



Republic of the Philippines  
**Department of Education**  
REGION VIII - EASTERN VISAYAS

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**Advisory No. 156, s. 2023**  
**September 14, 2023**

In compliance with DepEd Order (DO) No. 8, s. 2013  
This advisory is issued not for endorsement per DO 28, s. 2001,  
but only for the information of DepEd officials,  
personnel/staff, as well as the concerned public.  
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**THE BRITISH COUNCIL RESEARCH PROJECT,  
ENGLISH AS A SUBJECT IN BASIC EDUCATION (ESBE)**

With reference to the Advisory from Undersecretary for Curriculum and Teaching, Gina O. Gonong, dated July 31, 2023, this Office, through the Human Resource Development Division (HRDD), informs all concerned of the British Council Research Project on English as a Subject in Basic Education (ESBE).

The study in English in the Philippines builds on the British Council 2022 reports “English as a Subject in Basic Education in ASEAN: A Comparative Study and English as a Subject in Basic Education: Country Profiles” (Enclosure 1).

The study uses best-practice approaches to sampling and study design in order to generate evidence-based recommendations and insights on program enhancement, resource development, and continuing professional development of teachers related to English as a subject in the basic education curriculum.

The study covers selected schools and teachers from Region 5, Region 7, Region 8, Region 11, National Capital Region (NCR), and the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) following a rigorous sampling process.

The Regional Office has received the official roster of public and private schools whose selected teachers will be participating in the following processes:

- a) Aptis English Proficiency Test for English Teachers
- b) Completion of Teachers’ Survey
- c) Classroom observations
- d) Online focus group interviews and discussions

Participating teachers will have access to the following benefits:

- a) Free access to Aptis worth PHP 4500.00, an internationally recognized English proficiency test that may be used for purposes of performance evaluation and scholarship application
- b) Tuition fee discount of 5% at National Teachers College Graduate Program (MAEd and EdD) upon presentation of Aptis results



**Address:** Government Center, Candahug, Palo, Leyte  
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**Website:** <https://region8.deped.gov.ph>

- c) Issuance of Certificate of Recognition of Prior Learning equivalent to three MAEd or EdD units upon presentation of Aptis results and proof of survey accomplishment
- d) Free membership to the ESBE Philippines Professional Learning Community that distributes resources for teachers of English

The Schools Division Offices (SDOs), through the Human Resource Development Section (HRDS), will supply the names of all Grade 3, 6, and 10 teachers in the selected schools in the Region (Enclosure 3) **not later than September 18, 2023**. The steps to collate and submit the teachers' names are outlined in Enclosure 2.

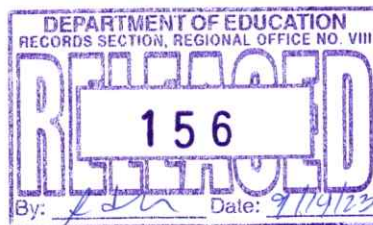
Further information may be obtained from Rona Lynne A. Federizo, Research Project Coordinator, through mobile number 09122596536 or email address ra.federizo@ntc.edu.ph.

Participation of both public and private schools shall be subject to the *no-disruption-of-classes policy* stipulated in DepEd Order No. 9, s. 2005 entitled *Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith* and strictly on voluntary basis in adherence to the research ethics and Data Privacy Act of 2012.

Immediate dissemination of this Advisory is desired.

  
**EVELYN R. FETALVERO, CESO IV**  
Regional Director 

HRDD-DSS



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## Scoping Study of English as a Subject in Basic Education

### Purpose

The British Council's **Scoping Study of English as a Subject in Basic Education (ESBE)**, March - December 2023, investigates English language teaching, learning and educational management in six representative Regions of the Philippines with a focus on teaching and learning English in Grades 3, 6 and 10.

The study supports the MATATAG agenda by identifying gaps and opportunities for strengthening the way English can create a positive learning environment in schools and prepare learners for their diverse, sustainable, employment-ready, active-citizenship futures.

Findings from the study regarding English language teacher proficiency, teacher education and textbook development will also support the Department of Education Revised Language Curriculum for 2024 with specific reference to the new focus on English for Literacy skills at Key Stage 1 (Grade 3), English for Language skills at Key Stage 2 (Grade 6) and English for Text-based skills at Key Stage 3 (Grade 10).

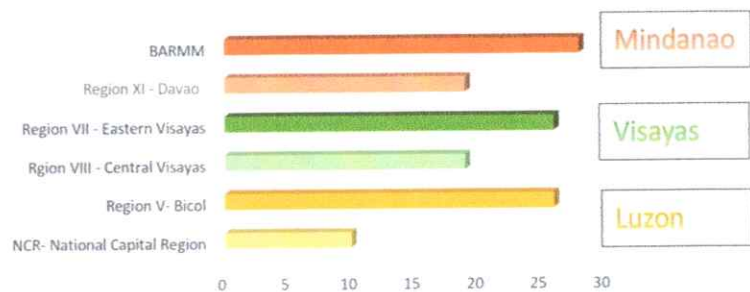
### Scope and Methodology

The six regions included in the Scoping Study are NCR, Bicol, Central Visayas, Eastern Visayas, Davao and BARMM.

They were selected based on their geographic, socio-economic and linguistic diversity, with one relatively advantaged, and one relatively disadvantaged region included from Luzon, Visayas and Mindanao respectively.

Relative disadvantage was determined by the number of schools in the region to fund and manage, the child poverty rates, school WASH and internet facilities, net enrolment and dropout rates, and achievement in English, literacy and numeracy, based on DepEd, Philippines Statistical Authority and PISA data.

Regions selected for the scoping study according to comparable divergence of disadvantage and learning outcome scores



Region	Total No. of Schools	No. of Schools for Teacher Tests and Surveys
National Capital Region	2466	55
Bicol Region	3597	80
Central Visayas Region	3691	80
Eastern Visayas Region	3855	85
Davao Region	2180	48
Bangsamoro Administrative Region in Muslim Mindanao	2324	52
<b>Total</b>	<b>18113</b>	<b>400</b>

From these six regions 400 schools were selected as a reliable, representative, stratified random sample of the 18,113 schools in which Grade 3, 6 and 10 were taught. Stratification was implicit, based on (1) public and private sector, (2) urban, partially urban, and rural school location, and (3) K-6, K-10 and K-12 curriculum provided by the school. The Scoping Study will analyse gaps and opportunities for English

- at education system level through key informant interviews, textbook and assessment analyses at Grades 3, 6 and 10, preservice teacher education curriculum and a cross-cutting Equality, Diversity, and Inclusion (EDI) analysis;

- at school level through 400 English language proficiency tests for Grade 6 teachers using the British Council four-skills Aptis test, 400 teachers' surveys with selected follow-up focus group discussions, and 60 classroom observation assessments of methodology for Grades 6 and 10 carried out by NTC's Teacher Education Institute partners in each region from the Universities of Santo Tomas, Bicol, Cebu Normal, Southern Leyte State, Immaculate Conception, and Ateneo de Zamboanga.

### Analyses

The **Key Informant Interviews** will provide insights into instructional leadership at Dep Ed level with a focus on how the Big Ideas and streamlined competencies in the new curriculum for English will impact textbook development, pre-service training, mother tongue based multi lingual education (MTBMLE) and other aspects of EDI.

The **Textbook Analysis** will map the scope and sequence of literacy, language and text in the existing learning materials in both DepEd and privately published textbooks with specific reference to competencies retained in the 2024 curriculum and the new impetus towards English for Content and Language Integrated Learning (CLIL) to support Maths, Science, digital and 21st century skills. It will evaluate the quality of the materials in terms of learning levels, lexis, topics, communicative skills, text types, task types and task validity, age appropriacy, and EDI. Recommendations will focus on how materials development can best support teachers and learners as well as the new curriculum.



**Prepare for Aptis**  
Familiarise yourself with the Aptis test format, explore the different components and get preparation tips.

Assessment Research Group

The **English Aptis Tests for Teachers** will measure teacher proficiency in Grammar and Vocabulary, Reading, Writing, Listening and Speaking and benchmark mean scores according to the international standards, using the Common European Framework of Reference for Languages (CEFR) proficiency levels of A1-A2 (Basic User), B1-B2 (Independent User), and C1-C2 (Proficient User). While individual results will be anonymised to safeguard teachers' careers, the aggregated results will give Regional Directors, DepEd and Teacher Education Institutes a clear picture of teacher proficiency in English and where pre- and

in-service language improvement initiatives are needed.

The **Classroom Observation Assessments** will measure teacher competencies (with reference to the Philippine Standards for Teachers), focussing on teachers' methodology for lesson planning and staging, classroom management, quality, inclusion, and self-reflection for continuing professional development. The results will show the extent to which teachers use participatory, learner centred, communicative teaching and learning in class and where gaps in teachers' repertoires of techniques and approaches can be augmented.

#### Overall Assessment Rating \*

	0 = Not evident	1 = Beginning	2 = Developing	3 = Using	4 = Mastering
Lesson plan	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stages and steps	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality and inclusion	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The **Pre-service Teacher Curriculum Analysis** of the BEE Teaching English in the Elementary Grades and BSEd Major in English professional components will help attribute and triangulate findings from the Classroom Observation Assessments, the English Aptis Tests for Teachers and the Textbook Analysis. Recommendations for pre-service teacher training will be made accordingly.

Do the available learners' materials and teacher's guides promote geographic, ethnic and religious equality, diversity and inclusion?

Yes, the content and visuals clearly include urban-rural, ethnic, and religious diversity without bias.

Yes, the content and visuals try to include urban-rural, ethnic, and religious diversity but sometimes there ..

No, the content and visuals tend to use fictional settings to avoid depicting urban-rural, ethnic, and religio..

No, the content and visuals tend to be biased towards urban, middle class, cultural stereotypes.

.....

**The Teachers' Surveys will triangulate results from all of the analyses above while giving teachers the opportunity to contribute their own knowledge, experience, approaches and opinions regarding the teaching and learning of English as a subject in the school system. Focus Group Discussions will provide more detail on areas of interest or concern highlighted in the surveys.**



For further information, please contact **Rona Lynne A. Federizo**, Research project Coordinator through email address [ra.federizo@ntc.edu.ph](mailto:ra.federizo@ntc.edu.ph) or mobile number **+63912 2596536**,



**Enclosure 2**

**Scoping Study of English as a Subject in Basic Education  
DELIVERABLES PER REGION**

<b>Deliverables</b>	<b>Date</b>	<b>Monitoring Team</b>
1. Complete list of teachers teaching Grades 3, 6, and 10 in each school	September 18, 2023	Regional Representative Division Superintendent Principal
<p>a. Complete the list of teachers in Grades 3, 6, and 10 using the tracker shared per region. Add as many rows as possible depending on the number of teachers per grade level and per school.</p> <p>b. Each division has a corresponding tab per tracker to simplify listing the information of teachers.</p> <p>c. The Division Office can directly submit the completed list of teachers on or before September 18 to Rona Lynne A. Federizo, ESBE Project Coordinator thru email address (ra.federizo@ntc.edu.ph).</p>		
<b>Deliverables</b>	<b>Date</b>	<b>Monitoring Team</b>
2. Releasing of complete names of teachers in the Aptis test and teachers' survey	September 22, 2023	NTC Team
3. Teacher Orientation/ Webinar (Visayas)	October 3, 2023	BC Philippines NTC Team
4. Teacher Orientation/ Webinar (Luzon)	October 4, 2023	BC Philippines NTC Team
5. Teacher Orientation/ Webinar (Mindanao)	October 5, 2023	BC Philippines NTC Team
6. Teacher Orientation/ Webinar (Mindanao)	October 6, 2023	BC Philippines NTC Team
7. Aptis test and Survey	October 9-13, 2023	BC Philippines
<p>a. The implementation team (NTC) will release the Final List of Teachers who will be taking the Aptis test and survey through the regional offices.</p> <p>b. The regional representative shall release the names of the teachers and make sure that the teachers will attend the orientation before taking the Aptist exam and survey.</p> <p>c. During the orientation, the teachers will be receiving the assigned schedule and testing centre.</p> <p>d. Teachers will take the Aptis test and survey.</p>		
<b>Deliverables</b>	<b>Date</b>	<b>Monitoring Team</b>
8. Releasing of the names of schools for classroom observation	September 29, 2023	NTC Team
9. Teacher Observation	October 15-28, 2023	TEI Partners NTC Team

- a. The implementation team will release the final list of schools for classroom observation and the names of the observers.
- b. The regional representative shall release the names of the schools for classroom observation.
- c. The principal shall accommodate the TEI partners assigned to their school.

## Enclosure 3

## LIST OF EASTERN VISAYAS REGION SCHOOLS

No.	Division	District	BEIS School ID	School Name	Street Address
1	Baybay City	Baybay III	121121	Maitum Elementary School	-
2	Biliran	Caibiran	120798	Asug ES	not applicable
3	Biliran	Maripipi	120847	Bato-Banlas Elementary School	-N/A
4	Borongan City	Borongan East	122357	Calico-an ES	Calico-an
5	Borongan City	Borongan South	122403	Lalawigan CES	Real St.
6	Borongan City	Borongan East	452503	Borongan UCCP Kiddie Center, Inc.	Victoria .
7	Calbayog City	Calbayog District II	123998	Obrero Elementary School	Purok-2
8	Calbayog City	Oquendo District II	124078	Baja Elementary School	Purok 1
9	Calbayog City	Calbayog District IV	124105	Palanogan Oriental Elementary School	Sitio Palanogan Or.
10	Catbalogan City	Catbalogan I	123397	Catbalogan I Central Elementary School	Curry Avenue
11	Eastern Samar	Arteche	122331	Campacion Elementary School	n/a
12	Eastern Samar	Dolores I	122435	Malaintos Elementary School	Nat'l. Highway
13	Eastern Samar	General Macarthur-Hernani	122491	Osmeña Primary School	Brgy. Road
14	Eastern Samar	Guiuan North	122543	Mayana Elementary School	Brgy Road
15	Eastern Samar	Llorente	122595	Maca-anga Elementary School	Gesite Street
16	Eastern Samar	Oras West	122655	Balingasag Elementary School	ZONE 1
17	Eastern Samar	Salcedo I	122701	Seguinon Elementary School	Provincial Road
18	Eastern Samar	San Policarpo	122744	Tabo Elementary School	Brgy. Road



19	Eastern Samar	Hernani	122485	Hernani Central Elementary School	David de Lira Street
20	Leyte	Javier	121501	Guindapunan Elementary School	-
21	Leyte	Kananga I	121555	Tongonan Elementary School	Purok 3
22	Leyte	Macarthur	121615	Batug Elementary School	- Batug, MacArthur, Leyte
23	Leyte	Mahaplag	121647	Pinamonoan Elementary School	BRGY. PINAMONOAN MAHAPLAG
24	Leyte	Matalom South	121688	Cahagnaan Central School	Cahagnaan
25	Leyte	Merida	121733	San Isidro Elementary School	san isidro
26	Leyte	Palompon North	121776	San Juan Elementary School	Lincoln St., Palompon, Leyte
27	Leyte	Pastrana	121821	Macalpiay Elementary School	Brgy. Macalpiay Pastrana, Leyte
28	Leyte	San Miguel	121863	Pinarigusan Primary School	Brgy. Pinarigusan, San Miguel, Leyte
29	Leyte	Tabango South	121906	Ybanez Memorial Elementary School	Cantur-aw, Inangatan, Tabango ,Leyte
30	Leyte	Tanauan II	191516	Pasil Elementary School	Brgy. Pasil
31	Leyte	Villaba South	121983	Hibulangan Elementary School	Hibulangan, Villaba, Leyte
32	Leyte	Bato	451547	Charity PSC of Bato, Inc.	Tabunok Bato, Leyte
33	Leyte	Bato	500646	Dawahon Integrated School	Brgy. Dawahon, Bato, Leyte
34	Leyte	Abuyog East	120893	Lawaan Elementary School	Lawa-an
35	Leyte	Abuyog South	120936	Salvacion Elementary School	Brgy. Salvacion Abuyog
36	Leyte	Alangalang II	120980	San Vicente Elementary School	National Road
37	Leyte	Babatngon	121024	Villa Magsaysay Elementary School	-Brgy. Villa Magsaysay Babatngon Leyte

38	Leyte	Bato	121068	Liberty Elementary School	BRGY. LIBERTY BATO
39	Leyte	Burauen North	121180	ABC Hall Elementary School	San Ramon Street
40	Leyte	Calubian South	121222	Batuan Elementary School	Brgy. Cristina, Calubian, Leyte
41	Leyte	Carigara I	121266	Ponong Elementary School	Jose Riel St.
42	Leyte	Dagami South	121312	Cansamada Elementary School	Brgy. Cansamada West
43	Leyte	Hilongos North	121357	Bung-aw Elementary School	None
44	Maasin City	Maasin City II	122162	Isagani ES	National Highway
45	Maasin City	Maasin City I	500400	Batuan Integrated School	Provincial Road
46	Northern Samar	Lope De Vega	123083	Cag-amisarag ES	Brgy. Cag-amisarag Lope de Vega Northern Samar
47	Northern Samar	Palapag I	123139	B. Quibal Memorial Elementary School	National Highway
48	Northern Samar	San Jose	123228	P. Tingzon ES	Marcos St.
49	Northern Samar	Victoria	123278	Lungib ES	Lungib, Victoria Northern Samar
50	Northern Samar	Biri	122797	SALVACION ELEMENTARY SCHOOL	n/a
51	Northern Samar	Catarman II	122843	Aguinaldo ES	Brgy. Aguinaldo, Catarman, Northern Samar
52	Northern Samar	Catubig I	122887	Mag-ongon PS	-Mag-ongon Catubig I, N. Samar
53	Northern Samar	Laoang I	122945	Sangcol ES	Naga Street
54	Northern Samar	Lapinig	122990	Alang-alang ES	n/a
55	Northern Samar	Mondragon II	123119	Crystal Mountain Elementary School	So. Crystal Mt.
56	Northern Samar	Las Navas II	123020	Imelda Elementary School	Imelda

57	Northern Samar	Pambujan II	123171	Cagbigajo ES	Cagbigajo
58	Ormoc City	Ormoc II	124148	Can-adieng Elementary School	Can-adieng
59	Ormoc City	Ormoc V	124208	Esperanza Elementary School	Esperanza
60	Samar (Western Samar)	Basey I	193531	Binongtuan ES	Brgy. Binongtu-an
61	Samar (Western Samar)	Calbiga	123369	CANTICUM ELEMENTARY SCHOOL	Purok 3 Canticum calbiga samar
62	Samar (Western Samar)	Daram I	123462	Rizal ES	Purok 3
63	Samar (Western Samar)	Gandara I	123509	Gandara I CS	Dumalo-ong
64	Samar (Western Samar)	Gandara II - Matuguinao	123557	San Isidro ES	street
65	Samar (Western Samar)	Marabut	123611	Kaluwayan Elementary School	-
66	Samar (Western Samar)	Pinabacdao	123664	Catigawan ES	Catigawan, Pinabacdao, Samar
67	Samar (Western Samar)	Sta. Margarita II	123741	Avelino Elem. School	Barangay Avelino, Sta. Margarita
68	Samar (Western Samar)	Sta. Rita II	123791	Pagsulhugon ES	Maharlika Highway, Pagsulhugon, Sta. Rita, Samar
69	Samar (Western Samar)	Tarangnan	123840	Cambatutay Nuevo ES	-Cambatutay Nuevo
70	Samar (Western Samar)	Villareal I	123891	TOMABE ES	BRGY.TOMABE VILLAREAL SAMAR
71	Samar (Western Samar)	Wright II -San Jose De Buan	123942	Galutan Elementary School	Sitio Galutan, Brgy. Can-Aponte

72	Samar (Western Samar)	Pagsanghan	123652	Calanyugan ES	-None
73	Samar (Western Samar)	Zumarraga	123970	Lumalantang ES	Lumalantang
74	Southern Leyte	Bontoc I	122009	Lawgawan Primary School	LAWGAWAN PRIMARY SCHOOL
75	Southern Leyte	Silago	122058	Sap-ang Elementary School	Sap-ang, Silago, Southern Leyte
76	Southern Leyte	Liloan	122105	Mariano Silot Memorial Elementary School	-Molopolo, Liloan, Southern Leyte
77	Southern Leyte	Pintuyan	192019	Catbawan Elementary School	PUROK 2
78	Southern Leyte	St. Bernard	192010	Magbagacay Elementary School	Purok 5
79	Southern Leyte	San Francisco	122115	Sudmon Elementary School	-
80	Southern Leyte	Macrohon	122187	Laray Elementary School	Laray, Macrohon, Southern Leyte
81	Southern Leyte	Pintuyan	452017	Saint Joseph College- Pintuyan Campus, Inc.	P. Burgos Street
82	Southern Leyte	Hinunangan	404711	Holy Rosary Academy of Hinunangan, Inc.	Arellano Street
83	Tacloban City	District Learning Center V	124247	Marasbaras Central School	Brgy. 79 Marasbaras, Tacloban City
84	Tacloban City	District Learning Center I	455014	Cambridge Center for International Studies - EV Phils., Inc. (CIE)	Brgy. Abucay, Maharlika Highway, Tacloban City
85	Tacloban City	District Learning Center II	404800	Grace Baptist Academy	Gumamela St. Bañezville II, Fatima Village



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### ADVISORY

July 31, 2023

In compliance with DepEd Order (DO) No. 8, s. 2013 this advisory is issued not for endorsement per DO 28, s. 2001, but only for the information of DepEd officials, personnel/staff, as well as the concerned public.  
(Visit [www.deped.gov.ph](http://www.deped.gov.ph))

#### **SCOPING STUDY ON ENGLISH AS A SUBJECT IN THE PHILIPPINES OF BRITISH COUNCIL**

The scoping study on English in the Basic Education System (ESBE) is commissioned by the British Council, 'Country profiles: English as a subject in basic education (ESBE) in Cambodia, Laos, Indonesia, Malaysia, Myanmar, the **Philippines**, Thailand and Vietnam: Recommendations for policy and research'.

The purpose of the scoping study in the Philippines is to identify:

- needs and opportunities in English teaching, learning and education management in Grades K to 12;
- international and local organizations already working in this field;
- possible funding opportunities for future English programmes; and
- issues related to equality, diversity, and inclusion (EDI) where the British Council can make a difference.

In addition, the scoping study will take an English education systems approach in order to recommend sustainable interventions which includes analysis of:

- learner inequalities and systemic barriers to learning English;
- Department of Education priorities with specific reference to on-going curriculum reform;
- pre-service teacher training curricula and institutional capacity;
- English teacher recruitment, training and deployment in a devolved system;
- English module, textbook and teaching resources in relation to their internal quality, and the extent to which they support both curriculum reform and teacher capacity;
- formative and summative assessment for English including national assessments and teachers' assessment literacy;
- teachers' current proficiency in (a) inclusive, learner centered, task-based methodology, (b) English language, and (c) cross cutting (digital, 21st century) skills, and implications for pre- and in-service teacher education;
- quality assurance and support for continuing professional development (CPD) from school leaders and school district supervisors;
- the role of private schools in promoting ESBE, particularly those which benefit from Government Assistance to Teachers and Students in Private Education (GASTPE) system; and



Republic of the Philippines

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- current interventions and future opportunities for English education supported by international donors.

The study shall cover selected schools and teachers from Region 5, Region 7, Region 8, Region 11, National Capital Region (NCR), and the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) following a rigorous sampling process.

Identified Regional Directors and Division Superintendents who will be chosen will be provided with an orientation via the Zoom meeting platform. A separate letter containing the meeting access details will be sent to each participant.

Participation to this activity is subject to the no-disruption-of-classes policy provided under DepEd Order No. 9, s. 2005 titled Instituting Measures to Increase Engaged Time-on Task and Ensuring Compliance Therewith and strictly on voluntary basis in adherence to the research ethics and Data Privacy Act of 2012.

For more inquiries, please contact:

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Mobile Number: 09122596536

Immediate dissemination of this advisory is desired.

**GINA O. GONONG**

Undersecretary for Curriculum and Teaching