



Provider No 31980

11025NAT Certificate IV in Teaching
an Additional Language - TESOL

Handbook

Blended TESOL course - Face-to-Face and Online
Or
Interactive Online TESOL

Containing:
Course Information
Trainee Information
Policies and Procedures

The Australian College of Career Development Handbook
Course delivered by Intercultural Training Australia

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 paid work, or if you want to gain practical skills to teach English in a local community or overseas — TESOL will be an unforgettable learning experience.

The 11025NAT Certificate IV in Teaching an Additional Language - 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 organisation that has been working in the ESL industry since 2001. We are dedicated to high quality industry-standard training that is devoted to worldwide Christian ministry.

This qualification is delivered under the auspices of the Australian College of Career Development (ACCD), and upon your enrolment you will become a registered trainee 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 11025NAT Certificate IV in Teaching an Additional Language - TESOL.

Trainees' Feedback:

I just wanted to thank everyone at ITA who had a part in delivering the Certificate IV TESOL in Brisbane. What a fantastic team of passionate people devoted to teaching English with purpose! Augustine of Hippo once said that 'One loving heart sets another on fire' and I have found that to be true! To see each Trainer's passion and purpose in teaching English has lit a fire in my own heart to do the same. This course was the perfect blend of practicality and the pursuit of people for the glory of God. And knowing that each Trainer was volunteering and giving of themselves in so many ways makes this course even more extraordinary. I hope this course continues for many years to come with the same degree of love, encouragement, enthusiasm and sacrifice exhibited by you all. Many people have been impacted for the Kingdom by your work and I am so very glad that God led me to this course. It's one of a kind and it really has been amazing!

May you continue to press on teaching English with an Eternal purpose (and I will do the same!) Karen

"Thanks again ITA for your partnership with our church and your heart to serve and equip. ITA's heart to take away every barrier and make the training so accessible to people last year was really the spark or the beginning of what has become great blessing to our church. We never would have dreamt of G'Day Saturday having such momentum and now to see more of our people serving overseas - it encourages me so much." Ps Andrew

Seeing what is happening in the world, especially in the past two weeks with COVID-19, gives me a heavy heart and a sense of gloom, dejection and hopelessness. But remembering that there are people like you trainers out there helping people all over the world, improving people's life by teaching them English, puts hope back in me - keep up the good work. Tom

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 passion of our volunteer trainers, they will support you throughout your learning journey to provide assistance with course material, teaching practice, and assessments.

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.

- NAT11025001 Communicate with people from another culture
- NAT11025002 Identify English language proficiency levels and learning needs
- NAT11025003 Facilitate English language teaching strategies
- NAT11025004 Manage English language teaching
- NAT11025005 Identify and correct English language errors
- NAT11025006 Select and apply English language learning resources

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

- TAED301 Provide work skill instruction
- TAED401 Plan, organise and deliver group-based learning
- TAELN411 Address adult language, literacy and numeracy skills

One elective unit has been drawn from the BSB Business Services Training Package.

- BSBCMM411 Make presentations

Time Commitment

The course is accredited with VOLUME OF LEARNING as 610 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 hours. You will have assessment tasks and lesson plans to prepare between classes.

Sample Course overviews 2022

Face-to-Face and Online (Blended) TESOL courses

6-week daytime course

Wednesdays: 3 hours self-study (home) and 3 hours (1- 4 pm) interactive online TESOL (home)
Thursdays: 3 hours observing/teaching ESL classes and 3 hours group work (9:30 – 4:00 pm)
Fridays: 6 hours (9:30 – 4:00 pm) face-to-face TESOL
Saturdays: 2 hours (9:30 – 11:30 am) observing/teaching ESL classes
Mondays and Tuesdays can be used for self-study
Continues with the self-study and practicum teaching phase.

Interactive Online TESOL courses

7-week afternoons and Saturdays on Zoom (all times GMT+10):

Wednesdays: 2 hours (4 – 6 pm) interactive online TESOL
Fridays: 2 hours (4 – 6 pm) interactive online TESOL
Saturdays: 3 hours (1 – 4 pm) interactive online TESOL
Mondays, Tuesdays and Thursdays can be used for self-study
Continues with the self-study and practicum teaching phase.

Practice Teaching Placements

Your trainers will assist with practice teaching placements. You will complete 15 hours of observations and 10 hours of teaching. Practice teaching classes may be on a different day/evening than the scheduled course. Opportunities to complete practice teaching placements may also be available online.

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.

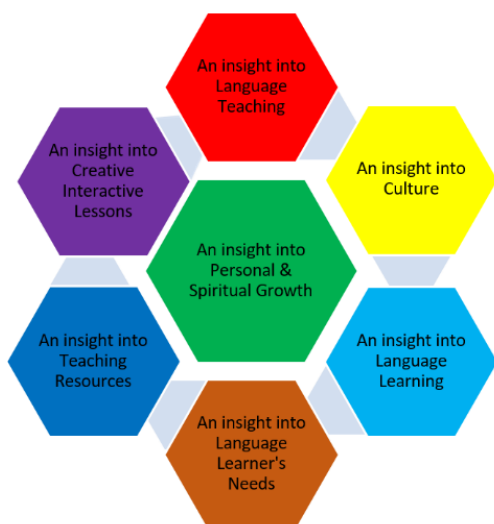
Assessment

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 trainees are required to do fewer assessment activities than if each unit were to be assessed separately. Please note, however, that trainees 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.

Assessments for the units of competency are covered holistically.

Overview of Assessment Tasks

- An insight into personal and spiritual growth
- An insight into culture
- An insight into language learning
- An insight into language learner's needs
- An insight into teaching resources
- An insight into creative interactive lessons
- An insight into language teaching



Trainers 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 6 months from the final date of the course.

If Assessment Tasks are still outstanding beyond the 6-month period, trainees will be sent an email reminding them that the Assessment Task due date has elapsed. They will be advised that they will need to submit all remaining Assessment Tasks by the extended date (9 months from the final date of the course). A \$50 fee will be charged for each Assessment Task (or part thereof) submitted after the 6-month period date.

There will be no further reminders about Assessment Tasks initiated by ITA beyond the email sent after the 6-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

Following successful completion of all assessment, the Qualification testamur will be issued by the Australian College of Career Development.

Google Classroom

Many of the assessment tasks are completed online using Google Classroom.

Grading

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

Accreditation

The 11025NAT Certificate IV in Teaching an Additional Language - TESOL is owned by Intercultural Training Australia Ltd, delivered under the auspices 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 11025NAT Certificate IV in Teaching an Additional Language - TESOL.

Suggested Reference Books:

Trainees will be provided with TESOL 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.

Units of Competency

Core Units

NAT11025001 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

NAT11025002 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 Prepare diagnostic tests
- 2 Administer macro-skills diagnostic tests
- 3 Assess and interpret test results
- 4 Store and deliver test results

NAT11025003 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 Develop second language acquisition delivery modes
- 2 Implement a variety of delivery modes
- 3 Evaluate and modify modes of delivery

NAT11025004 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 learner's language progress
- 5 Evaluate classroom management skills

NAT11025005 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

NAT11025006 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 Reflect and evaluate teaching resources used in English lessons

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

TAELLN411 - Address adult language, literacy and numeracy skills (Release 2)

This unit describes the skills and knowledge a vocational trainer or assessor requires to identify language, literacy and numeracy (LLN) skill requirements of training and the work environment, and to use resources and strategies that meet the needs of the learner group. The unit applies to individuals who teach, train, assess and develop resources. Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.

Elements of Competency

1. Analyse LLN requirements
2. Select and use resources and strategies to address LLN skill requirements
3. Use specialist LLN support where required
4. Evaluate effectiveness of learning support and assessment strategies in addressing LLN requirements

BSBCMM411 Make presentations

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 presentation
2. Deliver presentation
3. Review presentation

Trainee Information

NB: This information should be read by intending trainees prior to enrolment

Selection, Enrolment and Orientation Procedures

Course Entry Requirements

1. Trainees 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 IELTS 6 on all macro-skills). Trainees are assumed to have average post-school standard of literacy and numeracy (about the level needed to pass Year 10). A Language Literacy and Numeracy (LLN) test will be conducted to determine trainees' proficiency levels.
2. Trainees 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.
3. 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.

Course Options

The **Certificate IV in Teaching an Additional Language - TESOL** course requires at least 80% attendance rate and time set aside to complete course requirements (i.e. content review, assessments, lesson planning, observations, and practice teaching).

For those not wanting to complete the assessment component, or those unable to commit to the full course there is an option to complete it by **AUDIT** (i.e. no formal assessment or qualifications). Those choosing the Audit option will receive a Professional Development Certificate. The **same fees** and charges apply to the **Certificate IV in Teaching an Additional Language – TESOL** and **AUDIT** Options.

Enrolment Process

- Only persons who meet the entry requirements will be considered for enrolment.
- Applications will be considered in the order in which complete applications and course fees are received until all places are filled.
- Trainee induction/orientation will take place during the first session.
- Once the enrolment form is completed it can be emailed to admin@humeridgechurch.org
- Payment can be made to Intercultural Training Australia (full details on enrolment form) unless stated otherwise.

Fees and Charges

- A non-refundable registration fee of \$70 is required with enrolment to cover cost of administration.
- The 11025NAT Certificate IV in Teaching an Additional Language – TESOL course fee is \$2,300.
- Total costs \$2,370
- 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.
- Changes to course fees are advertised one semester in advance and may be different from those currently advertised on the website.
- Reissuing certificates and transcripts will incur a cost of \$30.

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. The remaining portion of the fee may be refunded, on a pro-rata basis as follows:

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

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

Literacy and Numeracy

All trainees 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 11025NAT Certificate IV in Teaching an Additional Language - TESOL are provided with advice on employment and training options.

Trainees pursuing TAE40116 - Certificate IV in Training and Assessment can gain credits for units undertaken in 11025NAT Certificate IV in Teaching an Additional Language - 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 11025NAT Certificate IV in Teaching an Additional Language - TESOL can be done prior to or after one gains a professional qualification and experience.

Trainee Support Arrangements

Literacy and Numeracy

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

Support and Information Agencies can be accessed at learners' expense:

Auspeld <http://auspeld.org.au/state-associations>

Learning Difficulties Australia www.lidaustralia.org

NCVER Adult Literacy Research <https://www.ncver.edu.au/>

Adult Literacy Resource <https://www.adultliteracyleague.org/resources/>

Australian Council for Adult Literacy www.acal.edu.au

Study Skills

No specific provision has been made to assist trainees 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 trainees on how to approach the tasks.

Welfare and Guidance

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

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

Learning and Assessment

Teaching staff will discuss time lines for assessment with trainees and some negotiation is possible regarding submission and observation dates, within the overall constraints of the course end date and assessors availability to observe practical teaching.

Trainees are expected to attend all classes, observations and practice teaching sessions. Should attendance fall below 80%, trainees may not be able to complete all assessment items.

Recognition of Prior Learning

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

Trainees who wish to apply for RPL should complete the ITA 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.

Trainees 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

Trainees who have a complaint or concern are encouraged to speak to trainers 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 trainee or another trainer 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.

Appeals

Any trainee 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 assessor, according to their judgement of the probability of success.

A trainee 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.

If you have any other question about the 11025NAT Certificate IV in Teaching an Additional Language - TESOL feel free to contact us at admin@itateach.com

Please sign the application form stating that you have read this handbook.

We look forward to meeting you soon.

Blessings,

Maureen Face

Director of Studies
Intercultural Training Australia
CEO Australian College of Career Development