



# *Course outline*

*10989NAT Certificate IV in  
Communicative TESOL*



# Certificate IV in Communicative TESOL

## Aims

This course aims to develop the skills and knowledge required to teach English to learners in a variety of contexts, both in Australia and overseas. It is designed for

- people who are qualified teachers in their own countries, but who wish to obtain a qualification in current communicative teaching techniques focusing on the teaching of oral English in addition to other English skills;
- people who not qualified teachers, but who wish to
  - work as teaching assistants or otherwise in their own countries;
  - teach in ELICOS in Australia or EFL (English as a Foreign Language) overseas.

During the course you will develop your understanding of the essential theory related to Teaching English as a Second Language while also developing your practical teaching skills in the classroom. 50% of this course is practical and the practical component includes

- observing teachers delivering lessons,
- peer-teaching
- teaching small groups
- teaching whole classes.

A further aim of the course is to highlight the importance of the role of the teacher as a mentor and leader.

## Duration

The course is two terms in duration. Each week consists of 20 hours face-to-face contact including practicum.

It is recommended that you attend all classes in order to increase your chances of successfully completing all assessments. If you successfully complete the course, you will be presented with a Certificate IV (TESOL).

## English Requirements

All candidates should demonstrate that they have a level of English language skill sufficient to work as an English language teacher in their own country before they can participate in the course. Examples of acceptable evidence include:

- Successful completion of at least three years of education in an English-speaking country, such as completion of a university degree in Australia or the UK
- A verified overall band score of at least 6.5 in the IELTS exam (Academic or General Training module)
- A letter from a government education department in their own country stating that they are qualified to work as a teacher of English in that country.
- Candidates from an English speaking background are required to demonstrate an understanding of the theoretical aspects of the English language through completion of the APC TESOL pre-arrival test or the APC TESOL online pre-course.

## Materials

The basic workbook for each subject is the APC TESOL workbook. These are used in conjunction with the required text for this course:

Harmer, J. (2007) *The Practice of English Language Teaching*. Longman.

During the course, your teacher will regularly make use of this text and you may have required reading to do from the coursebook before your lessons. You should bring your course book, a notebook and any pens (etc) to class every day.

## Course Structure

You will study 6 subjects in the Certificate IV in Communicative TESOL. Four of these are award subjects and two are non-award subjects.

Subject	Units of Competency
Preparing for Learners, Reading and Writing	TSLPOL401 Prepare to teach lessons for a range of learners TSLPRW404 Prepare to teach reading and writing skills
Preparing Language, Listening and Speaking	TSLPLS403 Prepare to teach speaking and listening skills TSLPTL405 Prepare to teach target language
Teaching Learners, Reading and Writing	TSLTOA401 Teach adult learners of English / TSLTOT402 Teach teenage learners of English TSLTRW404 Teach reading and writing skills
Teaching Language, Listening and Speaking	TSLTLS403 Teach speaking and listening skills TSLTTL405 Teach target language
Leading Learners	Non-award subject
Preparing Grammar	Non-award subject

## Assessment Schedule

In the two (2) terms of this course, you will prepare and teach six (6) English-language lessons to authentic learners of English.

### Preparing for Learners, Reading and Writing

*While completing this subject, you will prepare lessons for two (2) language levels: a lower-level class (Beginner, Elementary, Pre-Intermediate), and a higher-level class (Intermediate, Upper-Intermediate, Advanced). If the lower-level class is Pre-Intermediate, then the higher-level must not be Intermediate.*

The assessments are scheduled as follows:

1. Session 2: Write a Lesson Plan for a 60-minute Vocabulary lesson, based on observation of a class and analysis of their needs
2. Session 4: Write a Lesson Plan for a 60-minute Reading lesson, based on observation of a class and analysis of their needs
3. Session 6: Write a Lesson Plan for a 60-minute Writing lesson, based on observation of a class and analysis of their needs

### Preparing for Language, Listening and Speaking

The assessments are scheduled as follows:

4. Session 3: Write a Lesson Plan for a 60-minute Grammar lesson, based on observation of a class and analysis of their needs
5. Session 5: Write a Lesson Plan for a 60-minute Listening lesson, based on observation of a class and analysis of their needs
6. Session 7: Write a Lesson Plan for a 60-minute Speaking and Pronunciation lesson, based on observation of a class and analysis of their needs

### **Teaching Learners, Reading and Writing**

*While completing this subject, you will teach lessons to two (2) classes: a lower-level class (Beginner, Elementary, Pre-Intermediate), and a higher-level class (Intermediate, Upper-Intermediate, Advanced). If the lower-level class is Pre-Intermediate, then the higher-level must not be Intermediate.*

The assessments are scheduled as follows:

1. Session 3: Teach a 60-minute Vocabulary lesson, and provide a statement reflecting on your performance
2. Session 5: Teach a 60-minute Reading lesson, and provide a statement reflecting on your performance
3. Session 7: Teach a 60-minute Writing lesson, and provide a statement reflecting on your performance

### **Teaching Language, Listening and Speaking**

The assessments are scheduled as follows:

4. Session 4: Teach a 60-minute Grammar lesson, and provide a statement reflecting on your performance
5. Session 6: Teach a 60-minute Reading lesson, and provide a statement reflecting on your performance
6. Session 8: Teach a 60-minute Writing lesson, and provide a statement reflecting on your performance

**Leading Learners** and **Preparing Grammar** do not have assessment tasks, but include exercises and activities that are to be incorporated into the preparation and teaching of your language lessons.

### **Assessment Performance Criteria**

You will be assessed according to the following criteria. Please refer to individual assessment sheets or ask your teacher for further information on the units of competency and performance criteria.

UNIT	ELEMENT	PERFORMANCE CRITERIA
TSLPOL401 Prepare to teach lessons for a range of learners	1. Prepare to teach a class	1.1. Assess learner needs based on ages, backgrounds, levels and purposes in the class 1.2. Assess learner needs based on learning styles and intelligences in the class 1.3. Design lesson aims to incorporate the assessed needs of learners
	2. Prepare to teach in accordance with curriculum and institutional policy	2.1. Design lesson aims in consultation with the learning outcomes of the curriculum, syllabus and assessment apparatuses 2.2. Establish requirements for review and consolidation of previous classroom work or homework 2.3. Document lesson plans in accordance with institutional policy
	3. Prepare to teach sequenced lessons	3.1. Plan learning activities with a logical sequence, with stages building on previous stages 3.2. Schedule learning activities so that the identified aims and objectives can be achieved within the lesson times 3.3. Plan a balance of macro-skills and target language 3.4. Prepare activities for learners to build rapport 3.5. Prepare language clarification using learner-centred techniques 3.6. Prepare opportunities for practice, ensuring a balance between solo work, pair work, group work and class work 3.7. Flexibly adapt or customise learning activities in light of lesson circumstances 3.8. Prepare stages where learners can review, consolidate and extend their understanding
	4. Prepare for continual improvement	4.1. Reflect upon previous lesson performance, comparing it with previous lesson plans 4.2. Refine lesson plans based on reflection
TSLPLS403 Prepare to teach speaking and listening skills	1. Prepare to teach listening skills	1.1. Select listening skills and functions to be taught with regard to needs of the learners and the institution's curriculum and syllabus 1.2. Select and adapt materials that support listening practice, in accordance with the interests and needs of the learners 1.3. Select learner-centred listening practice activities, in accordance with learners' language proficiency level and their purpose for studying 1.4. Predict likely difficulties that learners may have with planned tasks and materials 1.5. Plan strategies to address any predicted difficulties with planned tasks and materials
	2. Prepare to teach speaking skills	2.1. Select speaking skills and functions to be taught with regard to needs of the learners and the institution's syllabus 2.2. Select and adapt materials that support speaking practice, in accordance with the interests and needs of the learners 2.3. Select learner-centred speaking practice activities, in accordance with learners' language proficiency level and their purpose for studying 2.4. Predict likely difficulties that learners may have with planned tasks and materials 2.5. Plan strategies to address any predicted difficulties with planned tasks and materials
TSLPRW404 Prepare to teach reading and writing skills	1. Prepare to teach reading skills	1.1. Select reading skills and genres to be taught with regard to needs of the learners and the institution's curriculum and syllabus 1.2. Select and adapt materials that support reading practice, in accordance with the interests and needs of the learners 1.3. Select learner-centred reading practice activities, in accordance with learners' language proficiency level and their purpose for studying 1.4. Predict likely difficulties that learners may have with planned tasks and materials 1.5. Plan strategies to address any predicted difficulties with planned tasks and materials
	2. Prepare to teach writing skills	2.1. Writing skills and genres to be taught are chosen with regard to needs of the learners and the institution's syllabus 2.2. Select and adapt materials that support writing practice, in accordance with the interests and needs of the learners 2.3. Select learner-centred writing practice activities, in accordance with learners' language proficiency level and their purpose for studying 2.4. Predict likely difficulties that learners may have with planned tasks and materials 2.5. Plan strategies to address any predicted difficulties with planned tasks and materials

UNIT	ELEMENT	PERFORMANCE CRITERIA
TSLPTL405 Prepare to teach target language	1. Prepare to teach vocabulary	<p>1.1. Select vocabulary points to be taught, in accordance with learner need and the institution's syllabus</p> <p>1.2. Analyse selected vocabulary point in terms of meaning and form</p> <p>1.3. Select strategies for assisting the students to understand and practise vocabulary</p> <p>1.4. Select and adapt materials that support vocabulary practice, in accordance with the course outcomes as well as learner interests and needs</p> <p>1.5. Select learner-centred vocabulary practice activities, in accordance with learners' language proficiency level and their purpose for studying</p>
	2. Prepare to teach grammar	<p>2.1. Select grammar points to be taught, in accordance with learner need and the institution's syllabus</p> <p>2.2. Analyse selected grammar point in terms of meaning and form</p> <p>2.3. Select strategies for assisting the students to understand and practise grammar</p> <p>2.4. Select and adapt materials that support grammar practice, in accordance with the course outcomes as well as learner interests and needs</p> <p>2.5. Select learner-centred grammar practice activities, in accordance with learners' language proficiency level and their purpose for studying</p>
	3. Prepare to teach pronunciation	<p>3.1. Select pronunciation points to be taught, in accordance with learner need and the institution's syllabus</p> <p>3.2. Analyse pronunciation in terms of phonology and prosody</p> <p>3.3. Select strategies for assisting the students to understand and practise the pronunciation point</p> <p>2.6. Select and adapt materials that support pronunciation practice, in accordance with the course outcomes as well as learner interests and needs</p> <p>3.4. Select learner-centred pronunciation practice activities, in accordance with learners' language proficiency level and their purpose for studying</p>
TSLTOA401 Teach adult learners of English	1. Teach adults in an engaging manner	<p>1.1. Encourage learner behaviours and actions conducive to language learning in adults</p> <p>1.2. Use strategies to encourage and maintain positive adult learner engagement and participation</p> <p>1.3. Deliver activities that cater to the variety of learner characteristics within the classroom and address adult learning principles</p> <p>1.4. Employ monitoring strategies and strategies to ensure all learners are engaged in learning activities</p>
	2. Teach using effective communication	<p>2.1. Grade language used in interactions with learners, in accordance with learner level</p> <p>2.2. Pitch volume and tone of voice in a manner that is appropriate for an adult audience</p> <p>2.3. Deliver instructions which learners can understand and follow</p> <p>2.4. Interact with learners in a way that is respectful of their cultural backgrounds</p> <p>2.5. Interpret and respond to non-verbal cues from learners in a way that encourages and facilitates learning</p>
	3. Teach language learners with communicative techniques	<p>3.1. Employ learner-centred approaches throughout lessons</p> <p>3.2. Maximise student talking time through use of learner-centred strategies</p> <p>3.3. Facilitate activities that involve genuine communication, using learners' own experiences as a resource where possible</p> <p>3.4. Employ concept checks to confirm that learners have understood important concepts</p> <p>3.5. Apply verbal and non-verbal error correction techniques, while considering learner confidence and the flow of the lesson</p>
	4. Teach English language lessons	<p>4.1. Facilitate activities that have language learning purposes which are clear to learners</p> <p>4.2. Deliver lessons at a pace and in a manner that inspires confidence in learners</p> <p>4.3. Deliver lessons in accordance with a lesson plan, which is updated in accordance with institutional policy</p> <p>4.4. Check that planned lesson aims are being met during lessons</p> <p>4.5. Adapt lesson plans in the light of developments that occur during lessons, in order to achieve the planned lesson aims</p>

UNIT	ELEMENT	PERFORMANCE CRITERIA
	5. Teach adults in the language classroom	<p>5.1. Consider and adjust the physical environment of the classroom, in order to facilitate language-learning activities and avoid potential safety risks and hazards</p> <p>5.2. Demonstrate a professional standard of dress, demeanour and punctuality, in accordance with institutional requirements</p> <p>5.3. Deploy materials in a way that minimises the environmental impact of teaching and complies with OHS/WHs requirements</p> <p>5.4. Brief learners about any relevant OHS/WHs issues</p> <p>5.5. Handle materials and equipment in a manner that demonstrates preparation and confidence</p>
	6. Teach in accordance with institutional policy	<p>6.1. Monitor and record learner progress</p> <p>6.2. Report learners who are not progressing to academic management or supervisors</p> <p>6.3. Adjust lesson plans in the light of developing circumstances, in collaboration with others where feasible, and documented in accordance with institutional policy</p> <p>6.4. Provide suggestions to Academic staff for changes to the course program, in accordance with institutional policy</p> <p>6.5. Perform administrative tasks required of teachers accurately, on time and in line with institutional policy</p> <p>6.6. Maintain security and confidentiality of documents (including class rolls) where required by institutional policy</p>
	7. Teach adults reflectively	<p>7.1. Develop teaching ideas in consultation with co-teachers</p> <p>7.2. Critically evaluate own teaching, identifying areas for improvement in subsequent lessons</p> <p>7.3. Seek opportunities for professional development and plan own professional development</p> <p>7.4. Evaluate and revise lesson plans before they are followed again</p>
TSLTOT402 Teach teenage learners of English	1. Teach teenagers in an appropriate manner	<p>1.1. Encourage learner behaviours and actions conducive to language learning in teenagers</p> <p>1.2. Use strategies to encourage and maintain positive teenage learner engagement and participation</p> <p>1.3. Deliver activities using age-appropriate materials, in order to address teenage learning principles and cater to the variety of learner characteristics within the classroom</p> <p>1.4. Employ monitoring strategies and strategies to ensure all learners are engaged in learning activities</p>
	2. Teach using effective communication	<p>2.1. Grade language used in interactions with learners, in accordance with learner level</p> <p>2.2. Pitch volume and tone of voice in a manner that is appropriate for a teenage audience</p> <p>2.3. Deliver instructions which learners can understand and follow</p> <p>2.4. Interact with learners in a way that is respectful of their cultural backgrounds</p> <p>2.5. Interpret and respond to non-verbal cues from learners in a way that encourages and facilitates learning</p>
	3. Teach language learners with communicative techniques	<p>3.1. Employ learner-centred approaches throughout lessons</p> <p>3.2. Maximise student talking time through use of learner-centred strategies</p> <p>3.3. Facilitate activities that involve genuine communication, using learners' own experiences as a resource where possible</p> <p>3.4. Employ concept checks to confirm that learners have understood important concepts</p> <p>3.5. Apply verbal and non-verbal error correction techniques, while considering learner confidence and the flow of the lesson</p>
	4. Teach English language lessons	<p>4.1. Facilitate activities that have language learning purposes which are clear to learners</p> <p>4.2. Deliver lessons at a pace and in a manner that inspires confidence in learners</p> <p>4.3. Deliver lessons in accordance with a lesson plan, which is updated in accordance with institutional policy</p> <p>4.4. Check that planned lesson aims are being met during lessons</p> <p>4.5. Adapt lesson plans in the light of developments that occur during lessons, in order to achieve the planned lesson aims</p>

UNIT	ELEMENT	PERFORMANCE CRITERIA
	5. Teach teenagers in the language classroom	5.1. Consider and adjust the physical environment of the classroom, in order to facilitate language-learning activities and avoid potential safety risks and hazards 5.2. Communicate classroom rules clearly at early stages in lessons, and administer discipline effectively and consistently 5.3. Demonstrate a professional standard of dress, demeanour and punctuality, in accordance with institutional requirements 5.4. Deploy materials in a way that minimises the environmental impact of teaching and complies with OHS/WHS requirements 5.5. Brief learners about any relevant OHS/WHS issues 5.6. Handle materials and equipment in a manner that demonstrates preparation and confidence
	6. Teach in accordance with institutional policy	6.1. Monitor and record learner progress 6.2. Report learners who are not progressing to academic management or supervisors 6.3. Adjust lesson plans in the light of developing circumstances, in collaboration with others where feasible, and documented in accordance with institutional policy 6.4. Provide suggestions to Academic staff for changes to the course program, in accordance with institutional policy 6.5. Perform administrative tasks required of teachers accurately, on time and in line with institutional policy 6.6. Maintain security and confidentiality of documents (including class rolls) where required by institutional policy
	7. Teach teenagers reflectively	7.1. Develop teaching ideas that are suitable for teenage learners, in consultation with co-teachers and in accordance with institutional requirements 7.2. Critically evaluate own teaching, identifying areas for improvement in subsequent lessons 7.3. Seek opportunities for professional development and plan own professional development 7.4. Evaluate and revise lesson plans before they are followed again
	8. Teach with an understanding of teenage welfare issues	8.1. Attend to teenage learners' emotional and welfare needs 8.2. Discuss potential welfare problems with the relevant staff within the institution 8.3. Act in accordance with institutional policy regarding the welfare of teenage learners

## Employability skills

### Communication

- working with learners (who may have a very low level of proficiency in English) to identify needs
- giving and receiving information about learners to/from other teachers and centre management
- giving instructions, explanations and feedback to learners
- reading documents such as language teaching materials, policies and procedures
- writing documents such as lesson plans and records of lessons taught
- teaching communication skills

### Teamwork

- working collaboratively with other teachers
- recognising and adapting appropriately to cultural and language differences in the (often multicultural) workplace
- facilitating teamwork amongst classes of learners as they undertake learning activities

### Problem solving

- applying a range of strategies to assist learners with difficulties they encounter
- working out ways to adapt published teaching materials to meet student needs, and creating new materials
- predicting potential areas of difficulty and planning solutions in advance



### Initiative and enterprise

- creatively adapting materials and activities to meet needs of particular student groups, and creating new materials
- adapting to new students with differing needs and from different backgrounds
- adjusting lessons during their delivery in response to learner response

### Planning and organising

- collecting information about learners' needs
- planning lessons and series of lessons
- organising resources needed for lessons in advance of the lesson

### Self-management

- managing time to ensure that lessons are prepared in advance and run smoothly
- taking responsibility for managing own work
- seeking feedback and reflecting on own performance in lessons, leading to continuous improvement of own teaching

### Learning

- seeking opportunities for, and planning, own professional development
- researching language points in preparation for teaching them or answering learners' questions about them
- facilitating the learning of others

### Technology

- using a range of audio-visual equipment to facilitate learning
- using IT equipment for purposes such as producing handouts and finding materials