

# EDUC90475 Learning Area TESOL 1

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2010, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. Parkville
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	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.
<b>Coordinator:</b>	Dr Russell Cross
<b>Contact:</b>	Education Student Centre
<b>Subject Overview:</b>	This subject introduces teacher candidates to the theory and practice of teaching English to speakers of other languages (TESOL). With an emphasis on the nature of TESOL within Australian schools, and the Victorian education system in particular, this subject examines the needs of English second language (ESL) learners in the middle and senior years of schooling. Beginning with a theoretical foundation based on contemporary research in second language education about how languages are acquired and a communicative framework for understanding language teaching and learning, the subject then focuses on practical implications related to planning for, developing, and assessing ESL learners' communicative competence in English as a language in its own right, as well as a medium of instruction across the school curriculum.
<b>Objectives:</b>	On completion of this subject, teacher candidates will have the knowledge, skills, and understanding to enable them to: <ul style="list-style-type: none"> <li># Explain the theory and principles of TESOL</li> <li># Plan lessons, tasks, units of work, and assessment strategies that develop and evaluate learners' skills in English as a second language within a broader curriculum context</li> </ul>
<b>Assessment:</b>	There are 2 assessment tasks: Designing a communicative task (1000 words) due mid semester (25%) Designing a unit of work (3000 words) due end of semester (75%) There are 4 hurdle requirements: Completion of weekly readings Brief in-class presentation Lesson Plan due early semester 80% attendance
<b>Prescribed Texts:</b>	Collection of readings
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	On completion of this subject, teacher candidates will have the knowledge, skills, and understanding to enable them to: <ul style="list-style-type: none"> <li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes</li> <li># Be flexible and able to adapt to change through knowing how to learn</li> <li># Understand the significance of developing their practice on the basis of research evidence</li> </ul>

	<ul style="list-style-type: none"><li># Work in teams with skills in cooperation, communication and negotiation</li><li># Be independent of mind, responsible, resilient, self-regulating</li><li># Have a conscious personal and social values base</li></ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary) Master of Teaching (Secondary)