

RPL Handbook

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****Please make sure you read this handbook carefully****

Making an application for RPL is a serious commitment and requires effort on your part to substantiate your claim and gather your own evidence.

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Recognition of Prior Learning (RPL) and Academic Credit Application Instructions

What is RPL?

Recognition of Prior Learning (RPL) is a process where you can claim credit in a current course or training program for knowledge and skills that you have gained from previous work experience and life experience outside the formal education and training system. It is possible to gain credit for your prior learning which can be mapped against the modules/learning outcomes or units of competency within the current course. If you can provide evidence of such prior learning, then an assessor can make an assessment and, if applicable, grant recognition and credit for what you have already achieved.

Teach International recognises AQF (Australian Qualifications Framework) qualifications and statements of attainment awarded by other RTOs (Registered Training Organisations). You will be able to receive academic credit for relevant learning outcomes, competency outcomes or standards in a qualification you have already achieved at other RTOs to the extent to which they are equivalent to the learning outcomes, competency outcomes or standards in a qualification you wish to undertake at Teach International.

You may apply for RPL or Academic Credit for any of Teach International's units of competency except the in-class components. This is because these components are unique to Teach International. We have streamlined this part of the course to best meet the needs of people from all backgrounds. The in-class components are packaged into a short, convenient course and we believe each component will be beneficial to you.

(Pages 5-11 indicate the units for which you may/may not apply for recognition of prior learning.)

Who can apply for RPL?

Anyone enrolled in a course or individual unit(s) of a training package can apply for RPL. In making the assessment, the following issues will be taken into account:

- Your prior learning must be **relevant** to the course. You can determine the relevance of your prior learning by comparing it with the Performance Criteria for each unit of competency for which you wish to apply. The performance criteria can be found on pages 5-11 of this handbook.
- Your knowledge and skill must be **current**. Some fields of study change so quickly that a skill achieved in the past may no longer be relevant. Knowledge and skills achieved and/or practiced within the last five years are deemed to be current.
- The prior learning must be **transferable**. Skills and knowledge should be applicable in the TESOL industry. Teaching experience in the discipline areas English, Literacy or Communication skills are considered different discipline areas.
- Is it **authentic**? You will have to provide evidence that you have the knowledge and skills, and that you have submitted your **own work**. We expect you to have accrued at least 150 hours of teaching experience if you are a Certificate III in TESOL student and 300hours of teaching experience if you are a Cert IV in TESOL student.

- Your knowledge, skills and attitude must be **appropriate to the level** of the unit or course.

How do you claim for RPL?

Ideally RPL should be applied for after you have enrolled in a course and *before* your course starts. It should not be seen as a means to get out of course work once a course has commenced. RPL must be completed before a course ends.

There are five stages in the RPL process:

1. Making an application;
2. Providing evidence;
3. Assessment of the claim;
4. Notification of assessment of application, and (possibly)
5. Appeal against assessment

STAGES 1 & 2: Make an application and supply evidence

Make an application using the forms on pages 12-13 and/or 14-15.

It is essential that you make your claim by providing information about your prior learning and experience with adequate supporting evidence. **Supporting documents should show how you have achieved all the specific performance criteria for each unit of competence for which you are applying.**

You will be assessed for RPL on the basis of **three types of evidence:**

- *Your self assessment or testimonial*
This is a written statement in your own words about how you believe your work, previous study and/or life experience has enabled you to meet the competencies in the course or unit. You can attach extra pages to the application and copies of references if applicable. Your self assessment or testimonial should relate directly to the course or unit competencies and the specific performance criteria for each unit of competency for which you are applying for RPL. Units of Competency and their Performance Criteria are found on pages 5-11. An example of a testimonial can be found on page 16 of this handbook. **You must submit a testimonial for each unit you are applying for RPL for in the format given on page 16.**
- *Statements from your workplace supervisor or workplace trainer*
This statement provides evidence from someone who can vouch for your skill and capabilities. Where possible it is helpful if these statements are related directly to each of the performance criteria for the unit for which you are applying for RPL. The statement should confirm the period of employment, position(s) held and the extent of your experience including competency levels. Where statements are in reference to ESL teaching experience they should include ages and language levels of students taught. For an example of a statement by a workplace supervisor refer to page 17 of this handbook.
- *Certificates and other documentary evidence that you supply to support your application*
This includes certified copies of any relevant certificates, statements of attainment or evidence of the achievement of any formal training, as well as lesson plans, performance appraisals, references, workplace reports, minutes of meetings, brochures and policy documents from your workplace and examples of your work. To have documents certified, originals and copies may be taken to: a Justice of the Peace, a Commissioner for Declarations or to any Teach International Office. For our office locations refer to

<http://www.teachinternational.com/aboutus/contactus.php> Academic transcripts should be accompanied by detailed unit descriptions that include: credit points/contact hours; aims and objectives; texts and references; and assessment details.

Evidence of relevant knowledge and skill will usually include all three types of evidence and may be supported by oral questioning, and/or demonstrations of skills. In some cases you will be required to attend an RPL interview.

STAGE 3: Assessment of your application

Your claim will be assessed by the Academic Director of Teach International. You may be asked to attend an interview and/or to provide further information and evidence.

STAGE 4: Notification of assessment of application

You will be notified in writing of a decision about your application for RPL as soon as practicable.

STAGE 5: Appeal against assessment

If you wish to appeal the decision you may make application for a reassessment by resubmitting the application to the General Manager with a covering letter detailing why in your view the assessment was unjustified.

A non-refundable fee of \$15 per unit must accompany an RPL application.

Additional Information - Applying for RPL for Practice Teaching Units

To assist prompt and successful processing of your RPL application for either of the Practice Teaching units (TICU17, TIC4U6) the following forms of evidence **must** be supplied:

- A **testimonial** addressing each criterion in the relevant unit. See the example on page 16. (This is also required for TIC4U5.)
- A **reference** from the place of employment supporting your testimonial. See the example on page 17.
- At least **two lesson plans** from classes you have taught (ideally these should be from different levels).

Do not submit your application until these three forms of evidence have been gathered.

If you have any further queries or need clarification about your evidence please phone the Academic Director on (07) 3211 4633 or 1300 558 890 (local call cost).

RPL applications may be emailed to academic@teachinternational.com, faxed to

(07) 3211 4644, or posted to The Academic Director, Teach International, Level 2, 370 George Street, Brisbane QLD 4000.

Units of Competency and Performance Criteria for RPL Purposes

Unit of Competency	Performance Criteria Within Unit of Competency
TICU1 – TICU9	All of these units are part of the in-class component and cannot be RPLed.
TICU10 Demonstrate Practical Grammar Knowledge	1. Demonstrate an understanding of the major Parts of Speech of English.
	1.1 A range of English word classes and their functions are labeled and described.
	2. Demonstrate an understanding of Conditional structures.
	2.1 The forms of three English conditional structures are identified.
	2.2 The difference in meaning between the first, second and third conditional is explained.
	2.3 Conditional structures with equivalent meaning using 'if' and 'unless' are provided.
	3. Identify Phrasal verbs, Idioms, Slang and Proverbs.
	3.1 The structure of phrasal verbs is identified.
	3.2 Idioms, slang and proverbs are identified in texts.
	4. Distinguish between Active and Passive Voice and Direct and Reported Speech.
	4.1 Active and Passive Voice structures are identified.
	4.2 The use of passive voice is explained.
	4.3 Direct and reported Speech are identified in text.
	4.4 The grammatical changes required to 'convert' direct to reported speech are demonstrated.
	5. Demonstrate the use of a range of Modals
	5.1 The meaning of a range of modals is explained
	6. Demonstrate the use of Gerunds and Infinitives.
	6.1 Examples of structures that require a gerund are provided.
	6.2 Examples of structures requiring an infinitive are provided.
	7. Provide corrections for a range of errors made by ESL learners.
7.1 Correct use of commonly confused words.	
7.2 Identify incomplete sentences.	
7.3 Correct punctuation.	
7.4 Correct grammatical errors.	
TICU11 Use Assessment Strategies	1. Design and implement a range of test tasks
	1.1 A range of test tasks is designed for classroom use
	1.2 Test tasks are introduced, delivered and marked effectively
	1.3 The differences between criterion referenced and norm reference testing are described.
	1.4 The use of testing at the different stages of teaching (diagnostic, formative, and achievement) is explained.
	2. Test for proficiency in each of the macro skills against a set of descriptors.
	2.1 Test tasks to assess for reading proficiency are created.
	2.2 Test tasks to assess for writing proficiency are created.
	2.3 Test tasks to assess for speaking proficiency are created.
	2.4 Test tasks to assess for listening proficiency are created.
	3. Deal with common ESL student syntax errors.
	3.1 Errors in tense structure are dealt with successfully.
	3.2 Errors of omitting the article are dealt with successfully.
	3.3 Errors using countable and uncountable nouns are dealt with successfully.
3.4 Errors using comparatives are dealt with successfully.	

	<p>4. Work effectively with students within the “Interlanguage” stage of L2 acquisition.</p> <p>4.1 ‘Interlanguage’ is defined.</p> <p>4.2 Examples of interlanguage are identified in written work.</p> <p>4.3 Strategies for assisting students are identified.</p>
TICU12 Teach Writing and Spelling	<p>1. Prepare a range of writing activities to suit different students and purposes.</p> <p>1.1 Reasons to teach writing are articulated.</p> <p>1.2 Types of authentic writing relevant to different categories of students are identified.</p> <p>1.3 Ways to teach writing for General English classes are identified.</p> <p>2. Observe a model writing lesson and identify the stages of composition.</p> <p>2.1 The Pre-Writing Stage is identified.</p> <p>2.2 The Focusing Ideas Stage is identified.</p> <p>2.3 The Evaluating Stage is identified.</p> <p>3. Provide support in relation to spelling.</p> <p>3.1 The different varieties of English throughout the world are identified.</p> <p>3.2 Some of the differences in spelling between the major varieties are identified.</p> <p>3.3 A range of helpful spelling rules for English are explained.</p>
TICU13 Teach Reading and Vocabulary Strategies	<p>1. Demonstrate an understanding of the reasons for teaching reading.</p> <p>1.1 The teaching of reading in the TESOL classroom is justified.</p> <p>1.2 The different types of reading that may be covered are articulated.</p> <p>2. Identify suitable resources for developing reading skills of students.</p> <p>2.1 A range of authentic resources suitable for a variety of reading lessons for ESL students is identified.</p> <p>3. Plan tasks incorporating academic reading skills for advanced students.</p> <p>3.1 Previewing skills are incorporated within reading-focused lesson tasks.</p> <p>3.2 Predicting skills are incorporated within reading-focused lesson tasks.</p> <p>3.3 Skimming skills are incorporated within reading-focused lesson tasks.</p> <p>3.4 Scanning skills are incorporated within reading-focused lesson tasks.</p> <p>3.5 Evaluating skills are incorporated within reading-focused lesson tasks.</p> <p>4. Demonstrate strategies for teaching students how to deal with new vocabulary.</p> <p>4.1 Several ways to support students in learning new vocabulary are articulated or demonstrated.</p> <p>4.2 Knowledge of a range of games and activities for strengthening vocabulary is demonstrated.</p>
TICU14 Teach Listening	<p>1. Demonstrate knowledge of why and when to implement listening activities in a lesson.</p> <p>1.1 Reasons why listening activities are important to include in many lessons are identified.</p> <p>1.2 The appropriate times in a lesson to specifically use listening activities are identified.</p> <p>2. Select suitable resources for teaching listening.</p> <p>2.1 Suitable and easily obtainable resources for listening activities are identified.</p> <p>2.2 Ways these resources may be utilized for listening activities are demonstrated.</p> <p>3. Demonstrate knowledge of the factors to consider when implementing listening activities.</p> <p>3.1 The different types of formal listening exercises are identified.</p> <p>3.2 Some factors determining length of formal listening exercises are identified.</p> <p>3.3 A range of vocabulary-teaching/learning strategies for listening activities is identified.</p> <p>4. Demonstrate ability to use different kinds of activities suitable for listening practice.</p> <p>4.1 Strategies for practising listening using recordings are identified.</p> <p>4.2 Strategies for practicing ‘live’ listening are identified.</p>

TICU15 Practice Teaching in a Simulated ESL Environment	This unit cannot be RPLed as it is part of the in-class component.
TICU16 Observe and Analyse Lesson Components	This unit cannot be RPLed as it is part of the in-class component.
TICU17 Practice Teaching in an ESL Environment	<p>1. Organize practice teaching within a community organization/program or for the activities program in a language school.</p> <p>1.1 Teaching opportunities in an appropriate institution is arranged.</p> <p>1.2 The required Evaluation Form is accessed.</p> <p>2. Prepare and present required lessons for a minimum of 10 hours.</p> <p>2.1 Lessons are planned and prepared.</p> <p>2.2 Required number of hours is completed and verified.</p> <p>3. Reflect on practice teaching experience.</p> <p>3.1 Understanding and learning in respect to the ESL situation specified is included.</p>
TICU18 Research Regional TESOL Job Markets	This unit cannot be RPLed as it is part of the in-class component.
TICU19 Research and Apply for TESOL Jobs	This unit cannot be RPLed as it is part of the in-class component.
TICU20 Prepare for International Travel	This unit cannot be RPLed as it is part of the in-class component.
TICU21 Incorporate Equity and Health and Safety Principles in Work Practices	<p>1. Health and Safety issues for traveling and living overseas are identified.</p> <p>1.1 Knowledge of health issues in relation to overseas travel is demonstrated.</p> <p>1.2 Knowledge of safety issues in relation to overseas travel is demonstrated.</p> <p>2. Identify equity principles and requirements for the Australian workplace.</p> <p>2.1 The groups for which equity principles and requirements operate in Australia are identified.</p> <p>2.2 Types of discrimination are identified.</p> <p>2.3 The principles and requirements for work practices in respect to each of these groups are identified.</p> <p>3. Transpose Australian equity and health and safety principles to situations overseas.</p> <p>3.1 Suitable responses to some possible equity issues while teaching overseas are proposed.</p> <p>3.2 Suitable responses to some possible health and safety issues while teaching overseas are proposed.</p>
TIEU1 Teaching English to Adults	<p>1. Use some basic methodologies for TESOL.</p> <p>1.1 Knowledge of basic methodologies is demonstrated.</p> <p>1.2 Understanding of the role of grammar in language teaching is demonstrated.</p> <p>1.3 Sensitivity to cultural issues when choosing methodology is demonstrated.</p> <p>2. Consider the roles of the Learner and the Teacher in the adult TESOL classroom.</p> <p>2.1 The factors influencing the role of students are identified.</p> <p>2.2 The factors influencing the role of the teacher are identified.</p> <p>3. Evaluate resources for teaching ESL to adults.</p>

	3.1 Familiarity with the components of an adult ESL curriculum is demonstrated.
	3.2 Familiarity with types of ESL syllabi is demonstrated.
	3.3 Suitable materials/resources to use with adult ESL students are identified.
	4. Create an effective lesson plan for adult ESL learners.
	4.1 Factors to consider when making a lesson plan are identified.
	4.2 Ability to adjust lesson plan elements in-situ when necessary is demonstrated.
	5. Utilise effective classroom management systems when teaching ESL to adult learners.
	5.1 Sources of motivation for adult learners are identified.
	5.2 Ability to effectively utilize grouping in the adult ESL classroom is demonstrated.
	6. Teach the four macro-skills to adult ESL learners.
	6.1 Some methods to facilitate teaching Speaking and Pronunciation to adult ESL learners are identified.
	6.2 Some methods to facilitate teaching Listening and Pronunciation to adult ESL learners are identified.
	6.3 Some methods to facilitate teaching Reading and Writing to adult ESL learners are identified.
	6.4 Some methods to facilitate effective correction, feedback and assessment for adult ESL learners are identified.
TIEU2 Teach English to Children	1. Integrate the four macro-skills when teaching reading and writing to children.
	1.1 Knowledge and skills of speaking/listening activities for facilitating the reading experience for ESL children is demonstrated.
	1.2 Knowledge and skills of speaking/listening activities for facilitating the writing experience for ESL children is demonstrated.
	2. Incorporate strategies within the 'affective domain' for ESL children.
	2.1 An understanding of how children's attitudes towards learning develop is demonstrated.
	2.2 Knowledge and skills in factors of motivation for ESL children are demonstrated.
	3. Use 'Total Physical Response' (TPR) aspects of teaching/learning for children in the ESL classroom.
	3.1 Knowledge of what TPR is, is articulated.
	3.2 Knowledge of how TPR can be utilized in the ESL classroom for children, is demonstrated.
	3.3 Some activities to implement TPR are identified.
	4. Use strategies in relation to the 'Natural Approach' to teaching/learning ESL.
	4.1 Exercises/activities for use in the 'comprehension stage' are identified.
	4.2 Exercises/activities for use in the 'production stage' are identified.
	4.3 Exercises/activities for use in the 'speech emergence stage' are identified.
	5. Use jazz chants, music and poetry in the children's ESL classroom.
	5.1 Knowledge of how to use jazz chants in the children's ESL classroom is demonstrated (links with TICU5 Teach English Pronunciation).
	5.2 Some jazz chants suitable to use in the children's ESL classroom are identified.
	5.3 Knowledge of how music can be used in the children's ESL classroom is demonstrated (Links with TICU7 Use Music and Video in the ESL Classroom).
	5.4 Some suitable songs for use in the children's ESL classroom are identified.
	5.5 Knowledge of how poetry can be used in the children's ESL classroom is demonstrated.
	5.6 Some poems suitable for use in the children's ESL classroom are identified.
	6. Use story-telling, role play and drama in the children's ESL classroom.
	6.1 Knowledge of how to use story-telling, role-play and drama in the children's ESL classroom is demonstrated.
	6.2 Some examples of stories, role-plays and drama for use in the children's ESL

	classroom are identified.
	7. Promote literacy in the child ESL learners.
	7.1 Understanding of, and ability to utilize, the 'Language Experience Approach' is demonstrated.
	7.2 Understanding of, and ability to utilize, a 'Literature-Based Curriculum' is demonstrated.
TIEU3 Teach IELTS	1. Describe the IELTS Test
	1.1 Knowledge of what the IELTS Test is, is demonstrated.
	1.2 Knowledge of who should take the test is demonstrated.
	1.3 Knowledge of how the test is delivered is demonstrated.
	1.4 Knowledge of the band scores for the test is demonstrated.
	2. Support students in developing skills for the Reading component of the IELTS Test.
	2.1 The different kinds of skills required to successfully undertake the Reading section are identified.
	2.2 Knowledge of the different kinds of texts and tasks commonly occurring in the Reading test is articulated.
	2.3 Ability to access sample materials for practicing the Reading test is demonstrated.
	3. Support students in developing skills for the Writing component of the IELTS Test.
	3.1 Knowledge of the types of tasks commonly used for the writing section of the IELTS Test is demonstrated.
	3.2 Knowledge of suitable activities for developing students' writing skills for the Writing test is demonstrated.
	3.3 Ability to access sample materials for the writing test is demonstrated.
	4. Support students in developing skills for the Listening component of the IELTS Test.
	4.1 Knowledge of the basic steps for effective listening is demonstrated.
	4.2 Knowledge of the different types of tasks for the Listening test is demonstrated.
	4.3 Ability to provide support for students in developing their listening skills for the Listening test is demonstrated.
	4.4 Ability to access suitable sample materials for practicing the Listening test is demonstrated.
	5. Support students in developing skills for the Speaking component of the IELTS Test.
	5.1 Knowledge of the different components of the Speaking test is demonstrated.
	5.2 Knowledge of the roles of the examiner and the candidate in the Speaking test is demonstrated.
	5.3 Knowledge of exercises and activities to prepare students for the IELTS Speaking test is demonstrated.
TIEU4 Teach Business English (TOEIC Preparation)	1. Identify the different types of Business students and their motivation
	1.1 Knowledge of factors identifying a Post-experience Business English student is demonstrated.
	1.2 Knowledge of factors identifying a Pre-experience Business English student is demonstrated.
	2. Prepare or develop a Business English curriculum.
	2.1 Ability to undertake a needs analysis is demonstrated.
	2.2 Ability to access suitable course books and materials for a Business English class is demonstrated.
	3. Demonstrate knowledge of the basics of Business.
	3.1 Understanding of the basics of a variety of business fields is demonstrated.
	3.2 Understanding of a variety of business terminology is demonstrated.
	3.3 Knowledge of some idioms related to the business world is demonstrated.
	4. Set tasks for the Business English classroom.
	4.1 An understanding of 'Task-Based Learning' (TBL) is demonstrated.
	4.2 An ability to teach Business English through TBL is demonstrated.

	4.3 An ability to use role-plays in the Business English classroom is demonstrated.
	5. Complete a sample TOEIC test.
	5.1 Knowledge and skills required to successfully complete the TOEIC Test are demonstrated.
TIEU5 Teach English for Academic Purposes	1. Develop an EAP program suitable for the needs of a particular student group.
	1.1 Understanding of the articulation for EAP courses is demonstrated.
	1.2 Ability to undertake a needs analysis in respect to developing an EAP course is demonstrated.
	1.3 An awareness of what study skills are covered in an EAP course is articulated.
	1.4 Ability to take into account learning styles and cultural factors when teaching EAP students is demonstrated.
	2. Develop EAP students' academic reading and vocabulary skills.
	2.1 Ability to teach academic reading skills to EAP students is demonstrated.
	2.2 Ability to teach skills for understanding new vocabulary is demonstrated.
	3. Develop EAP students' academic writing skills.
	3.1 Ability to teach academic writing skills is demonstrated.
	3.2 Ability to teach library and Internet research skills is demonstrated.
	3.3 Knowledge of referencing conventions for academic writing is demonstrated.
	4. Develop EAP students' Listening and Note-taking skills.
	4.1 Knowledge of listening and note-taking skills is demonstrated.
	4.2 Ways of teaching and facilitating students' listening and note-taking skills is demonstrated.
	5. Develop EAP students' Oral Presentation skills.
	5.1 Knowledge of academic oral presentation requirements is demonstrated.
	5.2 Criteria for assessing academic oral presentations are identified.
TIEU6 Use Computer Assisted Language Learning (CALL)	1. Incorporate CALL into an English language program.
	1.1 An awareness of the history of computers is demonstrated.
	1.2 Suitable teaching methodologies for CALL are identified.
	2. Implement CALL in most TESOL situations.
	2.1 Ability to utilize CALL for teaching the 4 macro-skills is demonstrated.
	2.2 Ability to utilize CALL for adult ESL learners is demonstrated.
	2.3 Ability to utilize CALL for ESL children is demonstrated.
	3. Choose appropriate software.
	3.1 The kinds of software available for CALL are identified.
	3.2 Ability to select software for the different skill areas is demonstrated.
	3.3 Ability to integrate software into classroom instruction is demonstrated.
	4. Utilise the Internet for CALL.
	4.1 Knowledge of different ways to utilize the Internet for CALL activities in the ESL classroom is demonstrated.
	4.2 Ability to evaluate the usefulness of web sites is demonstrated.
	5. Deal with technological and other restraints when using CALL.
	5.1 Ability to overcome different levels of computer literacy is demonstrated.
	5.2 Ability to address the different learning styles of students is demonstrated.
	5.3 Classroom management issues involving computer technology are identified.
	5.4 Issues concerning availability of technology are identified.
TIC4U1 Use Advanced Grammar Skills in Language Teaching	1. Access knowledge about grammar to assist ESL students with typical difficulties.
	1.1 Ability to find the appropriate explanation for a particular grammar problem/question from the prescribed text is demonstrated.
	2. Explain unknown grammar points to ESL students in a practical way that facilitates understanding.
	2.1 Ability to explain a new or unknown grammar point to students in a practical way in reference to the prescribed text is demonstrated.

TIC4U2 Use Language and Culture Theories in Lesson Planning	1. Identify the relationships between language and culture.
	1.1 Language-culture relationships are identified.
	1.2 Definitions of culture and their relevance to the ESL classroom are articulated.
	1.3 Factors promoting
	2. Develop inter-cultural competence for the TESOL classroom.
	2.1 An understanding of stereotyping is demonstrated.
	2.2 Strategies for incorporating cultural analysis into lesson planning are identified.
	3. Using Discourse Analysis and Ethnography.
	3.1 A basic ability to analyse language-culture characteristics of a student group through Discourse Analysis is demonstrated.
3.2 A basic ability to analyse language-culture characteristics of a student group Ethnographically is demonstrated.	
TIC4U3 Incorporate Methodology Theory into Lesson Planning	1. Identify a range of traditional ESL methodologies.
	1.1 Several commonly used methodologies are described.
	1.2 The positives and negatives of described methodologies in light of modern TESOL thinking are identified.
	1.3 Their suitability for students in today's ESL markets is articulated.
	2. Plan lessons incorporating and integrating some of these methodologies.
	2.1 The latest methodological theories are analysed.
	2.2 A lesson plan integrating these or several traditional methodologies as a basis is completed.
	2.3 An understanding of 'methods' giving way to 'approaches' is articulated.
TIC4U4 Use Knowledge of Second Language Acquisition (SLA) Theory in Lesson Planning	1. Knowledge of major SLA theories is demonstrated.
	1.1 Major SLA theories based on learner-external factors are identified and described.
	1.2 Major SLA theories based on learner-internal factors are identified and described.
	2. An in-depth analysis of one of the major SLA theories
	2.1 An in-depth analysis of one of the major SLA theories.
	2.2 Implications for ESL teaching are identified.
	3. Implications of major SLA theories for lesson planning are identified.
3.1 An in-depth analysis of how the major SLA theories might impact on lesson planning is completed.	
TIC4U5 Observe and Analyse Whole Lessons	1. Observe a range of ESL lessons.
	1.1 At least two lessons are observed.
	1.2 Notes within required framework are completed
	2. Analyse observed lessons and critically reflect on all components.
	2.1 Lessons are analysed and reflections are completed.
2.2 Reflections include comparative analysis of planning and teaching skills required for at least two different language levels.	
TIC4U6 Teach ESL Independently	1. Organise/Cooperate with other teacher/s or a supervisor to teach ESL lessons for students across a range of language levels.
	1.1 A timetable of practice language teaching classes is developed.
	2. Formerly plan ESL lessons for different language levels.
	2.1 Effective lesson plans for each timetabled class are developed.
	2.2 Pre-teaching reflections on lessons are completed.
	3. Teach ESL lessons to students from different language levels.
	3.1 Effective teaching across a range of ESL levels is demonstrated.
3.2 Reflection and analysis of lesson planning/teaching/learning for each class taught is completed.	

Sample Testimonial

Testimonial by Joe Bloggs

Re: Application for Recognition of Prior Learning

Unit: TICU17 Practice Teaching in an ESL Environment

Date: 5.11.2007

1. Organize practice teaching within a community organization/program or for the activities program in a language school.

1.1 Teaching opportunities in an appropriate institution is arranged.

In June of 2004 I contacted the Wonderful English Language School and was able to set up a volunteer arrangement to conduct (under the supervision of a qualified ESL teacher) ESL classes for adult immigrants who had only recently arrived in the country.

1.2 The required Evaluation Form is accessed.

My practical experience was supervised and assessed by Bright Light, an ESL teacher with a Certificate IV in TESOL and 5 years teaching experience. I have attached a copy of her assessment for your information.

2. Prepare and present required lessons for a minimum of 10 hours.

2.1 Lessons are planned and prepared.

I prepared all of my own lessons using the communicative approach. I have attached several of my lesson plans as evidence that I am capable of preparing interesting and educationally sound ESL lessons.

2.2 Required number of hours is completed and verified.

I was totally responsible for preparing and teaching lessons for two hours each week over a period of two months from 1st July to 30th August 2004. I have therefore completed 16 hours of ESL teaching practice.

3. Reflect on practice teaching experience.

3.1 Understanding and learning in respect to the ESL situation specified is included.

I thoroughly enjoyed my first practical teaching experience and have greatly benefited from this learning experience. I have learned the importance of structuring my lessons carefully and of keeping to time! Several of early lessons were not as successful as I would have liked, but I have learned the importance to teaching to my students' interests and ability levels. I quickly learned from the experience the importance of demonstrating activities to my students to enhance their understanding.

During my teaching practice I reflected on each lesson and made notes of what I had learned from the experience. I have attached several pages of my reflective notes as evidence of the benefit I have gained from my time at *Wonderful English Language School*.

Sample Statement by Supervisor

Wonderful English Language School

232 English Street, Wonderland 4002
Ph: (##) #####-#### Fax: (##) #####-####

22/04/05

Academic Director
Teach International
Level 2, 370 George Street
BRISBANE 4000

Re: Statement of Service

I am writing to you on behalf of Joe Bloggs who completed a voluntary period of teaching practice at our language school from 1st July to 30th August 2004. I supervised Joe during his time with us and am pleased to recommend him to you. I am a qualified ESL teacher, hold a Certificate IV in TESOL and have been a teacher at this school since 2000.

We were most impressed with the initiative that Joe took in contacting us and volunteering his services free of charge to assist the language learning of our clients who are adult immigrants who have recently arrived in our country and are often struggling with adapting to a new and foreign environment.

Joe's abilities as an ESL teacher have improved dramatically over the two month period he was with us. He has a lovely manner and relates well with his students. He uses a variety of class management skills and maintains an effective learning environment. Joe has become increasingly student centred and has realised the importance to forming his lessons around his interests. He has capably prepared lessons which encourage and provide lots of practical use of the English language by his students. His lessons are always well prepared and he makes good use of a variety of resources (CD player, video, TV, newspapers, etc.). Joe has maintained a good degree of professionalism in his dress and appearance, and in his interaction with students and other staff members.

I have no doubt that as Joe continues to learn from his teaching experiences that he will make an excellent ESL teacher.

Yours sincerely,

Bright Light
ESL Teacher