RPL SELF ASSESSMENT FORM

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

| Student Name: | | | | |
|--|--|----------------------------------|-----------|-------|
| | | I have performed these tasks (✓) | | |
| Task | | 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 | | | | |

| Task | I have performed these tasks (✓) | | |
|--|----------------------------------|-----------|-------|
| IdSK | Often | Sometimes | Never |
| 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: | |