interaction between native speakers 2.5 Meetings 2.6 Announcements 2.7 Instructions
3. Everyday materials	May include: 3.1 Everyday materials 3.1.1 Newspapers 3.1.2 Advertisements 3.1.3 Letters 3.1.4 Short official documents 3.1.5 Emails 3.1.6 Notices
4. Significant Forms	May include: 4.1 Membership forms 4.2 Medical forms 4.3 Simple tag out forms 4.4 Inquiry forms 4.5 Questionnaires 4.6 Remittance forms 4.6.1 Application forms 4.6.2 Government transaction forms 4.6.3 Order forms 4.6.4 Registration forms
5. Routine formal discussions	May include: 5.1 Exchange of factual information 5.2 Receiving instruction 5.3 Discussion of solutions to practical problems
6. Transactions	May include: 6.1 Shopping 6.2 Paying Bills 6.3 Ordering food

	6.4 Consulting with medical personnel 6.5 Buying medicine 6.6 Bank transactions 6.7 Availment of services
7. Personal preferences and emotions	May include: 7.1 Emotions 7.1.1 Fears 7.1.2 Anxiety 7.1.3 Happiness 7.1.4 Sadness 7.2 Personal preferences 7.2.1 Likes and dislikes 7.2.2 Hobbies 7.2.3 Interests
8. Concerned individuals	May include: 8.1 Friends 8.2 Service people 8.3 Teachers
9. Personal messages	May include: 9.1 Events 9.2 Feelings 9.3 Wishes 9.4 Impressions
10. Straightforward presentation	May include: 10.1 Traditional Lectures 10.2 Podcasts 10.3 Cooking shows 10.4 Vlogs 10.5 Blogs

EVIDENCE GUIDE

<p>1. Critical Aspect of Competency</p>	<p>1. Assessment requires evidence that the candidate:</p> <p>1.1 Listened to the main points of clear standard speech on familiar matters.</p> <p>1.1.1 Followed main points of the informal discussions.</p> <p>1.1.2 Followed instructions based on familiar and factual information provided.</p> <p>1.1.3 Noted main points on familiar matters regularly heard.</p> <p>1.1.4 Noted discussions on personal interests articulated in a generally familiar accent.</p> <p>1.2 Demonstrated understanding of frequently-read texts and images.</p> <p>1.2.1 Followed straightforward instructions based on the local culture and practices.</p> <p>1.2.2 Summarized significant points in straightforward everyday materials.</p> <p>1.2.3 Read significant forms.</p> <p>1.2.4 Read events, feelings and wishes in longer texts.</p> <p>1.3 Spoke with confidence on familiar routine and non-routine matters.</p> <p>1.3.1 Carried out routine formal discussions in the workplace.</p> <p>1.3.2 Confirmed accumulated factual information on familiar routine and non-routine matters.</p> <p>1.3.3 Carried out longer conversations about familiar personal topics.</p> <p>1.3.4 Provided feedback on work-related topics.</p> <p>1.3.5 Described injuries and medical symptoms.</p> <p>1.3.6 Conveyed queries related to transactions.</p> <p>1.3.7 Expressed personal preferences and emotions.</p> <p>1.3.8 Directed others using detailed instructions.</p> <p>1.4 Write straightforward connected text.</p> <p>1.4.1 Wrote Information of immediate relevance to concerned individuals.</p> <p>1.4.2 Wrote personal messages.</p> <p>1.4.3 Listed key points during a straightforward presentation.</p> <p>1.4.4 Noted inquiries and problems based on the local culture and practices.</p> <p>1.4.5 Accomplished significant forms.</p> <p>1.4.6 Paraphrased short written passages.</p> <p>1.4.7 Wrote brief reports based on standard conventional format.</p> <p>1.4.8 Written events' details.</p>
<p>2. Resource Implication</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. Method 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 Group and Individual Presentations</p>

	3.3 Listening, Reading and Written Exams
4. Context of Assessment	4. Competency may be assessed (Institutional Assessment) in the actual workplace or at the designated TESDA Accredited Language Training Center.

UNIT TITLE : DEAL WITH MOST SITUATIONS LIKELY TO ARISE

UNIT CODE : CS-400264106

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to deal with most transactions in handling goods and services, deal with unpredictable occurrences in the workplace, and make use of a wide range of simple language to deal with most situations.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Deal with most transactions in handling goods and services	1.1 Transactions in obtaining services are arranged. 1.2 Transactions in receiving goods and supplies are handled. 1.3 Feedback forms relative to handling of goods and services are accomplished. 1.4 Transactions in handling goods and services are documented. 1.5 Daily transactions are summarized following workplace reporting procedure.	1.1 Obtaining goods and services 1.2 Expressing concerns and complaints: <ul style="list-style-type: none"> ● Filling out feedback forms ● Writing of initial complaint 1.3 Handling routine call flow 1.4 Documentation and recording workplace procedure	1.1 Arranging transactions to obtain services 1.2 Handling transactions in receiving goods and supplies 1.3 Accomplishing feedback forms relative to handling goods and services 1.4 Documenting transactions in handling goods and services 1.5 Summarizing daily transactions

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Deal with unpredictable occurrences in the workplace	<p>2.1 Unexpected workplace incidents are reported based on workplace procedures.</p> <p>2.2 Opinions on possible solutions to work-related problems are provided based on workplace procedures.</p> <p>2.3 Miscommunication at the workplace is addressed based on workplace procedures.</p> <p>2.4 Less routine tasks are performed based on workplace procedures.</p> <p>2.5 Views of others are solicited based on workplace procedures.</p>	<p>2.1 Places in town, weather expressions and adjectives</p> <p>2.2 Function words and phrases to indicate time, places, and directions (B1 Level)</p> <p>2.3 Comparing and contrasting alternatives in solving problems</p> <p>2.4 Managing interaction</p> <ul style="list-style-type: none"> ● Interjecting ● Changing topics ● Resuming or continuing conversations <p>2.5 Detailed procedures on solving problems in the workplace</p>	<p>2.1 Reporting unexpected workplace incidents</p> <p>2.2 Providing opinions on possible solutions to work-related problems</p> <p>2.3 Addressing miscommunication at the workplace</p> <p>2.4 Performing less routine tasks</p> <p>2.5 Soliciting views of others.</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Make use of a wide range of simple language to deal with most situations	3.1 Conversation about familiar topics is carried out. 3.2 Personal opinions on topics pertinent to everyday life are expressed. 3.3 Brief comments on the views of others are given. 3.4 Conversation is maintained by expressing personal feelings .	3.1 Vocabulary relating to: <ul style="list-style-type: none"> • Hobbies and Travel • Family and work • Everyday life and routine 3.2 Surveys and results 3.3 Expressing opinions: <ul style="list-style-type: none"> • Language of agreeing and disagreeing 3.4 Initiating and closing conversations	3.1 Carrying out conversation about familiar topics. 3.2 Expressing personal opinions on topics pertinent to everyday life 3.3 Giving brief comments on the views of others 3.4 Maintaining conversations by expressing personal feelings

RANGE OF VARIABLES

VARIABLE	RANGE
1. Services	May include: 1.1 Travel arrangements 1.2 Making appointments 1.3 Making reservations 1.4 Booking accommodations 1.5 Placing orders
2. Unexpected workplace incidents	May include: 2.1 Workplace accidents 2.2 Malfunction of machineries 2.3 Illness or sickness 2.4 Minor Injuries 2.5 Defective tools
3. Topics	May include: 3.1 Personal daily life 3.2 Workplace activities
4. Personal feelings	May include: 4.1 Happiness 4.2 Sadness 4.3 Excitement 4.4 Anger 4.5 Fear 4.6 Disappointment 4.7 Worry 4.8 Resentment

EVIDENCE GUIDE

<p>1. Critical Aspect of Competency</p>	<p>1. Assessment requires evidence that the candidate:</p> <p>1.1 Dealt with most transactions in handling goods and services.</p> <p>1.1.1 Arranged transactions in obtaining services.</p> <p>1.1.2 Handled transactions in receiving goods or supplies.</p> <p>1.1.3 Accomplished feedback forms relative to handling of goods and services.</p> <p>1.1.4 Documented transactions in handling goods and services.</p> <p>1.1.5 Summarized daily transactions following workplace reporting procedures.</p> <p>1.2 Dealt with unpredictable occurrences in the workplace</p> <p>1.2.1 Reported unexpected workplace incidents based on workplace procedures.</p> <p>1.2.2 Provided opinions on possible solutions to work-related problems based on workplace procedures.</p> <p>1.2.3 Addressed miscommunication at the workplace based on workplace procedures.</p> <p>1.2.4 Performed less routine tasks based on workplace procedures.</p> <p>1.2.5 Solicited views of others based on workplace procedures.</p> <p>1.3 Made use of wide range of simple language to deal with most situations.</p> <p>1.3.1 Carried out conversation about familiar topics.</p> <p>1.3.2 Expressed personal opinions on topics pertinent to everyday life.</p> <p>1.3.3 Gave brief comments on the views of others.</p> <p>1.3.4 Maintained conversation by expressing personal feelings.</p>
<p>2. Resource Implication</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. Method 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 Group and Individual Presentation</p> <p>3.3 Listening, Reading and Written Exam</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 Language Training Center.</p>

SECTION 3

3.1 NOMINAL DURATIONS FOR LANGUAGES B1 LEVEL

List of recommended minimum duration for the training for Language B1 Level for non-native speakers.

B1 Level	
European Languages	Minimum Duration
• English	152 hours
• Italian	152 hours
• Spanish	180 hours
• German	152 hours
• French	152 hours
• Portuguese	252 hours
Asian Languages	
• Chinese Mandarin	352 hours
• Taiwanese Mandarin	352 hours
• Korean	300 hours
• Japanese	300 hours
• Arabic	252 hours
• Bahasa (Melayu and Indonesia)	200 hours
• Filipino	252 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 A2 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

- Must be a college graduate
- Must have B1 certificate or higher language proficiency certificate in the language to be taught OR training certificate of language course (B1 Level) aligned with CEFR
- Must have Trainer's Methodology I (TM 1) Certificate
- 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 B1 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 (CMYK)	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 B1 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
<ul style="list-style-type: none"> • Student / Trainee Lecture Area 	7m x 5m	1.4 per student	35.00	
<ul style="list-style-type: none"> • Learning Resource Center 	4 x 4	16 square meters	16.00	
<ul style="list-style-type: none"> • Simulation Area 	4 x 4	16 square meters	16.00	
<ul style="list-style-type: none"> • Restroom (Male including PWD) 	2 x 2	4 square meters	4.00	
<ul style="list-style-type: none"> • Restroom (Female including PWD) 	2 x 2	4 square meters	4.00	
TOTAL AREA (in square meter)				75.00

GLOSSARY OF TERMS

GENERAL

<p>1. CEFR</p>	<ul style="list-style-type: none"> - 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)
<p>2. Level B1 (Threshold)</p>	<ul style="list-style-type: none"> - reflects the Threshold Level specification and is perhaps most categorized by two features. The first feature is the ability to maintain interaction and get across what you want to, for example: generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect; express the main point he/she wants to make comprehensively; keep going comprehensively, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. The second feature is the ability to cope flexibly with problems in everyday life, for example cope with less routine situations on public transport; deal with most situations likely to arise when making travel arrangements through an agent or when actually traveling; enter unprepared into conversations on familiar topics. (https://bit.ly/407Arz7)
<p>3. Competencies</p>	<ul style="list-style-type: none"> - are the sum of knowledge, skills and characteristics that allow a person to perform actions (CEFR 2001:9)
<p>4. Element</p>	<ul style="list-style-type: none"> - 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. (<i>Training Regulations Framework per TESDA Board Resolution No. 2014-04</i>) 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.
<p>5. Performance Criteria</p>	<ul style="list-style-type: none"> - are evaluative statements that specify what is to be assessed and the required level of performance. <i>Source: (TESDA Training Regulations Framework per TESDA Board Resolution No. 2014-04)</i>
<p>6. Required Knowledge</p>	<ul style="list-style-type: none"> - 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. <i>Source: (TESDA Training Regulations Framework per TB Resolution No. 2014-04)</i>

7. Required Skills	<p>- 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.</p> <p><i>Source: (TESDA Training Regulations Framework per TB Resolution No. 2014-04)</i></p>
9. Information of immediate relevance	<p>- refers to notes conveying simple information to concerned individuals related to his/her everyday life and points he/she feels important.</p> <p><i>(CEFR)</i></p>
10. Personal Information	<p>- refers to an individual's name, educational background, work experience, skills (soft and hard skills), future plans.</p>
11. Frequently-used text	<p>- refers to text consisting mainly of everyday or job-related language.</p> <p><i>(CEFR)</i></p>
12. Language Conventions	<p>- Language conventions are different combinations of ways a writer manipulates language to show the audience something in a unique way. Control of spelling, grammar and punctuation are required by students in all curriculum areas for effective speaking, learning, reading and writing.</p> <p><i>Australian Translation Services, https://bit.ly/42rHjZO</i></p>

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