

460-666 Learning Area TESOL 2

Credit Points:	12.500
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville
Time Commitment:	Total Time Commitment: 125 hours total commitment
Prerequisites:	460-666 Learning Area TESOL 1
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
Coordinator:	Russell Cross
Subject Overview:	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
Assessment:	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
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:	<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

	<p># 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</p> <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"> # 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):	<p>Master of Teaching (Secondary) Master of Teaching (Secondary)</p>