10632NAT Certificate IV in TESOL

Handbook

Containing:
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This is customised from
The Australian College of Career Development Handbook
to be pertinent for this course.

Welcome!

We are excited to welcome anyone who feels called to teach English and join our community of passionate teachers-in-training at ITA TESOL. Whether or not you have any prior training or experience as a teacher, TESOL is a course that will give you the practical skills needed to become an English language teacher.

This nationally recognised TESOL training can open many doors of opportunity. Whether you are looking to support yourself with a paid job, or if you want to gain practical skills to teach English in a local community —TESOL will be an unforgettable learning experience.

The 10632NAT Certificate IV in TESOL offered by Intercultural Training Australia Ltd (ITA) is distinctive for its hands-on teaching skills. It is conducted by a highly qualified and experienced team of trainers with the aim of releasing people into ministry. ITA is a not-for-profit company dedicated to high quality industry-standard training that is dedicated to worldwide Christian ministry. ITA has been working in the ESL industry since 2001.

This qualification is delivered under the auspices of the Australian College of Career Development (ACCD), and upon your enrolment you will become a registered student of this Registered Training Organisation (RTO). ACCD is an RTO provider No 31980, and will issue the nationally recognised qualification. The course is registered nationally under the Australian Skills Quality Authority (ASQA) and is listed on training.gov.au as 10632NAT Certificate IV in TESOL.

What ITA TESOL trainees have said:

> *"This course is not just about TESOL, it is about communication for life."*
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> *"I am teaching overseas with this qualification and loving it!"*
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> *"I was teaching a group of students after only two weeks, I didn't think it was possible."*
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> *"This course changed my life - the way I view other cultures is different."*
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> *"I have gained work in language schools in Australia and found the training has helped me in my teaching."*
>
> *"I am a trained teacher - this course gave me many creative and practical teaching tips I can use straight away."*
>
> *"I'm a more confident person – thanks to the support of my TESOL trainers."*
>
> *"At 18 I was able to teach English in Thailand for a year, with that experience I was employed to teach English on Christmas Island for two years. Thanks ITA."*

Course Information

This course is a comprehensive Certificate IV qualification in training candidates to teach English to speakers of other languages. It provides knowledge and skills in cultural understanding and teaching conversational English to speakers of other languages. These skills may be required by volunteers, industry/enterprise trainers and community and/or aid workers assisting persons learning English, both within Australia and overseas.

ITA TESOL uses an action-reflection model of adult training. Our training methods are interactive rather than lecture style so that course content is taught using techniques that the trainee teachers can adapt to use within their own classrooms. Trainees participate in all aspects of the class, through rotational stations, mini-teaching spots, and peer teaching of course content. After the activities, trainees are invited to reflect on the purpose and objective of the task, and discuss how these activities can be adapted to suit a variety of teaching situations.

A valuable component of ITA TESOL is the one-on-one mentoring program. Each trainee has a mentor who meets with them throughout the course to provide assistance with course material, teaching practice assistance, and their learning journey.

Important
This qualification meets the requirements for recognition as a TESOL teacher in Australia under the National ELICOS Accreditation Scheme (NEAS) **if** that person holds a recognised pre-service teaching qualification from an Australian university or a degree from an Australian university. Persons who do not have professional teaching qualifications or a degree from an Australian university cannot rely on this course alone for employment opportunities within Australia. Note: additional requirements in practice teaching are required.

Course Content

The course comprises nine units of competency.

The six core units have been developed especially for this course.

- TSLLAN401   Communicate with people from another culture
- TSLLAN402   Identify English language proficiency levels and learning needs
- TSLLAN403   Facilitate English language teaching strategies
- TSLLAN404   Manage English language teaching
- TSLLAN405   Identify and correct English language errors
- TSLLAN406   Select and apply English language learning resources

The three elective units have been drawn from the Nationally Recognised TAE Training and Education Training Package.

- TAEDEL301   Provide work skill instruction
- TAEDEL401   Plan, organise and deliver group-based learning
- TAEASS401   Plan assessment activities and processes

An additional elective unit attained through this course has been drawn from the BSB Business Services Training Package.

- BSBCMM401   Make a Presentation

Time Commitment

The course is accredited with VOLUME OF LEARNING as 610 – 630 hours. This includes:
- Lectures
- Supervised lesson planning
- Teaching practice
- Feedback on teaching
- Observation of experienced teachers
- Tutorial support and consultation time

In addition to the scheduled timetable, the course also requires reading, research and preparation of lessons and assignments - inclusive in the 610 – 630 hours.

Please note: A factor to consider depending on your specific situation is that practice teaching placements may be in community education venues. These may have limited placements available outside of office hours. Workers may need to negotiate with their workplace for these 25 hours of practice teaching. As this course is in high demand, we reserve the right to establish an overflow practice teaching class on a different day/evening during the same time frame of this course.

Assessment

This course is assessed holistically as far as possible. Many of the assessment activities are integrated and cover elements from several units of competency. This means students are required to do fewer assessment activities than if each unit were to be assessed separately. Please note however that students who do not complete the whole course may have difficulty completing the full assessments required for any individual unit of competency. A holistic approach to assessment has been adopted because the objective of the course is to provide a set of integrated skills.

There are many assessment activities grouped under 7 major assessment tasks.
These are:

- Task 1 Cross-Cultural Project - 500 words
- Task 2 Evaluate a Course Book - 500 words
- Task 3 Written Quiz - open book on all course content
- Task 4 Teaching Practice Portfolio
- Task 5 Develop a Language Test and Test It
- Task 6 Conduct an Intake Interview
- Task 7 Oral Quiz (in class)

Teachers will provide submission dates and details of the assessment during the course.

Assessment Task Completion

Due dates for the Assessment Tasks will be provided in the course overview or during the course.

All Assessment Tasks will be due 3 months from the final date of the course.

If Assessment Tasks are still outstanding beyond the 3 month period, trainees will be sent an email reminding them that the Assessment Tasks due date has elapsed. They will be advised that they will need to submit all remaining Assessment Tasks by the extended date (6 months from the final date of the course) or they will need to pay a $50 fee per Assessment Task (or part thereof) on submission of each Assessment Task.

There will be no further reminders about Assessment Tasks initiated by ITA beyond the email sent after the 3 month elapse date as the trainees are required by industry to exhibit the following Employability Skills for a Certificate IV qualification:

- Planning and Organising
    - planning, prioritising and organising workflow
    - organising the human, physical and material resources required for learning and assessment
- Self-management
    - managing work and work relationships
    - taking personal responsibility in the planning, delivery and review of training

After 12 months from the final date of the course if assessment is still not complete, you may be entitled to a statement of attainment or a certificate of attendance.

Grading

Performance is assessed as either 'competent' or 'not yet competent'. Students who are found not yet competent after an assessment activity will be given another opportunity to be re-assessed.

Accreditation

The is owned by Intercultural Training Australia Ltd, delivered under the aus10632NAT Certificate IV in TESOL pices of the Australian College of Career Development (ACCD). ACCD is a Registered Training Organisation (RTO) provider No 31980, which will issue the nationally recognised qualification. The course is registered nationally under Australian Skills Quality Authority (ASQA) and is listed on training.gov.au as 10632NAT Certificate IV in TESOL.

Suggested Reference Books:

Students will be provided with course notes.

Helpful reference books
- Harmer, J. (1998). How *to Teach English*. Longman
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow, England: Pearson Education.
- Scrivener, J. (2005). *Learning Teaching,* Macmillan & Heinemann.
- *Ur, P. (1999). A Course in Language. Teaching*. Trainee Book. Cambridge University Press: Cambridge.

<u>Units of Competency</u>

Core Units
TSLLAN401 Communicate with people from another culture
This unit describes the outcomes required to teach English in a cross-cultural setting using appropriate communication skills. It equips participants with skills to investigate relevant features of another culture, to identify potential issues of concern, and to respond sensitively in cross-cultural communications and in cross-cultural teaching.

Elements of Competency
1. Research information about another culture
2. Communicate cultural research findings with colleague
3. Teach English in a cross-cultural setting

TSLLAN402 Identify English language proficiency levels and learning needs
This unit describes the outcomes required to discover the level of language proficiency of English language learners seeking to improve their English, and to establish their learning needs. It provides the skills needed to develop and apply simple screening tests so that each language learner can be grouped with others of similar language proficiency.

Elements of Competency
1. Investigate and prepare diagnostic tests
2. Administer macro-skills diagnostic tests
3. Assess and interpret test results
4. Store and deliver test results

TSLLAN403 Facilitate English language teaching strategies
This unit describes the outcomes required to develop skills in demonstrating a range of commonly used language teaching strategies. This unit develops the capacity of the participant to select and use a range of teaching strategies across a series of delivery modes.

Elements of Competency
1. Investigate Second language acquisition teaching theories
2. Develop second language acquisition delivery modes
3. Implement a variety of delivery modes

TSLLAN404 Manage English language teaching
This unit describes the outcomes required to develop skills and techniques to manage language learning in teaching contexts. It provides the skills needed to facilitate teaching the macro-skills and grammar using individual, pair and group work, role plays, gestures, and instruction-giving.

Elements of Competency
1. Develop language learning tasks for grammar and macro-skills
2. Deliver language learning tasks for grammar and macro-skills
3. Supervise classroom activities for optimum language learning
4. Evaluate language learner's progress
5. Evaluate classroom management skills

TSLLAN405 Identify and correct English language errors
This unit describes the outcomes required to develop skills in language error identification and correction, in culturally appropriate ways. It provides the skills to both identify errors and provide correction to language learners when needed, in ways that encourage and affirm the English language learner's effort.

Elements of Competency
1. Plan response to language learners' errors
2. Indicate language learners' errors in grammar and the macro-skills
3. Implement language learners' error correction

TSLLAN406 Select and apply English language learning resources
This unit describes the outcomes required to effectively use available resources to meet the needs of language learners. It provides the skills needed to identify the purpose of a language course book, use and enhance course book content, identify and develop learning resources, and utilise technology in English language lessons.

Elements of Competency
1. Investigate language course book content
2. Adapt, supplement and design activities
3. Implement language teaching technology in English lessons
4. Assemble a portfolio of authentic English teaching materials

Elective Units
TAEDEL301 Provide work skill instruction
This unit describes the skills and knowledge required to conduct individual and group instruction, demonstrate work skills and assess the success of training and one's own training performance, using existing learning resources in a safe and comfortable learning environment. It emphasises the training as being driven by the work process and context, and applies to a person working under supervision as a work skill instructor in a wide range of settings not restricted to training organisations,

Elements of Competency
1. Organise instruction and demonstration
2. Conduct instruction and demonstration
3. Check training performance
4. Review personal training performance

TAEDEL401 Plan, organise and deliver group-based learning
This unit describes the skills and knowledge required to plan, organise and deliver training for individuals within a group. It applies to a person working as an entry-level trainer, teacher or facilitator structuring a learning program developed by others in, or with, a training and assessment organisation.

Elements of Competency
1. Interpret learning environment and delivery requirements
2. Prepare session plans
3. Prepare resources for delivery
4. Deliver and facilitate training sessions
5. Support and monitor learning

TAEASS401 Plan assessment activities and processes
This unit describes the skills and knowledge required to plan the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It applies to individuals with assessment planning responsibilities. In planning activities and processes, individuals are required to identify the components of assessment tools, analyse and interpret assessment tools, and develop assessment instruments (also known as assessment tasks) and assessment plans.

Elements of Competency
1. Determine the assessment approach
2. Prepare the assessment plan
3. Identify modification and contextualisation requirements
4. Develop the assessment instruments

Additional Unit *This is an extra elective unit attained through doing this course. It is additional to the nine units of competency required for this course.*

BSBCMM401 Make a presentation
This unit covers the skills and knowledge required to prepare, deliver and review a presentation to a target audience. This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.

Elements of Competency
1 Prepare a presentation
2 Deliver a presentation
3 Review the presentation

Student Information

Selection, Enrolment and Orientation Procedures

Course Entry Requirements

- Students should have native speaker competence in English. This course is not suitable for persons with a Non-English Speaking Background (NESB) unless they have near native speaker competence (usually indicated by test results of ISLPR 4 or IELTS 5.5 all macro-skills). Persons from a Non-English Speaking Background may be asked to attend an interview with teaching staff before enrolment. Students are assumed to have average post-school standard of literacy and numeracy (about the level needed to pass Year 10).

- Students should possess the ability to hear and speak normally.
  Note: Discrimination on the basis of language (or NESB) and/ or physical impairment is lawful because the nature of the course/ vocational outcome requires English language proficiency, normal hearing and speaking abilities as essential requirements for teaching.

- Any or all applicants may be asked to attend an interview with teaching staff to establish their personal suitability for cross-cultural work with persons learning English as a second or additional language.

Enrolment Process

- Only persons who meet the entry requirements will be considered for enrolment.
- Enrolment applications will be considered in the order in which complete applications are received until all places are filled.
- An enrolment application is not complete until the non refundable course application fee has been paid.
- Student induction/orientation will take place during the first lesson.

Fees and Charges

- A non-refundable registration fee of $70 is required with enrolment to cover cost of administration.
- The course fee for 10632NAT Certificate IV in TESOL is $1, 900.
- Total costs $1, 970 (Not more than $1500 will be charged for fees prior to the commencement of the qualification)
- A deposit of $1,500 must be paid one week before the course commences. The balance of the course fees must be paid during the first week of the course unless prior arrangements are made with the Director of Studies.
- Students will not be issued with their qualification until all fees have been paid in full.
- Purchase of a textbook is optional, the cost of a textbook is not included in the course fee.

ITA endeavors to provide this course at the lowest possible price which is in line with our vision to equip people for ministry. However, we reserve the right to change course costs as necessary. Changes to course costs are advertised one semester in advance. It may be changed from those currently advertised on the website.

Refund Policy

All refund applications must be made in writing. All course notes and intellectual property must be returned upon withdrawal. The date of withdrawal from the course is taken to be when Intercultural Training Australia Ltd or its agents receive the written notice of withdrawal.   There is a $70 non-refundable registration fee, to cover the costs of enrolment administration.   The remaining portion of the fee may be refunded, on a pro-rata basis as follows:

Before course starts	Full course fee less deposit
Up to module 4	Half of the course fee
Withdrawal after module 4	No refund

(Module 4 as per TESOL Foundations course notes received at commencement of course)

Literacy and Numeracy

All students will be given a short screening test of literacy and numeracy skills. This is a government requirement (AQTF Standard 6.3). This test should not cause any difficulty to persons with normal community levels of functional literacy and numeracy. Persons who have been away from study or the workplace for 25 years or more, but who can read newspapers or magazine articles and calculate how much they spend during a shopping trip will find they can easily satisfy the test requirements. The assessment demands for assignment work and in preparing lesson plans and resource materials are modest but do assume familiarity with, and the ability to write in, English at about Year 10 level.

Language

Persons from a non-English speaking background may be asked to supply the results of a recent (within the last 12 months) English language proficiency test (e.g. IELTS or TOEIC). If results from a recent test are not available or at a sufficient level then ITA staff can implement an English Proficiency test for the person to complete under exam conditions.

Pathways

All trainees who undertake the 10632NAT Certificate IV in TESOL are provided with advice on employment and training options.

Trainees pursuing TAE40110 - Certificate IV in Training and Assessment or TAE40116 - Certificate IV in Training and Assessment can gain recognition of competency for units undertaken in 10632NAT Certificate IV in TESOL.

Because of the emphasis given to issues of cross-cultural significance, graduates may pursue vocations as cross-cultural workers.

Graduates of this course, when combined with further professional qualifications are also prepared for working in the TESOL industry in Australia and overseas.

The 10632NAT Certificate IV in TESOL can be done prior to or after one gains a professional qualification and experience.

Student Support Arrangements

Literacy and Numeracy

Where a student finds difficulty with assignment preparation, some limited additional teacher/tutor support may be provided. It is inappropriate for students with significant literacy difficulties to register for this course, given the employability skills and the trainer preparation focus of this qualification.

Study Skills

No specific provision has been made to assist students who have been away from formal study for a considerable time or who have not undertaken a vocational training program previously. However, teaching staff may clarify assessment arrangements and timelines for the submission of practical and written work, and provide advice to students on how to approach the tasks.

Welfare and Guidance

Students who are having personal problems **relating to the course** are encouraged to discuss these with teaching staff. Students requiring counseling of a more general nature will be referred to their local church or to welfare agencies, as these needs are beyond the teachers' responsibilities.

While teaching staff will discuss post course vocational options, no formal student employment service is available.

Learning and Assessment

The course is only offered in face-to-face mode.   Currently, no arrangements for distance education or on line delivery are available. Teaching staff will discuss time lines for assessment with students and some negotiation is possible regarding submission and observation dates, within the overall constraints of the course end date and teacher availability to observe practical teaching.

Students are expected to attend all classes, observations and practice teaching sessions. Should attendance fall below 90%, students may not be able to complete all assessment items.

In Special Circumstances

Relating to uncompleted assessment by graduation date, reassessment to gain full certificate will attract additional administrative charges and it must be completed within 6 weeks of the graduation date.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) recognises that students may have already achieved some of the course's learning outcomes and competencies through formal training, work experience or studies in other courses.

Students who wish to apply for RPL should complete the ITA enrolment application form, making sure to check the RPL box.

An RPL application form will then be sent with information about the RPL process and fees. The applicant will need to find evidence to demonstrate skills and knowledge within the varying aspects of the Units of Competencies they are seeking RPL.

Students seeking RPL should note that the holistic nature of assessment in this course may still require that most assessment be undertaken, even after RPL has been granted.

Appeals, Complaints and Grievances

Complaints and Grievances

Students who have a complaint or concern are encouraged to speak to teachers so that help can be provided. The following approach is recommended.

- Decide as clearly as you can just what is causing your concern;
- Work out what you need to say and who you are going to say it to;
- Talk to the person concerned, and see if the matter can be resolved;
- If the concern cannot be dealt with between you and the other person, ask another student or another teacher to help you find a resolution with the other party.

If you wish to make a formal complaint

Record the date and content of any attempts you have made to deal with the matter, and write a note to the Director, Intercultural Training Australia Ltd, outlining your complaint and the outcome you are seeking. Any of the teachers will pass your note on to the Director.

Appeals

Any student being found 'Not Yet Competent' after an assessment will be given the opportunity to re-submit items or to be reassessed. If the result is still 'Not Yet Competent', any further assessment is at the discretion of the teacher, according to their judgement of the probability of success.

A student formally awarded a 'Not Yet Competent' result, may appeal in writing to the Director of Studies, Intercultural Training Australia Ltd, setting out the reasons why the result should not stand. The Director of Studies will ask a qualified and independent person to consider the appeal.

Access and Equity

Intercultural Training Australia Ltd seeks to promote equity during its courses and the widest possible access to its programs. Discrimination, bullying and sexual harassment will not be tolerated in any class or workplace associated with this course.

We look forward to meeting you.