



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

## Welcome!

We are excited to welcome anyone who feels called to teach English and join our community of passionate teachers-in-training. 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 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. 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 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 for your partnership with our church and your heart to serve and equip. Your 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.

Our TESOL trainers use 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 this 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: 6 core and 3 electives.

Six Core units:

- 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

Six Elective Units:

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

Extra Elective

- TAEDEL405 Plan, organise and facilitate online learning

## Time Commitment

The course is accredited with VOLUME OF LEARNING as 620 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 620 hours. You will have assessment tasks and lesson plans to prepare between classes. The time required to undertake these activities will vary between participants based on their experience. Recognition of prior learning and competence is taken into consideration.

## 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; and Assessment and Evaluation.

## 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.

Overview of Assessment Tasks (numbering of assessment tasks may vary)

### **Cultural Insight**

Task 1: Cultural Interview and Report

### **Class Activities**

Task 2A: TESOL Teaching Ideas

Task 2B: Diversity Quiz

Task 2C: Teaching Method Chart

Task 2D: Evaluate a Course Book

Task 2E: 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 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. (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* (4<sup>th</sup> 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

Extra Elective Unit

**TAEDEL405 Plan, organise and facilitate online learning**

This unit describes the skills and knowledge required to plan, organise, facilitate and review learning that is delivered online, using suitable delivery methods, digital tools and existing learning resources and materials.

The unit applies to individuals who use a range of technical and training competencies to facilitate synchronous and asynchronous individual or group learning in online environments. These learners may

be participating in training remotely and interacting with teachers, peers and other industry professionals by means of various electronic applications and communication channels.

#### Elements of Competency

1. Plan and organise online learning environment for delivery of synchronous and asynchronous learning activities
2. Prepare session plans Introduce and establish online learning
3. Facilitate online learning
4. Support online learning
5. Review online learning processes



## 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.

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

#### Fees and Charges

##### Fees and Charges - Australia

- 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 \$2,500.
- 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 \$40.

## 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 Australian College of Career Development 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

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 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](http://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](http://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 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 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

Record the date and content of any attempts you have made to deal with the matter, and write a note to the CEO of Australian College of Career Development, 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 CEO of Australian College of Career Development, setting out the reasons why the result should not stand. The CEO will ask a qualified and independent person to consider the appeal.

## Access and Equity

Australian College of Career Development 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 the director of studies at [admin@itateach.com](mailto: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*

CEO Australian College of Career Development