



Provider No 31980

11025NAT - Certificate IV in Teaching
an Additional Language - TESOL

Handbook

Blended TESOL Course (Face-to-Face and Online)
and
Interactive Online TESOL Course

Containing:
Course Information
Trainee Information
Policies and Procedures

This is customised from
The Australian College of Community 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 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 Community 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.

Graduates Feedback.

The course offered by ITA is outstanding. I have studied two undergraduate degrees and a post-graduate Master's degree. In my opinion, the training offered by ITA was superior to this training. ITA's courses are well-delivered, relevant, engaging and equip the student with real-world skills to be successful ESL teachers. I highly recommend them to any person considering studying TESOL. Jenni

Thank you ITA, for how this course was conducted, delivered and taught with a high level of professionalism and competence by Maureen, Kim, Ashley, and all its trainers. I highly recommend this course to any person aspiring to be certified to deliver TESOL online and face-to-face. Dr. Heaney

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. 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.

I have never been part of a class that has been so engaging online. Ever! Hannah

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.

Please note

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: 6 core and 3 electives.

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, BSB - Business Services Training Package, and CHC - Community Services Training Package respectively.

- TAEDEL311 Provide work skill instruction (Release 1)
- BSBCMM411 Make presentations
- CHCDIV001 Work with diverse people (Release 1)

Time Commitment

The course is accredited with VOLUME OF LEARNING as 620 hours. This includes:

- Interactive 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 includes reading, research, watching videos, lesson planning, and assessment tasks all of which contribute to the 620-hour volume of learning. The readings and videos will take approximately two hours per module, while lesson planning and assessment tasks will require additional time depending on your experience and working pace.

Course Modules

Language and Intercultural Skills; Second Language Acquisition; Proficiency Levels and Learning Needs; Syllabus Design and Lesson Planning; Teaching Listening, Speaking, Reading, Writing, Grammar, Vocabulary, and Pronunciation; Error Correction; Resources and Technology; Classroom Management; Assessment and Evaluation; and ESL/EFL Industry.

Course Overviews 2026

HumeRidge Church of Christ, Toowoomba: 31 January – 28 March 2026

9-week Blended Course: Wednesday nights and Saturdays

Blended Phase (Face-to-Face and Online): Saturday 31 January – Saturday 28 March 2026

Wednesdays: 2 hours Zoom interactive online (home) 4:00 pm – 6:00 pm

Saturdays: 7 hours at HumeRidge Church of Christ: 9:00 am – 4:00 pm

Self-Study Phase: 31 January – Saturday 27 June 2026

Self-Study using Google Classroom – Readings, Videos, and Assessments

Plan at least 2 hours for each TESOL module, plus additional time to complete assessments.

Practicum Teaching Phase: 31 January – Saturday 27 June 2026 (some trainees finish in less than 3 months)

Observing and teaching English language classes during and after the Blended Phase

Community English classes, online English classes, and other approved classes

Taringa Baptist Church (TBC), Brisbane: 7 August – 18 September 2026

7-week Blended Course: Wednesday afternoons, Thursdays and Fridays

Blended Phase (Face-to-Face and Online): 7 August – 18 September 2026

Wednesdays: 3 hours Zoom interactive online TESOL (home) 1:00 pm – 4:00 pm

Thursdays: 3 hours observing/teaching ESL classes at TBC 9:00 am – 12:00 pm

3 hours face-to-face TESOL at TBC 1:00 pm – 4:00 pm

Fridays: 6 hours face-to-face TESOL at TBC 9:30 am – 12:30 pm and 1:00 pm – 4:00 pm

Saturdays: 3 hours observing/teaching ESL classes at TBC 9:30 am – 12:30 pm (Optional)

Self-Study Phase: 7 August 2026 – 18 December 2026

Self-Study using Google Classroom – Readings, Videos, and Assessments

Plan at least 2 hours for each TESOL module, plus additional time to complete assessments.

Practicum Phase: 7 August 2026 – 18 December 2026 (some trainees finish in less than 3 months)

Observing and teaching English language classes during and after the Blended Phase

Community English classes, online English classes, and other approved classes

Interactive Online TESOL 7 October – 21 November 2026

7-week Interactive Online: Wednesday and Friday afternoons and Saturdays

Interactive Online Phase: 7 Oct - 15 Nov 2025 (all times GMT+10)

Wednesdays: 2 hours Zoom interactive online TESOL 4:00 – 6:00 pm

Fridays: 2 hours Zoom interactive online TESOL 4:00 – 6:00 pm

Saturdays: 3 hours Zoom interactive online TESOL 1:00 – 4:00 pm

Self-Study Phase: 7 Oct 2026 – 21 May 2027

Self-Study using Google Classroom – Readings, Videos, and Assessments

Plan at least 2 hours for each TESOL module, plus additional time to complete assessments.

Practicum Phase: 7 Oct 2026 – 21 May 2027 (some trainees finish in less than 3 months)

Observing and teaching English language classes during and after the Interactive Online Phase

Community English classes, online English classes, and other approved classes

Online Zoom Sessions

Please note that Zoom sessions will be recorded and, where possible, uploaded to Google Classroom for your cohort to access later. By participating in the Zoom sessions, you are giving permission for these recordings to be used for this purpose.

Assessment

Assessments for the units of competency are covered holistically. 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.

Overview of Assessment Tasks

Cultural Insight

- Task 1A: Cultural Interview and Report
- Task 1B: Diversity Quiz

Class Activities

- Task 2A: TESOL Teaching Ideas
- Task 2B: Teaching Method Chart
- Task 2C: Evaluate a Course Book
- Task 2D: Error Correction Activity

English Language Tests

- Task 3A: Conduct Intake Tests
- Task 3B: Report on Proficiency Test
- Task 3C: Language Level Test

Teaching Preparation

- Task 4A: English Language Teaching Observations
- Task 4B: Mini Lesson Plan Warm-up
- Task 4C: Mini Lesson Plan & Teaching: Macro Skill
- Task 4D: Mini Lesson Plan & Teaching: Grammar

Teaching Practicum

- Task 5A: Teaching Practicum and Observations Record Sheet
- Task 5B: Lesson Plans, Resources, & Reflections
- Task 5C: Individual Student: Lesson Plan, Resources, & Reflection
- Task 5D: Teaching Practicum Feedback

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

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 the practice teaching.

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 9-month period date.

There will be no further reminders about Assessment Tasks initiated by ITA beyond the email sent after the 9-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 Community Development.

Google Classroom

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

Grading

Performance is assessed as either 'Satisfactory' or 'Not Yet Satisfactory'. Trainees who are found Not Yet Satisfactory 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 Community 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. (2022). *Jeremy Harmer's 50 Communicative Activities*. Cambridge University Press: Cambridge.
- Harmer, J. (2015). *The Practice of English Language Teaching* (5th Ed.). Harlow, England: Pearson Education.
- Harmer, J. (2007). *The practice of English language teaching* (4th Ed.). Harlow, England: Pearson Education.

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

TAEDEL311 - Provide work skill instruction (Release 1)

This unit describes the skills and knowledge required to conduct individual and small group work skill instruction using existing support materials and demonstration of work skills as a training strategy; and assess the success of training and one's own training performance. It focuses on the training being driven by the work process and context. The unit 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 training performance

BSBCM411 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

CHCDIV001 - Work with diverse people (Release 1)

This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people. This unit applies to all workers.

Elements of Competency

1. Reflect on own perspectives
2. Appreciate diversity and inclusiveness, and their benefits
3. Communicate with people from diverse backgrounds and situations
4. Promote understanding across diverse groups

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 may 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. 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.
4. Trainees should have a basic level of digital competency. This includes being able to use email, create and edit Word documents, navigate a computer, upload and download files, and be willing to learn how to use platforms such as Zoom and Google Classroom.

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 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 application form is completed it can be emailed to admin@itateach.com
- Payment can be made to Intercultural Training Australia (full details on application form) unless stated otherwise.

Fees and Charges

- The 11025NAT Certificate IV in Teaching an Additional Language – TESOL course fee is \$2,500.
- A non-refundable registration fee of \$70 is required with enrolment to cover cost of administration. Total costs \$2,570
- 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 \$50.

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 the 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 the commencement of the course)

Literacy and Numeracy

Trainees may be given a short screening test of literacy and numeracy skills. 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 TAE40122 - 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 timelines 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 for which they are seeking RPL.

Trainees seeking RPL should note that the holistic nature of assessment in this course may still require that most assessments 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

Complete the Complaints and Feedback form on our Feedback page on our webpage <https://www.itateach.com/>

Appeals

Any trainee being found 'Not Yet Satisfactory' after an assessment will be given the opportunity to re-submit items or to be reassessed. If the result is still 'Not Yet Satisfactory', 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 Satisfactory' 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 questions 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

Maureen Face
Director of Studies
Intercultural Training Australia Ltd
ABN 67 154 013 439 ACN: 154 013 439
MEd (TESOL), BEd (Primary), Dip TESOL, & Dip VET/TDD