



Republic of the Philippines  
**Department of Education**  
 NATIONAL CAPITAL REGION

**REGIONAL MEMORANDUM**

ORD-2024-1075

TO : **SCHOOLS DIVISION SUPERINTENDENTS**  
 SDO Las Pinas  
 SDO Pasay  
 SDO Quezon City  
 SDO Taguig-Pateros

FROM : **JOCELYN DR ANDAYA**  
 Director IV

SUBJECT : **DEPLOYMENT OF CHINESE VOLUNTEER TEACHERS (CVTs) FOR FOLLOW-THROUGH AND MENTORING SESSIONS TO SELECT SPECIAL PROGRAM IN FOREIGN LANGUAGE (SPFL)-CHINESE SCHOOLS FOR S.Y. 2024-2025**

DATE. : September 9, 2024

1. This has reference to Memorandum BCD-SCPD-I-2024-1324 dated August 16, 2024 signed by Gina O. Gonong, Undersecretary for Curriculum and Teaching, relative to the above-captioned activity to be held on September 1, 2024 to March 30, 2025, for information and appropriate action.
2. Immediate dissemination of this Memorandum is desired.

Encls: as stated CLMD/ACG2024



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Republic of the Philippines  
**Department of Education**

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

BCD-SCPD-~~Q~~-2024- 1324

**MEMORANDUM**

**FOR** : **REVSEE A. ESCOBEDO**  
 Undersecretary for Operations

**ATTN.** : **TOLENTINO G. AQUINO**, *Regional Director, Region I*  
**RONNIE S. MALLARI**, *OIC-Regional Director, Region III*  
**SALUSTIANO T. JIMENEZ**, *Regional Director, Region VII*  
**JOCELYN DR ANDAYA**, *Director IV, NCR*

**FROM** : **GINA O. GONONG**  
 Undersecretary for Curriculum and Teaching

*ALMA RUBY C. TORIO*  
 Assistant Secretary  
 - OIC Undersecretary  
 23/08/24

**SUBJECT** : **DEPLOYMENT OF CHINESE VOLUNTEER TEACHERS (CVTs)  
 FOR FOLLOW-THROUGH AND MENTORING SESSIONS TO  
 SELECT SPECIAL PROGRAM IN FOREIGN LANGUAGE  
 (SPFL)-CHINESE SCHOOLS FOR S.Y. 2024-2025**

**DATE** : August 16, 2024

This has reference to the deployment of Chinese volunteer teachers (CVTs) for follow-through and mentoring sessions to select Special Program in Foreign Language (SPFL)-Chinese schools from September 1, 2024 to March 30, 2025.

Organized by the Confucius Institute-Angeles University Foundation (CI-AUF), the partner of this Department in the implementation of SPFL-Chinese, the follow-through and mentoring sessions aim to enhance the language learning experience of SPFL-Chinese learners by deploying native Chinese instructors to assist the SPFL-Chinese teachers.

In this regard, this Office requests the host schools and their respective regions to ensure the security and safety of the CVTs by extending assistance in identifying decent accommodations and exercising any necessary precautions for their protection throughout their stay.

Below is the list of CVTs and their areas of assignment:

Region	CVT	School
NCR	Wang Meijuan	San Francisco High School (Host School)
	Wang Hongdan	SPFL-Chinese Mandarin Center of Excellence

1/F Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City  
 Direct Line: (632) 8633-7202/8687-4146 E-mail: [ouct@deped.gov.ph](mailto:ouct@deped.gov.ph)





Republic of the Philippines

## Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

BCD-SCPD-O-2024-

	Qiang Yuhan	Captain Albert Aguilar National High School-Annex Makati Science High School Pasay City West High School (Host School)
Region I	Tu Yilin	Paoay National High School (Host School)
	Meng Danyang	SPFL-Chinese Mandarin Center of Excellence
Region III	Tai Yijing	Tarlac National High School (CI classroom)
	Li Biyue	
	Zhang Zeyun	Bataan National High School
Region VII	Du Xiaoyu	Biking Technical Vocational National High School
		Lourdes National High School (Host School)

For any queries and/or clarifications, kindly contact Dr. Riza C. Gusano, SPFL-Chinese Focal Person, or Ms. Janinn Almeyda-Mendoza, SPFL Lead Focal Person, through email at [bcd.scpd.spfl@deped.gov.ph](mailto:bcd.scpd.spfl@deped.gov.ph) or this number (02) 8632-0170.

For consideration and appropriate action.



**TRAINING MATRIX**  
**FOR SPFL-CHINESE MANDARIN TEACHERS'**  
**FOLLOW-THROUGH AND MENTORING TRAINING PROGRAM**  
**SY 2024-2025**

**1. Training Overview**

In support of the effort of the Department of Education in formulating innovative ways to reskill and upskill its teaching force, the Confucius Institute at Angeles University Foundation (CI-AUF) will conduct Follow-Through & Mentoring Sessions for the SPFL-Chinese Mandarin teachers starting September 2024 until March 2025. The weekly 2-hour follow-through and mentoring session, a component of the training cycle for SPFL-Chinese Mandarin Teachers, aims to sustain the teachers' Chinese language proficiency and enhance their foreign language pedagogy. Furthermore, it will equip the teachers with the necessary language knowledge to pass HSK 3 and qualify for the MAEd CLT program next year.

**1.1 Training Objectives**

Leaners functioning within Stage 2 of the SPFL-Chinese Mandarin Teachers' Training Program can understand and master basic Language materials related to common daily settings. Can produce simple sentence structures, provide simple descriptions, and exchange some basic information. Begin to develop confidence and interest in learning the Chinese language. Have some preliminary knowledge of learning strategies, communicative strategies, resource strategies and interdisciplinary strategies. Gain introductory Chinese cultural knowledge, and acquire preliminary cross-cultural awareness and international perspectives.

**1.2 Linguistic Knowledge**

Knowledge	Description of Objectives
Phonology	1. know the importance of pronunciation in learning Chinese language; 2. master some tone changes; 3. use appropriate pronunciation and intonation in everyday conversation.
Character and Word	1. master 300 common Chinese characters (ideograms) toward proficiency in the four skills areas; 2. identify sounds, forms and meanings of Chinese characters; 3. understand the relationships between characters and words;



	4. master 600 words related to daily life and school life.
<b>Grammar</b>	Know and master: 1.RMB, sum of money and interrogative pronouns; 2. expressions of time, place and location; 3. special questions; 4. structures and functions of attributes and adverbials; 5.existential sentences; 6. expressions of wishes.
<b>Function</b>	1.know major communicative functions such as greetings, thanks, Apologies and farewells; 2. know and use communicative functions such as inquiries, introductions and descriptions; 3. accomplish simple daily interactions.
<b>Theme</b>	1. know topics of personal interest and family life; 2. know topics of daily and leisure activities; 3. know simple topics of campus and professional life.
<b>Discourse</b>	With teacher guidance: 1. know sentences in their proper context and produce longer passages; 2. know the parts of a sentence and learn to master the stem of a sentence and understand connotations via modifiers and limiters; 3. perceive differences and contrasts in thinking between Chinese language and learners 'mother tongue; 4. perceive figures of speech in Chinese (hyperbole, parallelism); 5. understand emotions expressed in both written and spoken Chinese.

### 1.3 Linguistic Skills

Skills	Description of Objectives
<b>General</b>	Can understand simple language materials closely related to personal and daily activities. Can communicate with others on such topics and introduce themselves or others. Can understand simple words and phrases used to express emotions and feelings (thanks or apologies) and attitudes (positive or negative); knowhow to exchange greetings and farewells in different contexts.

Skills	Description of Objectives
<b>Specific</b> <b>Listening</b>	Can understand basic materials closely related to personal and daily activities and seek relevant information.



		<p>Can understand classroom interactions and respond to instructions accordingly including:</p> <ol style="list-style-type: none"> <li>1. brief expressions related to personal and daily life;</li> <li>2. casual exchange of phrases and greetings;</li> <li>3. brief questions, replies, demands or requests related to personal and daily life;</li> <li>4. numbers, time or place mentioned in conversation;</li> <li>5. classroom directions.</li> </ol>
	<b>Speaking</b>	<p>Can reproduce sentences in appropriate tone and give simple answers to questions. Can communicate with other. On topics closely related to personal and daily activities. Can express personal needs and wants, including:</p> <ol style="list-style-type: none"> <li>1. use simple vocabulary to exchange basic information about themselves and others;</li> <li>2. communicate with others, using simple words and phrases on topics closely related to personal and daily activities; ask simple questions or respond with clear answers;</li> <li>3. communicate with others in familiar situations, using previously learned words and phrases; give simple instructions or make simple requests; express needs and seek assistance;</li> <li>4. appropriately express attitudes and emotions on different occasions.</li> </ol>
	<b>Reading</b>	<p>Can recognize basic characters, words, sentences and short textual materials, understand program requirements and gather relevant information from short textual materials, including:</p> <ol style="list-style-type: none"> <li>1. recognize the general idea of simple informational material related to personal and daily activities;</li> <li>2. recognize and understand greetings, thanks, or invitations in routine social interactions;</li> <li>3. guess the meaning of signs, symbols or descriptive material encountered in daily activities written in familiar characters and words;</li> <li>4. understand simple notes, notices, graphs, tables and lists;</li> <li>5. locate specific information in short and easy materials with varied structures.</li> </ol>
	<b>Writing</b>	<p>Can write from memory basic characters, with correct strokes and stroke order. Can form new sentences, including:</p> <ol style="list-style-type: none"> <li>1. use simple vocabulary to give information relevant to their own lives;</li> <li>2. use simple vocabulary or sentences to express thanks,</li> </ol>



	<p>apologies, congratulations and farewells;                  3.write down basic information closely related to family or personal life;                  4.write down short answers to questions closely related to personal life.</p>
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#### 1.4 Strategies

Strategies	Description of Objectives
<b>Affective</b>	<ol style="list-style-type: none"> <li>1. keep interested in Chinese language, take part in activities which help them to improve their language competence;</li> <li>2.increase confidence in learning Chinese; communicate and express themselves in Chinese;</li> <li>3. learn to reduce anxiety by different techniques.</li> </ol>
<b>Learning</b>	<ol style="list-style-type: none"> <li>1. experience Chinese language learning and concentrate on language input;</li> <li>2.learn Chinese through various methods of Chinese language acquisition;</li> <li>3. obtain and memories information with the help of imagination; maximize effectiveness by imaging or divergent thinking;</li> <li>4. make sentences with isolated words; take notes on visual information and report in verbal information;</li> <li>5. adapt to learning environment and seek advice on strategies for solving their problems;</li> <li>6. with teacher guidance, discover their own learning methods and learn to make their own study plans;</li> <li>7. learn to preview and review;</li> <li>8. learn to create/establish or select a good learning environment.</li> </ol>
<b>Communicative</b>	<ol style="list-style-type: none"> <li>1. use simple affective strategies to improve learning efficiency and seek assistance;</li> <li>2. interact in Chinese language with classmates, teachers or friend, both in and outside of classroom;</li> <li>3. with teacher guidance, use non-linguistic conventions (gesture or mime) to enhance communication; experience common etiquettes and customs in Chinese culture.</li> </ol>
<b>Resource</b>	<ol style="list-style-type: none"> <li>1.with teacher guidance, learn to use textbooks, pictionaries dictionaries, libraries and online databases to seek needed information and resources;</li> <li>2. learn to obtain learning resources via teachers, classmates, schools, or communities.</li> </ol>
<b>Interdisciplinary</b>	<ol style="list-style-type: none"> <li>1.expand their personal knowledge base;</li> </ol>



	<ol style="list-style-type: none"> <li>2. learn that the study of Chinese language and culture has given a fresh impetus to their learning of other subjects;</li> <li>3. learn to relate the information obtained in other subjects to their learning of Chinese language and culture;</li> <li>4. learn the importance of overall ability;</li> <li>5. this stage covers history, folklore, fine arts, etc.</li> </ol>
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### 1.5 Cultural Awareness

Awareness	Description of Objectives
<b>Cultural Knowledge</b>	<ol style="list-style-type: none"> <li>1. know that individuals have the right to learn different languages;</li> <li>2. understand development and achievements in education and multilocal and in China;</li> <li>3. experience Chinese culture, arts, festivals and celebrations;</li> <li>4. know the essence of simple Chinese stories, allusion making and connotation;</li> <li>5. know both linguistic and non-linguistic means of communication Chinese culture:</li> <li>6. know simple social etiquettes and customs in Chinese culture;</li> <li>7. know interpersonal relations in Chinese culture;</li> <li>8. learn Chinese people's contributions to the society in the country where they live.</li> </ol>
<b>Cultural Understanding</b>	<ol style="list-style-type: none"> <li>1. understand that culture is not only acquired, it is also learned via language;</li> <li>2. know the relationships between culture and language learning, the latter being one important component of the former,</li> <li>3. understand basic value-systems in Chinese culture;</li> <li>4. experience cultural multiplicity, dynamics and permeability between cultures.</li> </ol>
<b>Cross-cultural Awareness</b>	<ol style="list-style-type: none"> <li>1. examine commonalities and differences between Chinese culture and their own culture;</li> <li>2. learn the importance of cross-cultural awareness via learning about Chinese culture;</li> <li>3. learn to view their own culture more objectively by engaging in comparisons between some elements of Chinese culture with their own.</li> </ol>
<b>Global Awareness</b>	<ol style="list-style-type: none"> <li>1. attach importance to increased global perspectives via learning Chinese language;</li> <li>2. begin to recognize the importance of viewing the world</li> </ol>





	from different perspectives via learning Chinese culture; 3. begin to develop a sense of global citizenship.
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**1.6 Training Schedule**

1 <sup>ST</sup> QUARTER	LESSON	DURATION
	LESSON 1	WEEK 1
	LESSON 2	WEEK 2
	LESSON 3	WEEK 3
	UNIT SUMMARY	WEEK 4
	LESSON 4	WEEK 5
	LESSON 5	WEEK 6
	LESSON 6	WEEK 7
	UNIT SUMMARY	WEEK 8

2 <sup>ND</sup> QUARTER	LESSON	DURATION
	LESSON 7	WEEK 1
	LESSON 8	WEEK 2
	LESSON 9	WEEK 3
	UNIT SUMMARY	WEEK 4
	LESSON 10	WEEK 5
	LESSON 11	WEEK 6
	LESSON 12	WEEK 7
	UNIT SUMMARY	WEEK 8

3 <sup>RD</sup> QUARTER	LESSON	DURATION
	LESSON 13	WEEK 1



**CONFUCIUS INSTITUTE**  
AT ANGELES UNIVERSITY FOUNDATION  
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	LESSON 14	WEEK 2
	LESSON 15	WEEK 3
	UNIT SUMMARY	WEEK 4
	LESSON 16	WEEK 5
	LESSON 17	WEEK 6
	LESSON 18	WEEK 7
	UNIT SUMMARY	WEEK 8

4 <sup>TH</sup> QUARTER	LESSON	DURATION
	LESSON 19	WEEK 1
	LESSON 20	WEEK 2
	LESSON 21	WEEK 3
	UNIT SUMMARY	WEEK 4
	LESSON 22	WEEK 5
	LESSON 23	WEEK 6
	LESSON 24	WEEK 7
	UNIT SUMMARY	WEEK 8