



Australian Government

TAELLN803 Develop English language skills of adult learners

Release: 1

TAELLN803 Develop English language skills of adult learners

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

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

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	Analyses and interprets complex textual and technical information presented in a variety of formats
Writing	3.4, 4.5, 4.6	- 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	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	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	- 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	- 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 (Current Version)	Code and Title (Previous Version)	Comments	E/N
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Code and Title (Current Version)	Code and Title (Previous Version)	Comments	E/N
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>

Assessment Requirements for TAE LLN803 Develop English language skills of adult learners

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Performance Evidence

Evidence of the ability to:

- identify the English language demands of a VET delivery context and the English language needs of those participating in training with reference to national standards and frameworks
- develop and evaluate learner profiles for at least 2 learners using a range of resources and frameworks to capture relevant information that describes diversity of skills, backgrounds and learning goals
- plan a series of English language teaching activities, comprising at least 5 sessions, for a specific VET context and learner group, which integrates the macro skills of reading, writing, speaking and listening
- select and use learning resources and teaching approaches to develop English language skills based on adult learning principles and practices and the identified needs of the learner group
- document at least 2 reading and 2 writing activities and 2 speaking and listening activities to deliver within a sequence of English language provision
- deliver English language teaching activities to at least 2 learners for a period of up to one hour each
- evaluate the effectiveness of teaching strategies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- evaluate own English language skills and knowledge using the Australian Core Skills Framework and identify implications for the delivery of skills to others within a range of VET delivery contexts

- explain how the diverse needs of those participating in English language provision impact on the design of learning programs and the selection of learning resources from traditional, new and emerging technologies
- document the English language demands of a VET delivery context by analysing the social context and linguist features of at least 2 resources
- describe how aspects of applied linguistics have been used in the design of English language activities to meet the needs of the learner group
- explain how interpersonal skills can be used to create an environment conducive to language learning.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in practical exercises and projects
- research about profiles of learners with English language needs
- resources on teaching approaches and strategies that develop English language skills
- resources to use with learners to support English language skill development.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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