



RPL Pre-assessment Form
UPGRADE to
11020NAT Diploma of English Language Teaching (TESOL)
from
11021NAT Certificate IV in English Language Teaching (TESOL)

Name: _____

Email: _____

Mobile Phone: _____

Work Phone (if OK to call): _____

PLEASE INDICATE THE UNITS FOR WHICH YOU SEEK RPL.

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	



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 and Qualification Declaration

I have successfully completed 10695NAT Certificate IV in TESOL (Teaching English to Speakers of Other Languages) and I will upload a copies of the the Certificate and Record of Results (transcript) with this form.

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>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• 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
<input type="checkbox"/> I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.	



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><input type="checkbox"/> 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 five students • Made an assessment decision against the performance criteria and recorded the assessment outcome and feedback for at least five 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><input type="checkbox"/> 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>TESEAP001 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
<input type="checkbox"/> I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.	



Unit Code & Name & Description	Evidence of the following to be collected:
<p>TESESP001 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
<input type="checkbox"/> I CAN SUPPLY CURRENT EVIDENCE OF THE KNOWLEDGE AND SKILLS LISTED ABOVE.	