



Australian Government

TAELLN803 Develop English language skills of adult learners

Release: 1

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Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge required to develop English language teaching strategies to meet the literacy and numeracy needs of adult learners in vocational education and training (VET) contexts. It includes analysing the English language requirements of VET contexts, applying teaching approaches and strategies for teaching English language skills, and selecting English language learning resources that meet learner requirements.

The unit applies to those who deliver adult language, literacy and numeracy skills provision, including:

- stand-alone courses, such as are required for the Language Literacy and Numeracy Program (LLNP)
- workplace courses, such as the Workplace English Language and Literacy (WELL) program
- those delivering in vocational and community-based settings.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Language, literacy and numeracy practice

Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Analyse English language skills required in the delivery context	1.1 Identify and analyse English language skills required by learners 1.2 Establish profile of the language skills of learner group

	<p>1.3 Analyse English language skills of learner group</p> <p>1.4 Review own English language skills and knowledge in relation to addressing the skill needs of others</p>
2. Select teaching approaches	<p>2.1 Review strategies to address barriers and impediments to language development</p> <p>2.2 Examine English language teaching approaches</p> <p>2.3 Determine applicability of teaching approaches for specific learners</p>
3. Select range of learning resources to develop English language skills	<p>3.1 Identify and review realia and authentic materials for use as learning resources</p> <p>3.2 Review learning resources from traditional, new and emerging technologies</p> <p>3.3 Evaluate ICT and e-learning resources that link appropriately to language learning outcomes and promote learner engagement</p> <p>3.4 Select, contextualise and use appropriate resources, drawing on knowledge of English language and knowledge of learner needs and goals</p>
4. Apply and evaluate activities to develop learners' English language skills	<p>4.1 Create an environment conducive to language learning using interpersonal skills</p> <p>4.2 Apply adult learning principles to teaching English language skills</p> <p>4.3 Apply strategies to develop English language speaking and listening skills</p> <p>4.4 Apply strategies to develop reading and writing skills in English</p> <p>4.5 Develop activities that integrate listening, speaking, reading and writing skills appropriate to purposes, contexts and learners' level of English language skills</p> <p>4.6 Use formal and informal monitoring to evaluate effectiveness of teaching strategies</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description
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	Criteria	
Reading	1.1, 2.2, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Analyses and interprets complex textual and technical information presented in a variety of formats
Writing	3.4, 4.5, 4.6	<ul style="list-style-type: none"> Prepares information which incorporates the interpretation and evaluation of information using specialised language in a format and style appropriate to a specific audience and context Develops written learning materials specific to context and/or learner needs
Oral Communication	1.1, 1.2, 1.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.6	<ul style="list-style-type: none"> Uses questioning and listening techniques, selecting appropriate and engaging vocabulary, adjusting language, tone and pace to maintain effectiveness of interaction and build and maintain engagement and understanding within a one-on-one or group situation
Navigate the world of work	3.5, 4.6	<ul style="list-style-type: none"> Reflects on performance as an integral part of work life, using a range of formal and informal processes
Interact with others	1.1, 1.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5	<ul style="list-style-type: none"> Actively seeks to understand the values, beliefs, knowledge, understandings and perspectives that others bring to the work context Uses a range of strategies to establish a sense of connection and build rapport
Get the work done	2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 4.3, 4.4, 4.5, 4.6	<ul style="list-style-type: none"> Plans effective learning programs based on understanding of learner needs Reflects on decision making processes for particular contexts and the potential implications for future situations Uses and investigates new digital technologies and applications with potential to meet current and/or future needs

Unit Mapping Information

Code and Title <i>(Current Version)</i>	Code and Title <i>(Previous Version)</i>	Comments	E/N

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TAELLN803 Develop English language skills of adult learners	TAELLN703A Develop English language skills of adult learners	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>