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MISSION

- Provides need-based tertiary and advanced programs in Agriculture, Education and allied fields;
- Undertakes applied research, extension and production services that yield - workable and durable solutions to sector specific challenges, thus improving the socio-economic well-being of identified communities

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Credibility and Integrity
Social Responsibility and Interfaith Dialogue
Collaboration and Shared Competence

EXTENSION PROJECT PROPOSAL

PART I.

PROJECT SUMMARY

A. Title: **“Bridging Skills and Communication: Strengthening English Communicative Competence of TESDA TVI Teachers and Trainers for Effective Technical Instruction”**

The project is a research-based capability-building initiative designed to strengthen the English communicative competence of teachers and trainers in selected TESDA-accredited Technical-Vocational Institutions (TVIs). It focuses on the practical use of English in technical-vocational instruction, particularly in explaining technical concepts, giving instructions, using technical vocabulary, facilitating classroom interaction, preparing instructional materials, asking questions, providing feedback, and communicating effectively across face-to-face and flexible learning environments.

The project directly translates into an extension intervention the recommendation of the completed study Lived Experiences of TVIs in the Implementation of Flexible Learning During the Pandemic, which specifically recommends English Language Competency Training for TVI teachers and trainers as part of continuing professional development. The research recommends that such training address English communication skills, grammatical accuracy, technical vocabulary, instructional language proficiency, and effective classroom communication.

B. Implementer:

The lead implementer is the **School of Arts and Sciences (SAS), J.H. Cerilles State College (JHCSC) – Bachelor of Arts in English Language Studies (BAELS) program**, through its faculty members in coordination with the JHCSC Extension Office, Technical Education and Skills Development Authority (TESDA), and participating TESDA-accredited Technical-Vocational Institutions (TVIs) in Zamboanga del Sur.

The BAELS faculty of the School of Arts and Sciences shall serve as the primary implementing team and technical resource group of the project, particularly in the design and delivery of the English communicative competency training, development of contextualized instructional materials, facilitation of workshops and microteaching activities, and assessment of participants' communication and instructional performance. The JHCSC Extension Office shall provide institutional extension coordination, documentation, monitoring, and administrative support, while TESDA and participating TVIs shall



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facilitate beneficiary identification, coordination, and contextualization of the intervention to the needs of technical-vocational trainers.

C. Project Team

Project Role	Name	Area of Specialization/Contribution
Project Leader	Dr. Frederick P. Grengia	Project leadership, educational management, institutional coordination
Project Team Member	Dr. Vilma C. Grengia	Education, instructional development, program coordination
Project Team Member	Dr. Patricia D. Bahian	Education, institutional/community engagement and coordination
Project Team Member	Prof. Darlin Jane Balbastro	English language and communication instruction
Project Team Member	Dr. Benjamin B. Mangila	Technical-vocational education and training
Project Team Member	Dr. Arnold P. Canday	Training facilitation, community engagement, and instructional support
Project Team Member	Prof. Christopher L. Abanales	English language, critical writing, instructional materials development, and training

D. Target Group

The primary beneficiaries of the project are:

Teachers, trainers, and instructional personnel of selected TESDA-accredited Technical-Vocational Institutions (TVIs) in Zamboanga del Sur.

The initial implementation shall target approximately 40 TVI teachers and trainers who are directly involved in theoretical instruction, practical training, demonstration, assessment, modular learning, online learning, blended learning, and other forms of technical-vocational education delivery.

The project may subsequently be expanded through echo-training, peer mentoring, and institutional replication within participating TVIs.



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E. Cooperating Agencies

The project shall be implemented through a collaborative partnership among the J.H. Cerilles State College School of Arts and Sciences (SAS) – Bachelor of Arts in English Language Studies (BAELS) Program, the JHCSC Extension Office, TESDA, and participating Technical-Vocational Institutions (TVIs). The cooperating agencies and institutional partners shall perform complementary roles in ensuring that the intervention is responsive to the actual communication and instructional needs of TVI teachers and trainers.

1. **Technical Education and Skills Development Authority (TESDA) – Zamboanga del Sur**
Shall serve as the primary external institutional partner by providing technical-vocational context, assisting in the identification and coordination of participating TVIs and trainers, and providing relevant guidance on the competencies and communication demands of TESDA programs.
2. **Selected TESDA-Accredited Technical-Vocational Institutions (TVIs) in Zamboanga del Sur**
Shall serve as the primary beneficiary institutions and community partners. Participating TVIs shall identify qualified teacher-trainer participants, provide relevant information on their instructional communication needs, facilitate participation in project activities, and support the application of acquired competencies in actual training settings.
3. **J.H. Cerilles State College – Extension Office**
Shall provide institutional extension coordination and administrative support, including project documentation, monitoring, evaluation, coordination with external partners, and compliance with institutional extension policies and requirements.
4. **JHCSC School of Arts and Sciences (SAS) – Bachelor of Arts in English Language Studies (BAELS) Program**
As the **principal academic implementing unit**, the BAELS Program shall provide the project's technical and academic expertise in English language, communication, language pedagogy, and instructional materials development. Its faculty members shall lead the design and delivery of the training modules, facilitate workshops and practice activities, develop contextualized learning resources, conduct microteaching and performance assessment, and provide post-training coaching and technical assistance.
5. **Other JHCSC Academic and Support Units, as Appropriate**
Other academic or support units of JHCSC may provide complementary expertise, resources, facilities, technology, documentation, or logistical assistance as may be necessary for the successful implementation of the project.



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F. Timeframe

Implementation Period: March 2027 – August 2027

Month	Major Phase
March 2027	Partnership coordination, participant identification and training needs assessment
April 2027	Orientation, baseline assessment and Core English Communicative Competency Training
May 2027	Technical English and instructional language training
June 2027	Flexible-learning communication and instructional-material development
July 2027	Microteaching, coaching, post-assessment and application activities
August 2027	Follow-up monitoring, evaluation, consolidation of results and terminal reporting

G. Financial Requirement

The proposed project shall require an estimated budget of **Php80,000.00**.

The proposed budget shall support the implementation of the six-month extension project, including training materials, supplies, communication, documentation, transportation, food expenses, instructional resources, and other allowable project-related expenditures.

H. Impact Statement

The project seeks to strengthen the ability of TVI teachers and trainers to use English effectively as a medium for communicating technical knowledge and vocational skills.

The intended impact is not limited to improving participants' general English proficiency. Rather, the project aims to strengthen their ability to:

- explain technical concepts clearly;
- use technical terminology appropriately;
- give accurate and comprehensible instructions;
- explain procedures and processes;
- facilitate classroom and workshop interaction;
- ask questions and check learner understanding;
- provide constructive feedback;
- prepare clear instructional materials; and
- communicate effectively in face-to-face and flexible learning environments.



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This focus is directly supported by the completed research, which recommends that TVIs institutionalize English Language Competency Training for teachers and trainers, emphasizing communication skills, grammatical accuracy, technical vocabulary, instructional language proficiency, and classroom communication.

The project is expected to generate impact at three levels:

1. Individual Level

Improved English communicative confidence, technical vocabulary, instructional language, and classroom communication among participating teachers and trainers.

2. Institutional Level

Improved quality and clarity of instructional materials, technical explanations, classroom interaction, and flexible-learning communication within participating TVIs.

3. Community/Educational Level

Contribution to the delivery of more comprehensible and responsive technical-vocational education for learners preparing for employment, livelihood, and occupational competencies.

I. Summary

Bridging Skills and Communication: Strengthening English Communicative Competence of TESDA TVI Teachers and Trainers for Effective Technical Instruction is a six-month, research-based extension project of the JHCSC School of Arts and Sciences – BAEELS Program, implemented with the institutional support of the JHCSC Extension Office and in partnership with TESDA–Zamboanga del Sur and selected TESDA-accredited TVIs.

The project is directly anchored in the completed research study Lived Experiences of TVIs in the Implementation of Flexible Learning During the Pandemic. The study examined the experiences of TVI students, trainers, and school heads as they adapted to alternative learning modalities and identified professional development needs arising from changes in instructional delivery.

One of the study's explicit recommendations is for TVIs to institutionalize English Language Competency Training for teachers and trainers, particularly in English communication, grammatical accuracy, technical vocabulary, instructional language proficiency, and classroom communication.



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The proposed project converts this research recommendation into a structured extension intervention.

It will consist of:

Needs Assessment → Training → Guided Practice → Contextualized Application → Microteaching → Feedback → Post-Assessment → Follow-up Monitoring

Rather than being a single-session seminar, the six-month project provides a sustained professional development process that allows participants to learn, practice, demonstrate, receive feedback, and apply the competencies in their actual instructional settings.

PART II.

PROJECT DETAILS

A. Background and Justification

Technical-Vocational Education and Training (TVET) is fundamentally oriented toward the acquisition of practical and occupational competencies. The quality of TVET therefore depends not only on the technical expertise of trainers but also on their ability to communicate technical knowledge, procedures, standards, and performance expectations effectively.

The completed research study entitled Lived Experiences of TVIs in the Implementation of Flexible Learning During the Pandemic provides the primary research basis for this extension project.

The study explored the lived experiences of TVI administrators, trainers, and students during the implementation of flexible learning. Its findings provided insights into the challenges, adjustments, coping mechanisms, and institutional responses associated with changing modes of educational delivery.

The research documented the use of different learning arrangements, including face-to-face, online, distance, modular, and blended learning. These arrangements required TVIs and their instructional personnel to adapt their teaching approaches and communication practices.

The research further recognized the particular challenges faced by TVET because vocational programs require both theoretical understanding and practical skills development. Unlike purely academic instruction, TVET frequently requires demonstrations, workshop activities, equipment manipulation, practical exercises, and close trainer-learner interaction.



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These circumstances underscore the importance of communication in technical-vocational instruction.

➤ **Research-Based Need**

The most direct basis for the proposed project is found in the research recommendations concerning TVI administrators and teachers/trainers.

The completed research recommends that TVIs **institutionalize English Language Competency Training for teachers and trainers as part of continuing professional development.**

The recommended training specifically encompasses:

- English communication skills;
- grammatical accuracy;
- technical vocabulary;
- instructional language proficiency;
- effective classroom communication;
- explanation of technical concepts;
- preparation of comprehensible instructional materials;
- facilitation of classroom discussions; and
- communication in face-to-face and flexible learning environments.

The research also recommends that TVI teachers and trainers participate in English Language Competency Training to improve communication and instructional effectiveness, particularly their use of technical terminology and explanation of vocational concepts.

Thus, the proposed extension project is not based merely on a generalized assumption that English is important in education. It responds to a specific professional development intervention identified and recommended by the completed research.

Necessity of the Project

The project is necessary because the research has already identified English communicative competence as a specific area for professional development among TVI teachers and trainers.

Technical expertise and communicative competence serve complementary functions in TVET. A trainer may possess extensive occupational knowledge but still require support in translating that knowledge into language that learners can readily understand and apply.



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The proposed intervention therefore does not attempt to provide technical-vocational training itself. Rather, it strengthens the communication dimension of technical instruction.

A.1 Alignment to Global, National, and Institutional Frameworks

A.1.1 Sustainable Development Goals

For this extension project, the strongest alignments are:

SDG	Project Alignment and Justification
SDG 4 – Quality Education	The project contributes to quality education by strengthening the professional capacity of TVI teachers and trainers responsible for technical-vocational instruction.
SDG 8 – Quality Education	By supporting the quality of technical-vocational instruction, the project indirectly contributes to the preparation of learners for employment, livelihood, and occupational opportunities.
SDG 10 – Reduced Inequalities	The project supports clearer and more accessible instructional communication for learners with varied educational and linguistic backgrounds.
SDG 17 – Partnerships for the Goals	The project establishes collaboration among JHCSC, TESDA, and participating TVIs.

A.1.2 A.C.H.I.E.V.E. Framework

This project is most strongly aligned with:

Priority	Project Alignment and Justification
Advanced and Accessible Lifelong Learning	This project provides continuing professional development to strengthen the English communicative and instructional competencies of TVI teachers and trainers.
Centralized Human Capital Development	This project develops the professional competencies of TVET instructional personnel in English communication, technical vocabulary, instructional language, and effective technical instruction.
Harmonized SDG-Based Research and Innovation	This project translates completed research findings and recommendations into a structured community extension and professional development intervention.



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A.1.3 R.E.S.I.L.I.E.N.T. Framework

The project is particularly aligned with:

Priority	Project Alignment and Justification
Research-driven, SDG-based, and industry responsive education	This project translates research findings into a practical capacity-building intervention responsive to the communication needs of TVI teachers and trainers.
Empowered Communities and Effective Public Service	This project extends JHCSC's academic expertise and services to the local technical-vocational education community.
Learning Excellence anchored in Quality Assurance, accreditation and Partnerships	This project promotes quality instruction through competency-based training, practice, assessment, and collaboration with TESDA and participating TVIs.
Nurtured Professional Excellence and Workforce Development	This project strengthens the English communicative, technical vocabulary, and instructional competencies of TVI teachers and trainers through professional development.

A.1.4 T.A.B.A.N.G.E. Framework

The strongest alignment is with:

T – Technology and Literacy Initiatives

This project develops English and instructional literacy for effective technical instruction, including communication and preparation of materials for flexible and technology-supported learning.

B. Specific Objectives

The project specifically aims to:

1. determine the English communicative and instructional needs of participating TESDA TVI teachers and trainers;
2. strengthen basic English communicative competence in speaking, listening, grammar, vocabulary, pronunciation, and functional communication;
3. enhance the use of technical and vocational terminology in explaining concepts, processes, tools, equipment, and occupational tasks;



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4. develop instructional language proficiency for giving directions, explaining concepts, sequencing procedures, asking questions, checking understanding, and providing feedback;
5. improve participants' ability to explain technical concepts clearly and comprehensibly in English;
6. enhance participants' ability to prepare clear and appropriate English instructional materials;
7. strengthen English-mediated classroom and workshop interaction;
8. develop communication strategies appropriate for face-to-face, modular, online, and blended learning;
9. provide opportunities for participants to demonstrate and receive feedback on their English instructional performance; and
10. establish a basis for continuing professional development and institutional follow-up on English communicative competence within participating TVIs.

C. Logical Framework

Particular	Indicators	Means of Verification	Assumptions
Goal	Strengthened English-mediated technical instruction among participating TVIs	Terminal report; monitoring results; instructional outputs	TVIs support application of competencies
Purpose	At least 40 TVI teachers/trainers participate and demonstrate improvement in identified competencies	Attendance; pre/post assessment; performance rubrics	Participants actively participate
Outcomes: Improved understanding of rights, remedies, customary/formal justice systems, government services, and community advocacy mechanisms.	Majority of participants demonstrate improved knowledge and confidence	Pre/post assessment; evaluation forms; facilitator observation	Knowledge is retained and applied.



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Outcome 1	Improved basic English communication	Increased post-assessment performance	Participants continue practicing competencies
Outcome 2	Improved technical vocabulary and explanation of technical concepts	Technical communication outputs	Participants apply technical English
Outcome 3	Improved instructional language	Microteaching performance	Participants have opportunities to apply skills
Outcome 4	Improved instructional materials	Revised/developed instructional materials	TVIs support material application
Outcome 5	Follow-up professional development mechanism established	Action plans; monitoring reports	TVIs support continuing development
Activities	Coordination, needs assessment, training, workshops, microteaching, assessment, coaching and monitoring completed	Accomplishment reports	Partner institutions cooperate

The table presents the results chain from activities to outputs, outcomes, purpose, and ultimately the project goal. It also identifies the means of verification and key assumptions needed for successful implementation. Overall, it demonstrates how the planned capacity-building activities are expected to improve the English communicative and instructional competencies of TVI teachers and trainers and contribute to strengthened English-mediated technical



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Activity	Description	Target Participants	Timeframe	Responsible	Expected Output
1. Partnership Coordination	Establish coordination with TESDA and participating TVIs and finalize implementation arrangements.	TESDA, TVI administrators, BAELS team	March 2027	Project Leader/ BAELS/ JHCSC Extension Office	Partnership and implementation arrangements
2. Participant Identification	Identify and confirm teacher-trainer participants.	Selected TVIs	March 2027	TESDA/TVIs/Project Team	Final participant list
3. Training Needs Assessment	Assess English communication, grammar, technical vocabulary, instructional language and communication needs.	40 participants	March 2027	BAELS Faculty	Baseline competency profile
4. Orientation and Pre-Assessment	Orient participants and administer baseline assessment.	40 participants	April 2027	BAELS Faculty	Pre-assessment results
5. Module 1: Communicating with Clarity	Grammar, sentence construction, vocabulary, pronunciation and professional	40 participants	April 2027	BAELS Faculty	Communication exercises



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	communication.				
6. Module 2: English for Technical-Vocational Instruction	Technical terminology, definitions, descriptions, processes and procedures.	40 participants	May 2027	BAELS/TVET Resource Persons	Technical English outputs
7. Module 3: The Language of Instruction	Directions, explanations, questioning, clarification and feedback.	40 participants	May 2027	BAELS Faculty	Instructional language activities
8. Module 4: English for Flexible Learning	Module writing, activity sheets, online instructions, announcements and digital feedback.	40 participants	June 2027	BAELS/ICT Resource Persons	Flexible-learning materials
9. Instructional Material Development Workshop	Participants develop or revise actual instructional materials used in their TVIs.	40 participants	June 2027	BAELS Faculty	Contextualized instructional materials
10. Microteaching/Demonstration	Participants conduct short technical-vocational lessons using English.	40 participants	July 2027	BAELS Faculty/Peer Evaluators	Demonstration outputs



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11. Coaching and Feedback	Individual and peer feedback based on performance.	40 participants	July 2027	BAELS Faculty	Individual action plans
12. Post-Assessment	Measure changes in English communicative and instructional competence.	40 participants	July 2027	Project Team	Post-assessment results
13. Follow-up Monitoring	Monitor application of competencies in participants' respective TVIs.	Participating trainers	August 2027	BAELS/TVI Coordinators	Application/monitoring report
14. Final Evaluation and Documentation	Consolidate results, outputs, feedback and lessons learned.	Project Team	August 2027	BAELS/JH CSC Extension Office	Terminal accomplishment report

Proposed Core Training Modules:

Module 1 – Communicating with Clarity

- Grammar for instructional communication
- Sentence construction
- Vocabulary development



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- Pronunciation and intelligibility
- Functional expressions
- Professional communication

Module 2 – English for Technical-Vocational Instruction

- Technical terminology
- Defining technical terms
- Describing tools and equipment
- Explaining processes
- Sequencing procedures
- Describing occupational tasks
- Simplifying complex technical information

Module 3 – The Language of Instruction

- Giving clear directions
- Explaining concepts
- Asking effective questions
- Checking understanding
- Clarifying misunderstandings
- Facilitating discussions
- Providing feedback
- Corrective communication

Module 4 – English for Flexible and Technology-Supported Learning

- Writing module instructions
- Preparing activity sheets
- Writing online announcements
- Giving asynchronous instructions
- Writing assessment directions
- Providing written feedback
- Communicating through digital platforms

Module 5 – From Technical Knowledge to Effective Instruction

Participants will demonstrate the ability to:

Introduce → Explain → Demonstrate → Question → Clarify → Assess → Give Feedback

This provides the project's culminating performance component and allows the BAELS faculty to assess whether participants can transfer the communication skills acquired during training into actual technical-vocational instructional situations.

D. Methodology

The project shall employ a participatory, competency-based, experiential, contextualized, and practice-oriented professional development approach informed by the findings and recommendations of the completed study on the lived experiences of TVI teachers, trainers, and students in implementing flexible learning during the pandemic.



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The methodology recognizes that TVI teachers and trainers possess existing technical and occupational expertise. Accordingly, the project will not treat English as a separate or purely academic subject. Instead, it will strengthen the participants' ability to use English effectively in explaining technical concepts, delivering instructions, using technical vocabulary, developing instructional materials, and facilitating learner interaction across face-to-face and flexible learning environments.

The methodology will include:

1. Training Needs Assessment

The project will begin with an assessment of participants' existing English communicative and instructional competencies. The assessment will identify priority areas involving:

- English communication;
- grammatical accuracy;
- technical vocabulary;
- instructional language;
- explanation of technical concepts;
- preparation of instructional materials; and
- communication in flexible-learning environments.

The results will be used to contextualize the succeeding training activities.

2. English Communicative Competency Development

Participants will engage in practical activities designed to strengthen their ability to communicate clearly and accurately in English. Activities will focus on:

- sentence construction and grammatical accuracy;
- vocabulary development;
- pronunciation and clarity;
- professional communication;
- giving clear directions and instructions;
- asking and responding to questions; and
- facilitating learner interaction.

This directly responds to the completed study's recommendation for English Language Competency Training for TVI teachers and trainers.

3. Technical English and Vocabulary Development

The training will connect English language skills with the participants' actual technical and vocational fields. Participants will practice:



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Technical terms → Definitions → Processes → Procedures → Explanations → Applications

Activities will focus on using appropriate technical terminology and explaining technical concepts in language that learners can readily understand.

4. Instructional Language Development

Participants will be guided in using English effectively as a language of instruction. The activities will develop their ability to:

- introduce lessons and topics;
- give instructions;
- explain technical procedures;
- demonstrate processes;
- ask questions and check understanding;
- clarify difficult concepts;
- provide feedback; and
- facilitate classroom and workshop discussions.

5. Flexible and Technology-Supported Learning Communication

In response to the study's findings on flexible learning, participants will develop communication skills applicable to different learning modalities. Activities will include the preparation of:

- module and activity instructions;
- learning materials;
- online announcements;
- asynchronous learning instructions;
- assessment directions; and
- written learner feedback.

The emphasis will be on making instructional communication clear, comprehensible, and appropriate to the learning modality.

6. Contextualized Instructional Materials Development

Participants will apply the competencies developed during the training by reviewing, revising, or developing instructional materials relevant to their respective technical-vocational programs.

The process will follow:

Technical Content → Language Review → Simplification/Clarification → Instructional Application → Peer Feedback

This will help ensure that technical content is communicated accurately while remaining accessible to learners.



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CORE VALUES

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Hope, Honesty and Humility

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Social Responsibility and Interfaith Dialogue

Collaboration and Shared Competence

7. Microteaching and Performance-Based Learning

Participants will demonstrate their application of the competencies through contextualized microteaching activities. Each participant will be guided through the sequence:

Introduce → Explain → Demonstrate → Question → Clarify → Assess → Give Feedback

Performance will be assessed using a competency-based rubric focusing on English communication, technical vocabulary, instructional language, clarity of explanation, learner interaction, and overall instructional delivery.

8. Coaching, Feedback, and Post-Assessment

Facilitators will provide individualized and group feedback following training activities and microteaching demonstrations. A post-assessment will then be administered to determine changes in the identified competencies.

The results will be compared with the baseline assessment to determine areas of improvement and remaining development needs.

9. Follow-Up Professional Development

Participants and partner TVIs will be encouraged to develop simple action plans for the continued application of the competencies acquired during the project. Follow-up monitoring will document:

- application of English instructional strategies;
- use of improved instructional materials;
- continuing professional development activities; and
- areas requiring further support.

This approach is consistent with the completed study's recommendation that English Language Competency Training be incorporated into the continuing professional development of TVI teachers and trainers.

E. Line-Item Budget

The following is a proposed budget for the extension activity involving approximately 40 beneficiaries in total.



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Budget Item	Particular Item	Estimated Cost	Total
1. Operating Cost			₱39,000.00
1.1 Supplies	Training kits, printing, folders, paper, pens, worksheets and assessment materials	₱20,000.00	₱20,000.00
1.2 Communication	Internet/data, coordination and communication expenses	₱5,000.00	₱5,000.00
1.3 Documentation	Certificates, photo/video documentation, reproduction and project documentation	₱7,000.00	₱7,000.00
1.4 Others	Instructional/resource materials and other allowable operating requirements	₱7,000.00	₱7,000.00
2. Travel Costs and Food Expenses			₱35,000.00
2.1 Fare	Local transportation for project team/resource persons and coordination activities	₱8,000.00	₱8,000.00
2.2 Food Expense	Meals/snacks during major training activities	₱25,000.00	₱25,000.00
2.3 Others	Local transportation and related activity expenses	₱2,000.00	₱2,000.00
3. Miscellaneous	Allowable incidental project expenses	₱6,000.00	₱6,000.00
	TOTAL PROJECT BUDGET		₱80,000.00

EXPECTED PROJECT OUTCOMES

Consistent with the research findings and recommendations that serve as the basis of the project, the intervention is expected to produce the following outcomes:



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1. Improved English Communicative Competence

TVI teachers and trainers demonstrate improved English communication skills, including grammatical accuracy, vocabulary use, clarity, and professional communication.

2. Strengthened Technical English Proficiency

Participants improve their ability to use appropriate technical vocabulary and explain technical concepts, processes, and procedures clearly in English.

3. Improved Instructional Language

Participants demonstrate greater competence in using English for giving instructions, explaining lessons, asking questions, checking understanding, facilitating discussions, and providing feedback.

4. Improved Flexible-Learning Communication

Participants develop greater capacity to communicate effectively through modular, online, blended, and other flexible-learning modalities, particularly through clear written and digital instructional communication.

5. Improved Instructional Materials

Participants develop or enhance instructional materials using clear, comprehensible, and context-appropriate English for technical-vocational learners.

6. Strengthened Instructional Delivery

Through microteaching, practice, and feedback, participants demonstrate improved ability to integrate English communication skills with technical content and instructional delivery.

7. Sustained Professional Development

Participating TVIs establish practical action plans and follow-up mechanisms to support the continued development and application of English communicative and instructional competencies among their teachers and trainers.

8. Strengthened Institutional Collaboration

The project strengthens collaboration among JHCSC, TESDA–Zamboanga del Sur, and participating TESDA-accredited



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Collaboration and Shared Competence

TVIs in supporting the continuing professional development and instructional capacity of TVI teachers and trainers.

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