



RPL Pre-assessment Form

**11021NAT Certificate IV in English Language Teaching (TESOL)
and / or
11020NAT Diploma of English Language Teaching (TESOL)**

Name: _____

Email: _____

Mobile Phone: _____

Work Phone (if OK to call): _____

PLEASE INDICATE THE UNITS FOR WHICH YOU SEEK RPL.

NAT11020001 Create a culturally inclusive learning environment	
NAT11020002 Use the genre approach to teach English	
NAT11020003 Teach grammar	
NAT11020004 Teach spelling and pronunciation	
NAT11020005 Teach speaking	
NAT11020006 Teach listening	
NAT11020007 Teach reading	
NAT11020008 Teach writing	
NAT11020009 Teach English using technology	
NAT11020010 Apply English teaching approaches and methods	
NAT11020011 Design and teach English as a second language syllabus	
NAT11020012 Assess English as a second language	
NAT11020013 Teach English for academic purposes	
NAT11020014 Teach English for specific purposes	
NAT11021006 Establish community based English classes (OPTIONAL: <i>This is the elective unit from 11021NAT Certificate IV in English Language Teaching (TESOL). This evidence will allow us to additionally issue the CERT IV at no extra cost</i>)	



Student Name:			
Task	I have performed these tasks		
	Often	Sometimes	Never
Teach students from diverse languages and cultures			
Use the Genre approach to teach English			
Teach English grammar English to non-native speakers			
Teach Spelling and Pronunciation English to non-native speakers			
Teach speaking English to non-native speakers			
Teach listening English to non-native speakers			
Teach reading English to non-native speakers			
Teach writing English to non-native speakers			
Plan lessons for English as a second language learning			
Teach English using online technology			
Establish community based English classes			
Use various approaches and methods in TESOL			
Analyse ESL training requirements			
Develop an ESL syllabus plan			
Design ESL leaning and assessment strategies			
Develop a series of ESL lessons			
Review and evaluate ESL syllabus and lessons			
Design and create assessment tools			
Implement assessment, make assessment decisions, record assessment outcomes and provide feedback to ESL students			
Evaluate effectiveness of assessment tools			
Develop speaking, listening, reading and writing skills necessary for participation in academic contexts			
Research and analyse structural and language features of relevant academic texts			
Research a specific purpose for English			
Apply syllabus design techniques to create an outline for a series of cohesive English lessons			
Monitor and review English learning progress in a specific context			

Past Experience Declaration

I verify that I have responded honestly and accurately to the best of my ability:

Candidate Name: _____ **Date :** _____



Unit Code & Name & Description	Evidence of the following to be collected:
<p>NAT11020001 Create a culturally inclusive learning environment</p> <p>This unit describes the skills and knowledge required to deal with the relationships between culture and English as a Second Language (ESL) learning. It includes managing the impact these dynamics have on the ESL classroom and how to facilitate an inclusive, respectful environment while teaching ESL.</p> <p>The unit applies to individuals who teach English as a Second Language (ESL) and for whom the analysis of the relationship between culture and learning is essential for creating an inclusive learning environment. The unit applies to those involved in analysing cultural concepts, beliefs regarding teacher and student roles, dealing with cultural differences, and how students learn.</p>	<p>Knowledge of:</p> <ul style="list-style-type: none">• Cultural concepts• Classroom management strategies• Learning styles• Basic ESL levels of proficiency <p>Ability to:</p> <p>There must be demonstrated current evidence that you have:</p> <ul style="list-style-type: none">• Compared own culture to at least one other culture and identified the differences and impact that this has on communication• Transcribed the meaning of a minimum of three different cultural concepts embedded in communication with at least one being spoken and at least one being written• Identified the roles and responsibilities of both teachers and students for at least two different cultures• Identified the characteristics and macro-skills from at least four different levels of ESL proficiency• Supported the learning of a student from another culture to create a culturally inclusive learning environment• Identified own learning style/s• Identified or created at least one activity which incorporated different learning styles
I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.	



Unit Code & Name & Description	Evidence of the following to be collected:
<p>NAT11020002 Use the genre approach to teach English</p> <p>This unit describes the skills and knowledge required to analyse the nature of the English language and apply the genre-based approach to teaching it. It includes knowledge of the language choices that are associated with a variety of social purposes. and the ability to apply the genre-based approach to specific learning goals.</p> <p>This unit requires the ability to analyse spoken and written texts, identifying the language choices that are made when language is used for specific social purposes. It also requires the ability to make explicit language choices and their effect on communication.</p> <p>The unit applies to individuals who teach English as a Second Language (ESL) and for whom the analysis of the English language is essential. The unit applies to those involved in analysing texts for social purpose, register of texts, structural and language features of texts and applying the genre-based approach to teaching ESL.</p>	<p>Knowledge of :</p> <ul style="list-style-type: none"> • Social purpose • Field, tenor and mode • Basic text structure and language features • Genre approach to TESOL <p>Ability to:</p> <p>There must be demonstrated current evidence that you have completed the following tasks:</p> <ul style="list-style-type: none"> • Analysed at least one spoken text and one written text and identified the following about texts: <ul style="list-style-type: none"> ◦ Social purpose ◦ Structural features ◦ Language features ◦ Field, tenor and mode • Selected or created at least one activity for teaching each of the following: <ul style="list-style-type: none"> ◦ Social purpose ◦ Structural features ◦ Language features • Analysed the genre approach and correctly identified its distinctive characteristics • Applied the genre approach to language learning goals on at least one occasion
	<p>I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.</p>



Unit Code & Name & Description	Evidence of the following to be collected:
<p>NAT11020003 Teach grammar</p> <p>This unit describes the skills and knowledge required to communicate specific aspects of English grammar. It includes practical techniques to familiarise ESL students with a variety of grammatical concepts.</p> <p>This unit requires knowledge of the primary areas of English grammar. It requires the ability to contextualise and clearly communicate the role of grammar within language use. It also requires the skills to analyse and strengthen student performance, as well as developing one's own teaching skills where necessary.</p> <p>The unit applies to individuals who teach English as a Second Language (ESL) and for whom the teaching of English grammar is essential. The unit applies to those involved in developing strategies to teach basic grammatical concepts, planning and implementing grammar lessons, observing, monitoring and analysing ESL students' progress, and self-evaluation of own teaching.</p>	<p>Knowledge of :</p> <ul style="list-style-type: none"> • Metalinguage • Basic grammatical concepts • Verb formation and usage • Conditional clauses • Sentence structure patterns • Cohesive devices • Punctuation • Communicative nature of language use in relation to speech and grammatical concepts • Lesson planning and delivery strategies • Classroom management strategies • Feedback and correction strategies <p>Ability to:</p> <p>There must be demonstrated current evidence that you have:</p> <ul style="list-style-type: none"> • Developed at least one strategy to clearly communicate each of the following: <ul style="list-style-type: none"> ◦ Verb formation and usage ◦ Conditional clauses ◦ Sentence structure patterns ◦ Cohesive devices ◦ Punctuation • Identified language and grammatical features common to at least two different genres • Identified grammar points relevant to at least one student's learning goals • Planned and delivered at least one lesson which teaching a grammar point, had a minimum lesson duration of 20 minutes • Clearly communicated information and instructions to students on at least one occasion • Applied the following classroom management strategies on at least one occasion: <ul style="list-style-type: none"> ◦ Seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities ◦ Ensured that all students were engaged or on task ◦ Implemented extension activities with students who finished early or were more advanced ◦ Applied safe operating procedures with all equipment • Selected or created and implemented at least one activity for practising accuracy • Selected or created and implemented at least one activity for practising fluency • Evaluated at least one student's performance and provided clear feedback • Identified at least one strategy which could be used to strengthen student performance • Reviewed own performance on at least one occasion and identified areas for improvement
<p>I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.</p>	



Unit Code & Name & Description	Evidence of the following to be collected:
<p>NAT11020004 Teach spelling and pronunciation</p> <p>This unit describes the skills and knowledge required to teach English sound-spelling relationships, spelling rules, pronunciation, rhythm, stress and intonation.</p> <p>This unit includes the skills to teach the patterns of English spelling and convey the regularities to be found within the English spelling system. It includes knowledge of the relationship between sounds and spelling. It requires the ability to apply strategies for teaching spelling and teaching pronunciation within the context of teaching English language use.</p> <p>The unit applies to individuals who teach English as a Second Language (ESL) and for whom the teaching of spelling and pronunciation is essential. The unit applies to those involved in the use of the international phonetic alphabet (IPA) as well as teaching sound-spelling relationships, spelling rules, pronunciation, rhythm, stress and intonation.</p>	<p>Knowledge of:</p> <ul style="list-style-type: none">• International Phonetic Alphabet (IPA)• English sound-spelling relationships• Basic English spelling rules• Rhythm, stress and intonation• Sound production common to the English language <p>Ability to:</p> <p>There must be demonstrated current evidence that you have:</p> <ul style="list-style-type: none">• Transcribed a minimum of two utterances into IPA• Decoded a minimum of two IPA transcriptions into written English• Determined when to use IPA• Planned and delivered at least one lesson which incorporated teaching a spelling rule, with the total minimum lesson duration being 20 minutes, and implemented the following during that lesson:<ul style="list-style-type: none">◦ At least one strategy to communicate a common spelling rule◦ Identified or created at least one activity to teach a common spelling rule• Identified at least one strategy to overcome learner difficulties experienced with pronunciation• Planned and delivered at least one lesson which incorporated teaching a pronunciation point, with the total minimum lesson duration being 20 minutes, and implemented the following during that lesson:<ul style="list-style-type: none">◦ At least one strategy to communicate the mechanics of the production of a sound used in English◦ At least one activity for practising pronunciation of a specific sound• Devised at least one strategy for communicating the impact of rhythm, stress and intonation• Identified or created at least one activity for practising correct rhythm, stress and intonation
I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.	



Unit Code & Name & Description	Evidence of the following to be collected:
<p>NAT11020005 Teach speaking</p> <p>This unit describes the skills and knowledge required to teach the functional nature of language use. It includes the skills to plan and deliver a speaking lesson which incorporates practical techniques for developing the spoken English skills of ESL learners. It includes the ability to make explicit language choices and guide ESL students in the production of spoken texts.</p> <p>The unit applies to individuals who teach English as a Second Language (ESL) and for whom the teaching of speaking is essential.</p> <p>The unit applies to those involved in identifying students' speaking needs, planning and implementing speaking lessons, observing, monitoring and analysing ESL students' progress, and self-evaluation of own teaching.</p>	<p>Knowledge of :</p> <ul style="list-style-type: none"> • Common ESL learning goals and speaking needs • The genre approach • Basic text structure, language functions and social purpose • Lesson planning and delivery strategies • Classroom management strategies • Feedback and correction strategies <p>Ability to: There must be demonstrated current evidence that you have:</p> <ul style="list-style-type: none"> • Analysed at least one ESL student and determined the following; <ul style="list-style-type: none"> ◦ Learning goals ◦ Speaking needs ◦ Genre to meet speaking needs and learning goals ◦ Authentic or simulated texts that model selected genre • Analysed at least one speaking text and correctly identified the text structure, language functions and social purpose • Planned and delivered at least one lesson which taught speaking, had a minimum lesson duration of 40 minutes, and included the following; <ul style="list-style-type: none"> ◦ Identified learning outcomes ◦ Identified vocabulary requirements ◦ Identified and implemented at least one controlled activity for accuracy which addressed at least one of the learning outcomes ◦ Identified and implemented at least one communicative activity for fluency which addressed at least one of the learning outcomes ◦ Listed resources for the lesson • Clearly communicated information and instructions to students on at least one occasion • Applied the following classroom management strategies on at least one occasion: <ul style="list-style-type: none"> ◦ Sequenced activities from controlled to uncontrolled and allocated time-frames ◦ Seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities ◦ Ensured that all students were engaged or on task ◦ Implemented extension activities with students who finished early or were more advanced ◦ Applied safe operating procedures with all equipment • Evaluated at least one student's performance and provided clear feedback • Identified at least one strategy which could be used to strengthen student performance • Reviewed own performance on at least one occasion and identified areas for improvement
	<p>I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.</p>



Unit Code & Name & Description	Evidence of the following to be collected:
<p>NAT11020006 Teach listening</p> <p>This unit describes the skills and knowledge required to teach the social purpose and communicative nature of language use. It includes the skills to plan and deliver a listening lesson which incorporates practical techniques for developing the English listening skills of ESL learners. It requires the ability to assist ESL learners in the development of a range of listening strategies.</p> <p>The unit applies to individuals who teach English as a Second Language (ESL) and for whom the teaching of listening is essential.</p> <p>The unit applies to those involved in identifying students' listening needs, planning and implementing listening lessons, observing, monitoring and analysing ESL students' progress, and self-evaluation of own teaching.</p>	<p>Knowledge of :</p> <ul style="list-style-type: none"> • Common ESL learning goals and listening needs • Basic listening strategies • The genre approach • Basic text structure, language functions and social purpose • Lesson planning and delivery strategies • Classroom management strategies • Feedback and correction strategies <p>Ability to:</p> <p>There must be demonstrated current evidence that you have:</p> <ul style="list-style-type: none"> • Analysed at least one ESL student and determined the following <ul style="list-style-type: none"> ◦ Learning goals ◦ Listening needs ◦ Genres to meet listening needs and learning goals ◦ Authentic or simulated texts that model selected genre ◦ Listening strategies to meet listening needs • Analysed at least one listening text and correctly identified the text structure, language functions and social purpose • Planned and delivered at least one lesson which taught listening, had a minimum lesson duration of 40 minutes, and included the following: <ul style="list-style-type: none"> ◦ Identified learning outcomes ◦ Identified vocabulary requirements ◦ Identified and implemented at least one controlled activity for accuracy which addressed at least one of the learning outcomes ◦ Identified and implemented at least one communicative activity for fluency which addressed at least one of the learning outcomes ◦ Listed resources for the lesson • Clearly communicated information and instructions to students on at least one occasion • Applied the following classroom management strategies on at least one occasion: <ul style="list-style-type: none"> ◦ Sequenced activities from controlled to uncontrolled and allocated time-frames ◦ Seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities ◦ Ensured that all students were engaged or on task ◦ Implemented extension activities with students who finished early or were more advanced ◦ Applied safe operating procedures with all equipment • Evaluated at least one student's performance and provided clear feedback • Identified at least one strategy which could be used to strengthen student performance • Reviewed own performance on at least one occasion and identified areas for improvement
	<p align="center">I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.</p>



Unit Code & Name & Description	Evidence of the following to be collected:
<p>NAT11020007 Teach reading</p> <p>This unit describes the skills and knowledge required to teach the functional and communicative nature of language use. It includes the skills to plan and deliver a reading lesson which incorporates practical techniques for developing the English reading skills of ESL learners, including recognition of the symbols/letters used to represent English words. It requires the ability to assist ESL learners in the development of a range of reading strategies.</p> <p>The unit applies to individuals who teach English as a Second Language (ESL) and for whom the teaching of reading skills is essential. The unit applies to those involved in identifying students' reading needs, planning and implementing reading lessons, observing, monitoring and analysing ESL students' progress, and self-evaluation of own teaching.</p>	<p>Knowledge of :</p> <ul style="list-style-type: none"> • Common ESL learning goals and reading needs • Basic reading strategies • The genre approach • Basic text structure, language functions and social purpose • Lesson planning and delivery strategies • Classroom management strategies • Feedback and correction strategies <p>Ability to:</p> <p>There must be demonstrated current evidence that you have:</p> <ul style="list-style-type: none"> • Analysed at least one ESL student and determined the following <ul style="list-style-type: none"> ◦ learning goals ◦ reading needs ◦ genres to meet reading needs and learning goals ◦ authentic or simulated texts that model selected genre ◦ reading strategies to meet reading needs • Analysed at least one reading text and correctly identified the text structure, language functions and social purpose • Planned and delivered at least one lesson which taught reading, had a minimum lesson duration of 40 minutes, and included the following; <ul style="list-style-type: none"> ◦ Identified learning outcomes ◦ Identified vocabulary requirements ◦ Identified and implemented at least one controlled activity for accuracy which addressed at least one of the learning outcomes ◦ Identified and implemented at least one communicative activity for fluency which addressed at least one of the learning outcomes ◦ Listed resources for the lesson • Clearly communicated information and instructions to students on at least one occasion • Applied the following classroom management strategies on at least one occasion: <ul style="list-style-type: none"> ◦ Sequenced activities from controlled to uncontrolled and allocated time-frames ◦ Seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities ◦ Ensured that all students were engaged or on task ◦ Implemented extension activities with students who finished early or were more advanced ◦ Applied safe operating procedures with all equipment • Evaluated at least one student's performance and provided clear feedback • Identified at least one strategy which could be used to



	<p>strengthen student performance</p> <ul style="list-style-type: none">• Reviewed own performance on at least one occasion and identified areas for improvement
	<p>I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.</p>



Unit Code & Name & Description	Evidence of the following to be collected:
<p>NAT11020008 Teach writing</p> <p>This unit describes the skills and knowledge required to teach the communicative nature of language use. It includes the skills to plan and deliver a reading lesson which incorporates practical techniques for developing the written English skills of ESL learners. It requires the ability to assist ESL learners in the production of symbols/letters used to represent English words.</p> <p>The unit applies to individuals who teach English as a Second Language (ESL) and for whom the teaching of writing is essential. The unit applies to those involved in identifying students' writing needs, planning and implementing writing lessons, observing, monitoring and analysing ESL students' progress, and self-evaluation of own teaching.</p>	<p>Knowledge of :</p> <ul style="list-style-type: none"> • Common ESL learning goals and needs • The genre approach • Basic grammatical concepts • Social purpose, structure and language features • Lexical fields • Basic text structure, language functions and social purpose • Lesson planning and delivery strategies • Classroom management strategies • Feedback and correction strategies <p>Ability to:</p> <p>There must be demonstrated current evidence that you have:</p> <ul style="list-style-type: none"> • Analysed at least one ESL student and determined the following: <ul style="list-style-type: none"> ◦ Learning goals ◦ Writing needs ◦ Genre to meet writing needs and learning goals ◦ Authentic or simulated texts that model selected genre • Analysed at least one writing text and correctly identified the text structure, language functions and social purpose • Identified or created at least one writing activity which develops skills to communicate social purpose, structure and language features • Identified or created at least one activity which develops lexical fields relevant to writing needs • Identified or created at least one activity for accuracy and one activity for fluency • Planned and delivered at least one lesson which taught writing, had a minimum lesson duration of 40 minutes, and included the following; <ul style="list-style-type: none"> ◦ Identified learning outcomes ◦ Identified vocabulary requirements ◦ Identified and implemented at least one writing activity for at least one of the learning outcomes ◦ Listed resources for the lesson • Clearly communicated information and instructions to students on at least one occasion • Applied the following classroom management strategies on at least one occasion: <ul style="list-style-type: none"> ◦ Sequenced activities from controlled to uncontrolled and allocated time-frames ◦ Seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities ◦ Ensured that all students were engaged or on task ◦ Implemented extension activities with students who finished early or were more advanced ◦ Applied safe operating procedures with all equipment • Evaluated at least one student's performance and



	<p>provided clear feedback</p> <ul style="list-style-type: none">• Identified at least one strategy which could be used to strengthen student performance• Reviewed own performance on at least one occasion and identified areas for improvement
	<p>I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.</p>



Unit Code & Name & Description	Evidence of the following to be collected:
<p>NAT11020009 Teach English using technology</p> <p>This unit describes the skills and knowledge to use technology to teach English as a Second Language (ESL) lessons. It includes the skills and knowledge to develop a portfolio of ESL internet-based resources, incorporate technology-based activities and plan technology-based ESL lessons.</p> <p>The unit applies to individuals who teach English as a Second Language (ESL) and for whom teaching English using technology or online is an essential skill. The unit applies to those involved in delivering online lessons, using internet-based resources and activities to teach ESL.</p>	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Internet-based ESL resources • English macro-skills • Common ESL learning goals • Lesson planning <p>Ability to:</p> <p>There must be demonstrated current evidence that you have:</p> <ul style="list-style-type: none"> • Analysed at least one published internet-based resource and identified the following: <ul style="list-style-type: none"> ◦ ESL level ◦ Topic ◦ Skill development • Identified at least one online resources to develop English language skills relevant to the learning needs of at least one student or one learner group • Identified or created at least one learning activity which involved students accessing internet-based resources or completing a process on a website • Identified or created at least one learning activity for accuracy which involved students accessing internet-based resources or tools • Identified or created at least one learning activity for fluency which involved students accessing internet-based resources or tools • Planned at least one lesson which had a minimum lesson duration of 40 minutes, and included the following: <ul style="list-style-type: none"> ◦ identified a learning outcome ◦ identified a technology-based resource or tool to facilitate lesson delivery ◦ identified at least one technology-based activity ◦ listed resources or materials for the lesson • Identified at least one strategy to facilitate an inclusive and engaging online learning environment
	<p>I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.</p>



Unit Code & Name & Description	Evidence of the following to be collected:
<p>NAT11020010 Apply English teaching approaches and methods</p> <p>This unit describes the skills and knowledge required to evaluate strengths and weaknesses of various TESOL methodologies and subsequently select and apply methodologies in response to different learning needs and situations.</p> <p>The unit applies to individuals who teach English as a Second Language (ESL) and for whom the application of approaches and methods in TESOL is essential. The unit applies to those involved in associating TESOL methodologies with specific second language learning goals, evaluating TESOL methodologies and applying TESOL methodologies.</p>	<p>Knowledge of:</p> <ul style="list-style-type: none"> • A range of TESOL methodologies • Common ESL learning goals • Learner and teacher roles within ESL contexts • Cultural perceptions of education <p>Ability to:</p> <p>There must be demonstrated current evidence that you have:</p> <ul style="list-style-type: none"> • Analysed a minimum of six TESOL methodologies and accurately determined distinctive characteristics • Identified TESOL methodology suited to at least three different learning goals • Evaluated the role of the teacher and the role of the student for the application of at least two different TESOL methodologies • Evaluated the strengths of at least three TESOL methodologies • Evaluated the weaknesses of at least three TESOL methodologies • Identified and evaluated at least one TESOL methodology currently used in ESL classrooms • Identified and evaluated TESOL methodologies suitable to learning goals and learning styles of at least three different learners from a variety of cultural backgrounds • Applied at least one TESOL methodology in response to learning goals, learning styles and cultural perceptions
	<p>I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.</p>



Unit Code & Name & Description	Evidence of the following to be collected:
<p>NAT11020011 Design and teach English as a second language syllabus</p> <p>This unit describes the skills and knowledge required to plan and deliver a series of lessons for a group ESL learning environment. It includes practical techniques required to plan and teach a series of lessons which have been contextualised to meet the ESL students' goals and learning needs.</p> <p>The unit applies to individuals who teach English as a Second Language (ESL) and for whom designing an ESL syllabus is essential. The unit applies to those involved in analysing ESL learning needs, developing ESL syllabus selecting or designing ESL learning activities, developing cohesive ESL lessons, reviewing and evaluating ESL syllabuses.</p>	<p>Knowledge of:</p> <ul style="list-style-type: none"> • ESL learning needs • English macroskills (speaking, listening, reading and writing) • Basic English grammar, spelling and pronunciation • English genres • Basic syllabus design and sequencing • Lesson planning • Approaches and methods of teaching TESOL <p>Ability to:</p> <p>There must be demonstrated current evidence that you have:</p> <ul style="list-style-type: none"> • Analysed at least one learner group and accurately determined: <ul style="list-style-type: none"> ◦ Learner profile information ◦ Speaking, listening, reading and writing needs ◦ Grammar and vocabulary needs • Identified learning outcomes, performance criteria and syllabus type for at least one learner group • Designed and implemented an ESL syllabus which was responsive to the learning needs of at least one learner group and identified genres, learning resources and activities for that learner group • Planned and delivered a series of at least four cohesive lessons which were sequenced in logical order and were in accordance with a syllabus document • Reviewed and evaluated feedback from at least one relevant stakeholder about an ESL syllabus and documented recommendations for improvement
	<p>I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.</p>



Unit Code & Name & Description	Evidence of the following to be collected:
<p>NAT11020012 Assess English as a second language</p> <p>This unit describes the skills and knowledge required to select assessment methods and develop assessment tools in an ESL context. It includes knowledge of assessment methods and procedures used to collect evidence of student performance. It also includes practical techniques to assess an ESL learner's skills and knowledge against both national and international English language proficiency test standards.</p> <p>The unit applies to individuals who teach English as a Second Language (ESL) and for whom assessing ESL learning is essential. The unit applies to those involved in evaluating English language proficiency tests, establishing the role of assessment in the learning process, designing, creating and implementing assessment tools. This unit applies to those using performance criteria to measure assessment outcomes.</p>	<p>Knowledge of:</p> <ul style="list-style-type: none"> English language proficiency tests Formative and summative assessments Criterion based assessments The role of assessment in learning Common factors affecting assessment and assessment outcomes Forms of assessment <p>Ability to:</p> <p>There must be demonstrated current evidence that you have:</p> <ul style="list-style-type: none"> Accurately determined the role of formative and summative assessments Accurately listed features of criterion based assessment Accurately described the role of assessments in structuring learning Determined factors that can influence assessment and the impact that the identified factors can have on assessment outcomes Responded to the needs of ESL students by determining: <ul style="list-style-type: none"> Context and purpose of assessment Form of assessment Administration of assessment tools Clearly communicated assessment instructions, conditions and performance criteria Administered at least one assessment tool in an effective manner to a minimum of three students Made an assessment decision against the performance criteria and recorded the assessment outcome and feedback for at least three students Reviewed stakeholder feedback on at least one assessment tool and evaluated that assessment tool to determine clarity and ease of administration Evaluated at least two different English proficiency tests and accurately determined: <ul style="list-style-type: none"> Features and application Similarities and differences
<p>I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.</p>	



Unit Code & Name & Description	Evidence of the following to be collected:
<p>NAT11020013 Teach English for academic purposes</p> <p>This unit describes the skills and knowledge required to plan for teaching a range of English language skills necessary for successful studies in academic contexts. It also includes the ability to break down academic tasks to identify the English language skills required to complete the academic task successfully.</p> <p>The unit applies to individuals who teach English as a Second Language (ESL) and for whom planning for teaching English for academic purposes is essential. The unit applies to those involved in developing English listening, speaking, reading and writing skills necessary for participation in academic contexts.</p>	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Cultural differences in education • English macroskills (speaking, listening, reading and writing) • English skills specific to academic purposes • Basic English grammar and sentence structure <p>Ability to:</p> <p>There must be demonstrated evidence that you have:</p> <ul style="list-style-type: none"> • Identified or designed at least one activity for development of each of the following academic listening skills: <ul style="list-style-type: none"> ◦ Listening to lectures ◦ Listening in discussions and tutorials ◦ Note-taking strategies • Identified or designed at least one activity for development of each of the following academic speaking skills <ul style="list-style-type: none"> ◦ Participation in discussions ◦ Delivering oral presentations ◦ Asking and answering questions • Identified or designed at least one activity for development of each of the following academic reading skills: <ul style="list-style-type: none"> ◦ Scanning and skimming ◦ Critical literacy ◦ Awareness of coherence, cohesion and text structure ◦ Note-taking from academic texts ◦ Research • Analysed text structure of at least six academic written genres • Identified or designed at least one activity for development of each of the following academic writing skills: <ul style="list-style-type: none"> ◦ Grammar, syntax and cohesion ◦ Structuring texts
	<p>I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.</p>



Unit Code & Name & Description	Evidence of the following to be collected:
<p>NAT11020014 Teach English for specific purposes</p> <p>This unit describes the skills and knowledge required to successfully plan for teaching English in a variety of specific contexts. It requires the ability to break down tasks involving language and identify aspects of language that will need development in order to communicate successfully in a particular vocation or for a specific purpose (for example: medicine, business, law, hospitality, construction, etc.).</p> <p>It includes the knowledge and skills to identify learning outcomes, activities and resources that will suit the identified purpose. It also includes the ability to monitor student progress, review feedback and identify recommendations for improvement.</p> <p>The unit applies to individuals who teach English as a Second Language (ESL) and who plan and teach English for specific purposes. The unit applies to those involved in researching specific purposes for English, applying syllabus design techniques to develop a learning program for a specific purpose and monitoring and reviewing the learning process.</p>	<p>Knowledge of:</p> <ul style="list-style-type: none"> English macroskills (speaking, listening, reading and writing) ESL learning needs Social context Genres General syllabus design techniques <p>Ability to:</p> <p>There must be demonstrated evidence that you have:</p> <ul style="list-style-type: none"> Researched at least one specific purpose for English use and determined the following for that specific purpose: <ul style="list-style-type: none"> Learning needs Key topics Social context Genres Language features and vocabulary Relevant macro-skills Relevant performance criteria Identified learning outcomes for at least one specific purpose Sequenced learning outcomes to ensure progression and allocated time-frames for at least one learning program Identified or created at least one activity to develop English skills required for a specific purpose and identified or created at least one resource for use with that activity Identified at least one strategy to monitor learner progress Evaluated a syllabus based on feedback from at least one stakeholder then identified and documented improvements
<p>I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.</p>	



Unit Code & Name & Description	Evidence of the following to be collected:
<p>NAT11021006 Establish community based English classes</p> <p>This unit describes the skills and knowledge to establish and coordinate community-based ESL programs. It includes practical techniques to set up an ESL class outside of formal learning institutions, as well as investigate local situations and requirements for an ESL program.</p> <p>The unit applies to individuals who teach English as a Second Language (ESL) and for whom establishing community based English classes is a specialist skill. The unit applies to those involved in investigating ESL learning needs of a community, arranging suitable venue and necessary equipment for a community based ESL program, managing finances and managing the ESL program overall, including; advertising, staffing and volunteers, English proficiency assessments, and record management.</p>	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Common ESL learning objectives • General venue and equipment needs for ESL training • Basic Workplace Health & Safety standards • ESL proficiency levels • Basic record maintenance <p>Ability to:</p> <p>There must be demonstrated evidence that you have:</p> <ul style="list-style-type: none"> • Researched the ESL learning needs of at least one community and documented the following: <ul style="list-style-type: none"> ◦ Non-English speaking background resident's demographic information, which may include but not limited to: <ul style="list-style-type: none"> ▪ Nationalities represented ▪ Employment ▪ Previous education ◦ Non-English speaking background resident's ESL learning objectives ◦ Existing ESL tuition options available and reasons these options are not being utilised • Developed an alternative delivery arrangement proposal to meet the needs of the local community, based on research conducted • Identified at least one suitable venue or online learning tool for an English class • Identified equipment requirements for an English class • Identified at least one strategy to maintain compliance with health and safety standards and procedures • Identified any applicable legal or insurance requirements • Developed a budget which listed: <ul style="list-style-type: none"> ◦ Fixed expenses ◦ Variable expenses ◦ Potential income sources • Identified at least one low cost method of advertising • Identified at least one strategy to meet staffing requirements • Identified at least one source of potential volunteers • Identified at least one assessment task to determine English proficiency level • Identified at least one strategy to maintain records
<p>I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.</p>	

NAT11021006 Establish community based English classes is the elective unit from 11021NAT - Certificate IV in English Language Teaching (TESOL). Evidence of prior learning and current competency for this unit will allow us to issue this qualification in addition to the Diploma (at no extra cost).