

RPL Colleague Testimonial Form

11058NAT – Graduate Diploma of English Language Teaching (TESOL)

To whom it may concern: The person named below is applying for Recognition of Prior Learning for the LTi Graduate Diploma of English Language Teaching TESOL. Your testimonial may assist them (the RPL Candidate / Student) in providing evidence to us that relates to this qualification. You may be currently working with the candidate, or this may have occurred in the past.

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| Name of RPL Candidate: | | |
| Name of Colleague: | | |
| Email Address: | | |
| Phone Number(s): | | |
| Name of Organisation in which the colleague worked with the candidate: | | |
| Website of Organisation: | | |
| Period(s) of time that the candidate worked with the colleague (approximate dates): | | |
| Colleague's role / job title / position in the organisation while working with the candidate: | | |
| TESOL qualifications and experience of colleague (please write below or provide resume): | | |
| <input checked="" type="checkbox"/> | COLLEAGUE TO COMPLETE THE FOLLOWING WITH RESPECT TO THE CANDIDATE: | |
| | I verify that this candidate (please tick ✓ if applicable): | |
| | is able to identify and address cultural concepts embedded in language | |
| | fosters and promotes an inclusive learning culture especially regarding the teacher and student roles | |
| | is able to identify the structural and language features of various genres and teach appropriately | |
| | implements speaking activities to assist accuracy and practice for fluency | |
| | uses listening texts based on authentic listening texts and real life situations | |
| | teaches fundamental reading skills, conventions and strategies | |
| | implements sessions that develop written language skills for producing texts for specific or social purposes | |
| | monitors and provides feedback to students in a positive manner | |
| | understands and teaches basic sentence structures, cohesive devices, punctuation and various grammar points | |
| | implements spelling and pronunciation strategies to assist accuracy and fluency | |
| | provides learning through instruction and demonstration of the English language | |
| | is able to analyse student needs and design and develop lessons to meet those needs | |
| | plans and organises group-based learning | |
| | facilitates group-based learning | |
| | selects and designs effective teaching materials for various topics, grammar points, skills and levels of ability | |
| | manages classroom logistics | |
| | uses appropriate TESOL methodologies for different situations and specific learning goals | |
| | analyses ESL students' learning needs | |
| | develops ESL syllabus plans to meet identified training needs | |

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| Name of RPL Candidate: | |
| | designs and develops a series of cohesive ESL lessons |
| | designs and implements ESL assessment items, and records results from same |
| | reviews and evaluates syllabus documents, own lessons, and assessment items |
| | develops a professional development plan |
| | uses technology to teach English lessons |
| | teaches ESL to early childhood learners (aged 0-6 years) |
| | teaches ESL to primary school-aged learners (aged 6-12 years) |
| | teaches ESL to teenage learners (aged 12-17 years) |
| | uses music to teach English |
| | uses art to teach English |
| | uses drama to teach English |
| | manages volunteers within English programs |
| | manages community-based ESL programs |
| Please write any further comments about the candidate's ability to teach English to speakers of other languages. Please use the space below, or attach another document. Thank you for assisting this person with their application process. | |
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SUBMISSION DECLARATION

By typing your name below you agree that you have responded honestly and accurately to the best of your ability and understand that you may be contacted to verify the information provided.

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|------------------------------------|--|
| Colleague Name / Signature: | |
| Date: | |