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Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF PANABO CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

CID – 2025 - 0731

To : Chief, Curriculum Implementation Division (CID)
Education Program Supervisors
Public Schools District Supervisors
School Heads of Public High Schools
All Concerned

Subject : **PARTICIPATION IN THE DATA COLLECTION ACTIVITY FOR SEAMEO QITEP IN LANGUAGE TRACK STUDY FOR FOREIGN LANGUAGE TEACHERS**

Date : November 6, 2025

This has reference to the herein Regional Memorandum No. CLMD-2025-622 which announces the participation of foreign language teachers in the **DATA COLLECTION ACTIVITY FOR SEAMEO QITEP IN LANGUAGE TRACK STUDY FOR FOREIGN LANGUAGE TEACHERS.**

The attached memorandum provides details on the objectives, and the links for the questionnaire.

Immediate dissemination of this memorandum is desired.


JINKY B. FIRMAN Phd, CESO VI
Schools Division Superintendent


Enclosed : As Stated
CID/jey/mpags

RELEASED

NOV 10 2025

RECORDS SECTION - SDO PANABO CITY
BY 



Schools Division of Panabo City
City Hall Compound, Panabo City
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Email: panabocity.division@deped.gov.ph

DepEd Panabo:
Empowering Champions in Education
through Journeying, Blending and Fostering commitment in
providing quality education, MATATAG for all.





Republic of the Philippines
Department of Education
 DAVAO REGION

October 28, 2025

REGIONAL MEMORANDUM
 CLMD-2025- 622

PARTICIPATION IN THE DATA COLLECTION ACTIVITY FOR SEAMEO QITEP IN
 LANGUAGE TPACK STUDY FOR FOREIGN LANGUAGE TEACHERS

To: Schools Division Superintendents
 Divisions of Davao City, Davao de Oro, Davao del Sur, Panabo City, Mati City, Tagum City, IGACOS, Davao del Sur, and Davao Occidental

1. Pursuant to OM-OUOPS-2025-13-06301, this Office announces the participation of teachers in the SEAMEO QITEP in Language (SEAQIL) Technological, Pedagogical, and Content Knowledge (TPACK) Study.
2. The study seeks to assess the current level of understanding of TPACK among foreign language teachers across Southeast Asia and identify the specific professional development needs that will help improve their instructional practices.
3. The results are intended to support evidence-based planning and to inform capacity-building initiatives that strengthen teaching competencies in foreign language education.
4. In line with this, foreign language teachers shall participate in the data collection to ensure meaningful and representative results by completing the questionnaire at <https://forms.gle/xtUkimDvKSymj6nh7> and https://qiteplanguage.org/form/TPACKSurvey_The Philippines.
5. All pertinent details relative to the request are attached to this memorandum for ready reference.
6. Other important details of this activity are in the enclosures.
7. Immediate dissemination of this Memorandum is earnestly desired.

Enclosure: As Stated
 ROC05/mcde

DEPARTMENT OF EDUCATION ROC
 RECORDS SECTION
RELEASED

ALLAN G. FARNAZO
 Director IV

Time: Nov. 03, 2024

20061



Republika ng Pilipinas

Department of Education

OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OPERATIONS

MEMORANDUM

OM-OUOPS-2025-13-06301

DEPARTMENT OF EDUCATION FOR
REVIEW AND APPROVAL

REVIEWED

10/15/2025

10:45

FOR : REGIONAL DIRECTORS
ALL OTHERS CONCERNED

FROM : **MALCOLM S. GARMA**
*Undersecretary for Governance and Operations
Officer in Charge, Office of the Undersecretary
For Senior Personnel Oversight, and Head of Procuring Entity
(HoPE)*

SUBJECT : ENDORSEMENT OF DATA COLLECTION FOR TPACK STUDY

DATE : October 13, 2025

This is in reference to the communication from the International Cooperation Office and Government Relations regarding their **request for assistance in gathering data for the SEAMEO QITEP in Language (SEAQIL) Technological, Pedagogical, and Content Knowledge (TPACK) study**.

The study seeks to (1) assess the current level of understanding of TPACK among foreign language teachers across Southeast Asia and (2) identify the specific professional development needs that will help improve their instructional practices. The results are intended to support evidence-based planning in the region and to inform capacity-building initiatives that strengthen teaching competencies in foreign language education.

In view thereof, this Office is respectfully forwarding the said communication for your appropriate action. In line with this, **foreign language teachers are strongly encouraged to participate in the data collection to ensure meaningful and representative results**. All pertinent details relative to the request are attached to this memorandum for ready reference.

For inquiries or further coordination, you may contact the Office of the Undersecretary for Governance and Operations through email at ouops@deped.gov.ph or via telephone at (02) 8633-5313.

[OUOPS / RAC]



Calling All Foreign Language Teachers in The Philippines!

Be Part of our Southeast Asia-Wide Research on
Technological, Pedagogical, and Content Knowledge

(TPACK)

Your voice matters! Take part in SEAQIL's TPACK Study and help improve teacher training and language learning in the region.

Who Can Join?

- Foreign Language Teachers
- Willing to Complete an Online Questionnaire (± 25 Minutes)

How to Join?

1. Scan the QR Code or visit the link below!

<https://forms.gle/xtUkimDvKSymj6nh7>

https://qiteplanguage.org/form/TPACKSurvey_ThePhilippines

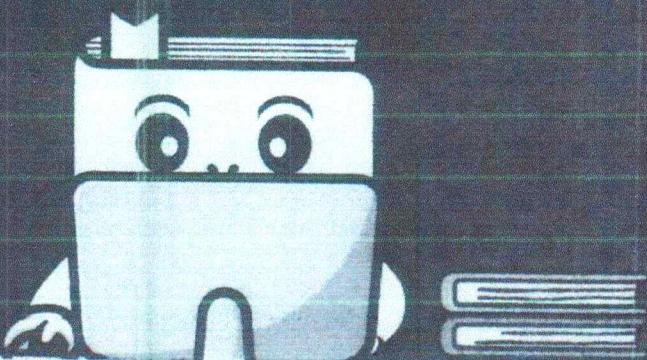


2. Complete the Questionnaire

Organised by:

SEAMEO QITEP in Language
Research Team

program@qiteplanguage.org or
rdp.seaqil@gmail.com





SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION (SEAMEO) REGIONAL CENTRE FOR QUALITY IMPROVEMENT FOR TEACHERS AND EDUCATION PERSONNEL (QITEP) IN LANGUAGE (SEAQIL)

Information Note

Dissemination of Survey Instrument of the Study on Investigating Foreign Language Teachers' Competence on Technological, Pedagogical, and Content Knowledge (TPACK) in Southeast Asia

I. Background

Technology becomes increasingly accessible and touches every aspect of life¹. In the field of education, rapid technological developments enrich various learning support media, both within and beyond classrooms. The use of technology, for instance, can make students more actively engaged in learning. Consequently, technology can be utilised to promote effective learning and teaching². This situation requires teachers to integrate technology and other teaching skills effectively to guide students towards learning objectives.

Various approaches can be employed to integrate technology and teachers' pedagogical and professional skills in education, one of which is Technological, Pedagogical, and Content Knowledge (TPACK). TPACK is a conceptual framework that illustrates teachers' understanding of the interaction between technology, pedagogy, and content in education³. TPACK evolved from the Pedagogical Content Knowledge (PCK) model by incorporating technology in response to challenges in this digital era. This addition does not diminish the importance of pedagogical and content aspects. According to the TPACK model, technology, pedagogy, content, and the interaction among these aspects are equally crucial. The components of TPACK include Content Knowledge (CK), Pedagogical Knowledge (PK), Pedagogical Content Knowledge (PCK), Technology Knowledge (TK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK)³.

However, there is still limited research on TPACK in language education¹. Therefore, SEAMEO QITEP in Language (SEAQIL) would like to contribute to filling this gap by undertaking a study on *Investigating Foreign Language Teachers' Competence on TPACK in Southeast Asia*.

By conducting the study, SEAQIL aims to (1) measure foreign language teachers' understanding of TPACK in Southeast Asia and (2) obtain information on teachers' needs to enhance their teaching abilities. Based on the research findings, SEAQIL will develop

¹Hillyer, M. (2020, November 18). *World Economic Forum*. Retrieved April 18, 2024, from <https://www.weforum.org/agenda/2020/11/heres-how-technology-has-changed-and-changed-us-over-the-past-20-years/>

²Ramada, S., & Molwele, A. J. (2022). The role of technology integration in the development of 21st century skills and competencies in life sciences teaching and learning. *International Journal of Higher Education*, 11(5), 9-17.

³Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054. doi:<https://doi.org/10.1111/j.1467-9620.2006.00684.x>

⁴Tseng, J.-J., Chai, C. S., Tan, L., & Park, M. (2022). A critical review of research on technological pedagogical and content knowledge (TPACK) in language teaching. *Computer Assisted Language Learning*, 35(4), 948-971. doi:<https://doi.org/10.1080/09588221.2020.1868531>

various outputs, such as reports, articles, and policy briefs. Moreover, SEAQIL will utilise the research results to develop capacity-building programmes for teachers and education personnel, in forms of workshops, seminars, and training, thereby facilitating the enhancement of language teaching practices in the region.

Following the confirmation of the instrument's quality through validity and reliability testing, SEAQIL translated the survey into several national languages across Southeast Asia. This step was intended to ensure that the questionnaire is clear and accessible for teachers, thereby enabling accurate responses and supporting its effective dissemination across the region to ensure a successful data collection phase. The translation process was successfully completed with the valuable support of SEAQIL Governing Board Members, who facilitated the adaptation of the instrument into their respective national languages.

SEAQIL will now move forward to the data collection phase. In this process, the support of Ministries of Education, SEAMEO Centres, and other relevant institutions across the region will be essential to the successful implementation of the study. This collaboration is expected not only to strengthen the outcomes of the research but also to generate meaningful advancements in language teaching and learning throughout Southeast Asia.

II. Data Collection Scenario

The data collection will be carried out as follows:

- A. On 19 September 2025, SEAQIL will formally request the support of the Ministries of Education, SEAMEO Centres, and other relevant institutions across the region to assist in the dissemination of the survey instrument.
- B. The dissemination of the survey instrument will be carried out until 10 October 2025. The survey will be conducted online, and the link is provided in the official letter and the attached leaflet.
- C. Foreign language teachers, as the subjects of this study, will be invited to complete the survey instrument online, with submission open until 10 October 2025.
- D. SEAQIL will report on the progress of data collection to the aforementioned institutions on 3 October 2025.
- E. The data collection is expected to reach at least 385 teacher respondents per country within the designated collection period.

III. Information on Survey Completion and Teacher Participation

The following points highlight key aspects related to the completion of the instrument and their participation.

- A. Time Required: Completing the survey will take approximately 25 minutes.
- B. Data Protection and Confidentiality: All teacher responses will be kept strictly confidential. Personal identities will not appear in any reports or publications. Data will be securely stored for five years and will only be accessed by the research team.
- C. Voluntary Participation: Participation in the study is entirely voluntary. Teachers may withdraw at any time without penalty or negative consequences.



IV. Information on the Instrument

The survey instrument consists of several sections: a consent form confirming voluntary participation, respondent information on demographic and professional background, and questionnaire items examining teachers' understanding of TPACK. It also includes questions on the types of professional development programmes teachers consider necessary to enhance their teaching practice.

The instrument indicators are assessed using a four-point Likert scale with the following options: Strongly Disagree, Disagree, Agree, and Strongly Agree. The instrument indicators are as follows:

No.	Statements
1	I understand various text types (such as descriptive, exposition, and procedure text), linguistic features (such as grammar and vocabulary), and their appropriate use in spoken and written communication, either in formal or informal contexts.
2	When communicating verbally, my interlocutors always understand the information that I share as shown by giving relevant responses.
3	I adjust my spoken and written language to suit the context, ensuring that the message is accurately understood by my interlocutors.
4	I use language registers appropriate to the situation, whether in a formal or informal setting.
5	I interact effectively with individuals from diverse cultural backgrounds.
6	I address misunderstandings in spoken communication with appropriate solutions.
7	I implement effective, interactive, and student-centred teaching methods in accordance with learning objectives and students' needs.
8	I use teaching materials that are aligned with learning objectives and address the diverse needs of students.
9	I modify learning materials from various sources to support students' understanding of the target language, ensuring alignment with learning objectives, topics, time allocation, and students' characteristics.
10	I implement classroom management strategies that are suited to students' characteristics to support the achievement of learning objectives; to foster teamwork, communication, and collaboration; as well as to develop students' critical thinking.
11	I apply appropriate strategies to evaluate students' learning outcomes.
12	I develop various instruments to evaluate learning outcomes.

No.	Statements
13	I analyse data on evaluation results.
14	I use evaluation results to continuously improve learning process.
15	I am enthusiastic about technological developments, both basic and advanced.
16	I identify latest technologies that can enhance efficiency in daily activities.
17	I integrate various technologies in innovative ways to develop more effective solutions.
18	I review the suitability of the technologies used with the intended needs and objectives.
19	I understand the advantages of using technologies to optimise learning.
20	I actively keep up with technological developments that support classroom management and help create a learning environment tailored to students' characteristics.
21	I actively seek information on the latest technologies to design as well as conduct relevant and accurate learning evaluation.
22	I integrate technology into my lessons in accordance with the selected teaching methods.
23	I use technology to create an engaging learning environment that fosters student collaboration and creativity.
24	I use technology to support the achievement of learning objectives.
25	I integrate technology with teaching materials to enhance learning effectiveness.
26	I use appropriate technology to assess students' learning outcomes.
27	I review the effectiveness of technology in supporting teaching methods that foster more interactive and student-centered learning.
28	I review the suitability of technology in fostering a classroom environment that promotes collaboration, effective communication, and active student participation.
29	I review the effectiveness of technology in designing and conducting assessment, as well as analysing the results of learning evaluations.
30	I identify various technologies to help practise specific language skills, such as listening, speaking, reading, and/or writing.
31	I am familiar with reliable digital sources that enhance cultural understanding and support effective intercultural communication.
32	I use technology, such as language apps, to help practice language skills in both

No.	Statements
	formal and informal contexts.
33	I use reliable digital sources to enhance cultural understanding in intercultural communication.
34	I review reliable technologies and digital sources to improve language skills and intercultural awareness.
35	I implement teaching methods suited to students' characteristics and language materials.
36	I modify learning materials from various sources (textbooks, articles, restaurant menus, film clips, etc.) to teach language according to the context.
37	I manage the classroom in alignment with the learning objectives and materials, time allocation, language skills, and students' characteristics.
38	I implement classroom management strategies in teaching both receptive and productive language skills.
39	I use appropriate assessment strategies to measure students' language skill development.
40	I develop relevant assessment instruments to measure students' achievements in listening, speaking, reading, and writing skills.
41	I use evaluation results to refine language skill instruction, tailored to the diverse learning needs of students.
42	I recognise that technology can enhance the effectiveness of language learning, facilitate access to teaching materials, and support the evaluation process.
43	I am eager to explore the latest technologies that can be integrated with student-centered teaching methods to further develop students' language skills.
44	I am familiar with various technological alternatives that can be used to develop and deliver teaching materials aligned with the objectives of language skill learning.
45	I am familiar with various technological products that can be used to support classroom management in achieving language learning objectives.
46	I am familiar with various technological products for assessing receptive and productive language skills.
47	I integrate technology with teaching methods or strategies to achieve language learning objectives.
48	I use technology that supports effective classroom management, which includes



No.	Statements
	maintaining the engagement of students with diverse characteristics in learning receptive and productive language skills.
49	I integrate technology to design learning activities that promote collaboration, creativity, and problem-solving in language learning, aligned with the topics discussed.
50	I use appropriate technology to assess students' language skills.
51	I use a range of technologies—from basic tools to AI-powered platforms—to process and analyse language learning evaluation data.
52	I review the effectiveness of technology in implementing language teaching methods to enhance students' receptive and productive language skills.
53	I review the suitability of technology in facilitating language learning that fosters collaboration, communication, and participation among students.
54	I review the effectiveness of technology in designing and conducting assessments, as well as in analysing the results of language skill learning evaluations.
55	I adjust the use of technology and teaching methods based on evaluation results to improve language skills learning and meet students' learning needs.

V. Contact Person

For any enquiries, our staff, Dr Limala Ratni Sri Kharismawati, can be contacted via email at rdp.seaqil@gmail.com or program@qiteplanguage.org.