

EDUC90476 Learning Area TESOL 2

Credit Points:	12.50								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. Parkville								
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment								
Prerequisites:	You must have successfully completed the following subject/s prior to enrolling in this subject								
	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90475 Learning Area TESOL 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90475 Learning Area TESOL 1	February	12.50
Subject	Study Period Commencement:	Credit Points:							
EDUC90475 Learning Area TESOL 1	February	12.50							
Corequisites:	None								
Recommended Background Knowledge:	None								
Non Allowed Subjects:	None								
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.								
Coordinator:	Dr Alan Williams, Dr Russell Cross								
Contact:	Education Student Centre								
Subject Overview:	<p>This subject builds upon the theory and practice of teaching English to speakers of other languages (TESOL) established in TESOL LAS 1. Moving beyond the fundamentals of methodology, this subject develops teacher candidates' understandings of the needs of diverse groups of ESL learners within the field of TESOL more broadly, an understanding of TESOL in contexts beyond that of Australia (including EFL), an understanding of contemporary issues and debates on English language teaching and learning, and aims to develop teacher candidates' capacity to become reflective practitioners of TESOL. Topics include working with individual differences, the middle years, senior secondary students, new arrivals including those with limited or disrupted schooling, local students including those with language backgrounds other than English and indigenous students, international students, ICT, bilingual education, policy contexts for TESOL, and the contested nature of the knowledge base of language teacher education</p>								
Objectives:	<p>On completion of this subject, teacher candidates will have the knowledge, skills, and understanding to enable them to:</p> <ul style="list-style-type: none"> # Apply their understanding of the theory and principles of TESOL to meet the needs of specific groups of ESL learners # Reflect on their development as a learner teacher to identify how their professional learning is being applied as a TESOL practitioner # Respond to contemporary issues in TESOL, based on their understanding of the theory and principles of TESOL, as well as their experience as a learner teacher in this area 								
Assessment:	<p>There are 2 assessment tasks: Reflective essay (2000 words) due mid semester (50%) Issues paper (2000 words) due end of semester (50%) There are 3 hurdle requirements: Completion of weekly readings Contribution of additional readings to weekly reading groups Brief in-class presentation 80% attendance</p>								
Prescribed Texts:	Collection of readings								
Breadth Options:	This subject is not available as a breadth subject.								

Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of this subject, teacher candidates will have the knowledge, skills, and understanding to enable them to: <ul style="list-style-type: none"># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes# Be flexible and able to adapt to change through knowing how to learn# Understand the significance of developing their practice on the basis of research evidence# Work in teams with skills in cooperation, communication and negotiation# Be independent of mind, responsible, resilient, self-regulating# Have a conscious personal and social values base
Related Course(s):	Master of Teaching (Secondary) Master of Teaching (Secondary)