## RPL SELF ASSESSMENT FORM

**10688NAT** – Diploma of TESOL (Teaching English to Speakers of Other Languages)

|  |  |
| --- | --- |
| **Student Name:** |  |

| **Task** | **I have performed these tasks (✓)** |
| --- | --- |
| **Often** | **Sometimes** | **Never** |
| Teach students from diverse languages and cultures |  |  |  |
| Use the Genre approach to teach English |  |  |  |
| Teach English grammar English to non-native speakers |  |  |  |
| Teach Spelling and Pronunciation English to non-native speakers |  |  |  |
| Teach speaking English to non-native speakers |  |  |  |
| Teach listening English to non-native speakers |  |  |  |
| Teach reading English to non-native speakers |  |  |  |
| Teach writing English to non-native speakers |  |  |  |
| Plan lessons for English as a second language learning |  |  |  |
| Develop resource files for English as a second language learning |  |  |  |
| Teach English as a second language to early childhood learners |  |  |  |
| Teach English as a second language to primary school aged children |  |  |  |
| Teach English as a second language to teenage learners |  |  |  |
| Use music, art and drama while teaching English as a second language  |  |  |  |
| Use technology to assist ESL learners |  |  |  |
| Work with volunteers in ESL contexts |  |  |  |
| Establish community based English classes |  |  |  |
| Use various approaches and methods in TESOL |  |  |  |
| Analyse ESL training requirements |  |  |  |
| Develop an ESL syllabus plan |  |  |  |
| Design ESL leaning and assessment strategies |  |  |  |
| Develop a series of ESL lessons |  |  |  |
| Review and evaluate ESL syllabus and lessons |  |  |  |
| Design and create assessment tools |  |  |  |
| Implement assessment, make assessment decisions, record assessment outcomes and provide feedback to ESL students |  |  |  |
| Evaluate effectiveness of assessment tools |  |  |  |
| Develop speaking, listening, reading and writing skills necessary for participation in academic contexts |  |  |  |
| Research and analyse structural and language features of relevant academic texts  |  |  |  |
| Research a specific purpose for English |  |  |  |
| Apply syllabus design techniques to create an outline for a series of cohesive English lessons  |  |  |  |
| Monitor and review English learning progress in a specific context |  |  |  |

|  |
| --- |
| **SUBMISSION DECLARATION** |

**By typing your name below** and emailing your completed RPL Self-assessment Form to your Trainer, you agree that you have responded honestly and accurately to the best of your ability.

|  |  |
| --- | --- |
| **Student Name / Signature:** |  |
| **Date:** |  |