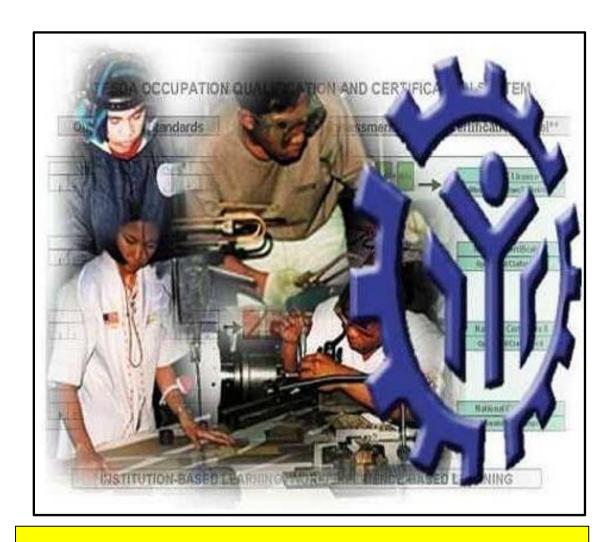# COMPETENCY STANDARDS

LANGUAGE A1 LEVEL

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

TABLE OF CONTENTS

LANGUAGE SECTOR

LANGUAGE A1 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.

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**COMPETENCY STANDARDS FOR
LANGUAGE A1 LEVEL**

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SECTION 1 LANGUAGE A1 LEVEL

The **LANGUAGE A1 LEVEL** consists of competencies that a person must achieve to use familiar everyday expressions and very basic phrases and interact in a simple way aligned to Common European Framework of References for Languages (CEFR) standards.

This level includes competencies which the individual must have so he or she can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. It also contains competencies to help the person introduce himself or herself and others. The individual can ask and answer questions about personal details such as where the person lives, people he or she knows and things he or she has, in order to interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Upon completion of this program, the learner should be able to pass any language proficiency examination corresponding to A1 level.

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

UNIT CODE	CORE COMPETENCIES
CS-402264101	USE FAMILIAR EVERYDAY EXPRESSIONS AND VERY BASIC PHRASES
CS-402264102	INTERACT IN A SIMPLE WAY

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 A1 LEVEL.**

CORE COMPETENCIES

UNIT TITLE	:	**USE FAMILIAR EVERYDAY EXPRESSIONS AND VERY BASIC PHRASES**

UNIT CODE	:	**CS-402264101**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to listen, read, speak, and write using familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Listen to basic words and phrases	1.1 Recognition of specific sounds of the language is demonstrated. 1.2 Syllables in a word are identified. 1.3 Thoughts of sentences are captured through segmentation. 1.4 Simple verbal instructions are followed.	1.1 Homonyms 1.2 Rules of Syllabication 1.3 Number of syllables 1.4 Basic phrases and clauses 1.5 Sentence segmentation 1.6 Basic grammar rules of the language for A1 Level	1.1 Demonstrating the recognition of specific sounds of the language. 1.2 Identifying syllables in a word. 1.3 Capturing thoughts of sentences through segmentation. 1.4 Following simple verbal instructions.
2. Read basic words and phrases	2.1 ***Familiar names and titles*** are differentiated. 2.2 ***Signage and notices*** are read. 2.3 Prices and quantities in ***places*** are compared.	2.1 Personal information and job titles 2.2 Family and Kinship 2.3 Common public signage 2.4 Common workplace Signage	2.1 Differentiating familiar names and titles. 2.2 Reading signage and notices. 2.3 Comparing prices and quantities in places. 2.4 Reading simple notes and messages.

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ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 Simple notes and messages are read. 2.5 Written instructions are followed.	2.5 Numbers and numerals 2.6 Quantities and cost 2.7 Simple instructions and reminders 2.8 Basic grammar rules of the language for A1 Level	2.5 Following written instructions.
3. Speak basic words and phrases	3.1 Vocabularies and Numbers are applied in conversation based on standards for language conventions. 3.2 Basic greetings and polite expressions are used according to standards for language conventions. 3.3 Simple verbal instructions are repeated.	3.1 Standard Language conventions for speaking 3.2 Vocabularies and numbers 3.3 Basic greetings and polite expressions 3.4 Basic grammar rules of the language for A1 Level	3.1 Applying vocabulary and numbers in conversation. 3.2 Using basic greetings and polite expressions. 3.3 Repeating simple verbal instructions.
4. Write basic words and phrases	4.1 Characters are *written* following standards for language conventions. 4.2 *Numbers* are written based on standards for language conventions. 4.3 *Basic words* and *phrases* are written according to standards for	4.1 Standards for language conventions when writing 4.2 Characters 4.3 Numbers and numerals 4.4 Useful phrases and words 4.5 Rules on Basic Punctuations and Mechanics 4.6 Basic grammar rules of the language	4.1 Writing characters. 4.2 Writing numbers. 4.3 Writing basic words and phrases. 4.4 Writing simple notes and messages.

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ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	language conventions. 4.4 **Simple notes** and messages are written according to standards for language conventions.		

RANGE OF VARIABLES

VARIABLE	RANGE

1. Familiar names and titles	May include:
	   1.1 Name of people
	   1.2 Family members
	   1.3 Personal titles
	   1.4 Designations / Positions
	   1.5 Name of places
	   1.6 Nationality

2. Signage and notices	May include:
	   2.1 Simple timetable
	   2.2 Workplace signage
	   2.3 Posters
	   2.4 Maps
	   2.5 Bulletin boards

3. Places	May include:
	   3.1 Home
	   3.2 Restaurants
	   3.3 Supermarket
	   3.4 Department store
	   3.6 Train station
	   3.7 Bus station
	   3.8 Airport

4. Writing of characters	May include:
	   4.1 Handwritten
	   4.2 Using keyboard
	   4.3 Using electronic mobile devices

5. Numbers	May include:
	   5.1 Numerals
	   5.2 Month
	   5.3 Date
	   5.4 Time
	   5.5 Age

6. Basic Words and phrases	May include:
	   6.1 Formal greetings
	   6.2 Informal greetings
	   6.3 Commonly used expressions
	   6.4 Commonly asked questions

7. Simple notes	May include:
	   7.1 Locations
	   7.2 Directions
	   7.3 Text messages

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EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate:
	1.1. Listened to basic words and phrases
	    1.1.1 Demonstrated recognition of specific sounds of the language.
	    1.1.2 Identified syllables in a word.
	    1.1.3 Captured thoughts of sentences through segmentation.
	    1.1.4 Followed simple verbal instructions.
	1.2. Read basic words and phrases
	    1.2.1 Differentiated familiar names and titles.
	    1.2.2 Read signage and notices.
	    1.2.3 Compared prices and quantities in places.
	    1.2.4 Read simple notes and messages.
	    1.2.5 Followed written instructions.
	1.3 Spoke basic words and phrases
	    1.3.1 Applied vocabularies and numbers in conversation based on standards for language conventions.
	    1.3.2 Used basic greetings and polite expressions according to standards for language conventions.
	    1.3.3 Repeated simple verbal instructions.
	1.4 Wrote basic words and phrases
	    1.4.1 Wrote characters following standards for language conventions.
	    1.4.2 Wrote numbers based on standards for language conventions.
	    1.4.3 Wrote basic words and phrases according to standards for language conventions.
	    1.4.4 Wrote simple notes and messages according to standards for language conventions.

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

3. Methods of Assessment	3. Competency in this unit may be assessed through:
	    3.1 Demonstration with oral questioning
	    3.2 Written Exam

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   **:**   **INTERACT IN A SIMPLE WAY**

UNIT CODE   **:**   **CS-402264102**

UNIT DESCRIPTOR   **:**   This unit covers the knowledge, skills and attitudes to introduce self and others, handle simple transactions outside of the workplace, and handle simple transactions in the workplace.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Introduce self and others	1.1 ***Personal information*** is provided. 1.2 Basic information about self and ***other people*** is provided. 1.3 Gestures and greetings are performed based on cultural norms. 1.4 Simple queries on other personal information are answered. 1.5 Personal information of other persons are asked. 1.6 Personal details in written ***forms*** are submitted.	1.1 Introduction of oneself and others 1.2 Gestures and greetings 1.3 Common format and information within simple forms 1.4 Basic vocabulary used in filling out simple forms	1.1 Providing personal information 1.2 Providing basic information of other people. 1.3 Performing gestures and greetings 1.4 Answering simple queries on other personal information. 1.5 Asking personal information of other persons. 1.6 Submitting personal details in written forms.
2. Handle simple transactions outside of the workplace	2.1 Inquiries on ***simple transactions*** are made based on the country's culture and practices. 2.2 Arrangements on simple transactions are carried out based on the country's culture and practices.	2.1 Description of places in town and weather conditions 2.2 Likes and dislikes 2.3 Habits and routines 2.4 Hospital or clinic transactions 2.5 Restaurant transactions 2.6 Supermarket or department store transactions	2.1 Making inquiries on simple transactions 2.2 Carrying out arrangements on simple transactions. 2.3 Completing transactions. 2.4 Establishing basic social contact by using simplest everyday polite forms.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.3 Transactions are **completed** based on the country's culture and practices. 2.4 Basic **social contact** is established by using simplest everyday polite forms.	2.7 Travel and leisure transactions 2.8 Traditional beliefs and practices 2.9 Entertainment (music, sports and arts)	
3. Handle simple transactions in workplace	3.1 **Preparation for work** is conducted according to workplace procedures. 3.2 **Workplace activities** are performed based on job requirements. 3.3 Workplace activities are completed based on expected output. 3.4 Social interactions with co-workers are established.	3.1 6s methodology in the workplace ● sort ● set ● shine ● standardize ● sustain ● safety 3.2 Requesting for things 3.3 WH-questions (What, Where, When) 3.4 Function words and phrases to indicate time, places, and directions 3.5 Basic understanding of different registers	3.1 Conducting preparation for work. 3.2 Performing workplace activities. 3.3 Completing workplace activities. 3.4 Establishing social interactions with co-workers.

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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 Title
	   1.6 Contact number (Mobile/Telephone)
	   1.7 E-mail address

2. Other People	May include:
	   2.1 Family Members
	   2.2 Relatives
	   2.3 Friends
	   2.4 Colleagues

3. Forms	May include:
	   3.1 Application forms
	   3.2 Medical forms
	   3.3 Residency forms

4. Simple transactions	May include:
	   4.1 Eating at the restaurant
	   4.2 Using daily transportation
	   4.3 Answering emails and messages
	   4.4 Purchasing
	   4.5 Paying utility bills
	   4.6 Making calls
	   4.7 Describing common health signs and symptoms
	   4.8 Asking for help

5. Completion of transactions	May include:
	   5.1 Accomplishing forms
	   5.2 Affixing signature
	   5.3 Making Payments
	   5.4 Securing receipt

6. Social contact	May include:
	   6.1 Greetings and farewell
	   6.2 Introduction
	   6.3 Saying please
	   6.4 Saying thank you
	   6.5 Saying sorry
	   6.6 Social cultural norms and practices

7. Preparation for work	May include:
	   7.1 Reading simple manuals with visual support
	   7.2 Following simple workplace instructions with visuals
	   7.3 Obtaining instructions from superior

	7.4 Asking simple questions to superior 7.5 Following short simple oral and written directions
8. Workplace activities	May include: 8.1 Ask people for things 8.2 Give people things 8.3 Handle numbers quantities, costs and time 8.4 Ask and answer simple questions. 8.5 Initiate and respond to simple statements on areas of immediate need 8.6 Read a very short, rehearsed statement

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EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Introduced self and others
	    1.1.1 Provided personal information.
	    1.1.2 Provided basic information about self and other people.
	    1.1.3 Performed gestures and greetings based on cultural norms.
	    1.1.4 Answered simple queries on other personal information.
	    1.1.5 Asked personal information of other persons.
	    1.1.6 Submitted personal details in written forms.
	1.2 Handled simple transactions outside of the workplace
	    1.2.1 Made inquiries on simple transactions based on the country's culture and practices.
	    1.2.2 Carried out arrangements on simple transactions based on the country's culture and practices.
	    1.2.3 Completed transactions based on the country's culture and practices.
	    1.2.4 Established basic social contact by using simplest everyday polite forms.
	1.3 Handled simple transactions in workplace
	    1.3.1 Conducted preparation for work according to workplace procedures.
	    1.3.2 Performed workplace activities based on job requirements.
	    1.3.3 Completed workplace activities based on expected output.
	    1.3.4 Established social interactions with co-workers.

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

3. Methods of Assessment	3. Competency in this unit may be assessed through:
	    3.1 Demonstration with oral questioning
	    3.2 Written Exam

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

SECTION 3   TRAINING ARRANGEMENTS

3.1   NOMINAL DURATIONS FOR LANGUAGES A1 LEVEL

List of recommended minimum duration for the training of Language A1 Level for non-native speakers.

A1 Level	
European Languages	**Minimum Duration**
● English	100 hours
● Italian	100 hours
● Spanish	100 hours
● German	100 hours
● French	100 hours
● Portuguese	152 hours
Asian Languages	
● Mandarin Chinese	200 hours
● Taiwanese Mandarin	200 hours
● Korean	152 hours
● Japanese	152 hours
● Arabic	152 hours
● Bahasa (Melayu and Indonesia)	100 hours
● Filipino	152 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 be a Filipino Citizen* (for TESDA scholarship availment)

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 A2 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

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 twenty-five (25) trainees for Language A1 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

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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

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3.5 TRAINING FACILITIES:

Language A1 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 (m)	AREA IN SQUARE METERS (m²)	TOTAL AREA IN SQUARE METERS (m²)	GRAND TOTAL AREA IN SQ. METERS (m²)
Building (permanent)				**67.00**
● Student / Trainee Lecture Area	6 x 4.5	27	27.00	
● Learning Resource Center	4 x 4	16	16.00	
● Simulation Area	4 x 4	16	16.00	
● Restroom (Male including PWD)	2 x 2	4	4.00	
● Restroom (Female including PWD)	2 x 2	4	4.00	
TOTAL AREA (in square meter)				**67.00**

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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.

Cambridge, http://bit.ly/3o36bld

2. Level A1 (Breakthrough) - Is considered the lowest level of generative language use – the point at which the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically organized repertoire of situation-specific phrases'.

(CEFR Section 3.6)

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. Characters - Basic symbols that are used to write or print a language.

National Library of Medicine, https://bit.ly/3MFBHXk

9. Gestures - In language acquisition, these are forms of non-verbal communication involving movements of the hands, arms, and/or other parts of the body.

Wikipedia https://bit.ly/3zUvWgF

10. 6s Methodology (otherwise known as 5s + Safety) - Is a system that aims to promote and sustain a high level of productivity and safety throughout a work space. While adhering to the 5S principle of Sort, Set in order, Shine, Standardize, and Sustain, the 6S method adds the concept of Safety.

Safety Culture https://rb.gy/qxf3o

11. Personal Information - Refers to an individual's name, age, birthday, birthplace address and contact information.

12. 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.

13. Punctuation - Punctuation marks structure and organizes written language, but also indicates pauses and intonation when reading aloud.

Toppan Digital Language https://rb.gy/18cjk

14. Mechanics - Mechanics are the small parts of your writing that stick everything together to ensure that everything makes sense and that emphasis is placed where you want it to be.

UBC Wiki https://rb.gy/6zyhd

ACKNOWLEDGEMENTS

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

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