

EDUC90481 Content Language Integrated Pedagogy

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 Campus
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 120 hours total commitment
Prerequisites:	None
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 Russell Cross
Contact:	Education Student Centre
Subject Overview:	This subject focuses on content language integrated pedagogy, in particular issues in the methodology of teaching in a second or foreign language, including such areas as setting goals and objectives; models of Content Language Integrated Learning programs; outcomes (including attainment in the discipline, language proficiency, ethnicity, etc); use and avoidance of the first language; the importance of interaction in constructing meaning, clarifying knowledge and developing relevant language; and the dual role of the CLIL teacher in developing content knowledge and promoting language development. It will include a brief introduction to the theory and practice of second language teaching and learning in so far as it is relevant to CLIL, e.g., teaching relevant elements of the language such as new vocabulary, dominant structures, or text features and genres of a discipline.
Objectives:	<p>On completion of this subject, students should be able to demonstrate:</p> <ul style="list-style-type: none"> # understanding of the pedagogical issues that impinge on the success of courses taught through a second or foreign language; # knowledge of the general pedagogical principles and practice entailed in teaching through a second or foreign language, including such issues as appropriately managing use of the first language, code switching, and bilingual dialogue, the setting of goals and objectives, and indentifying the needs of the students; # familiarity with the different approaches that have been adopted to 'content language intergrated teaching' and with a range of models of CLIL programs; # ability to support the language needs (cognitive, linguistic and affective) of students learning through a second or foreign language, facilitate their comprehension and learning of the content; # a basic understanding of the theory and practice of second or foreign language teaching; and # ability to plan activities in response to specific language learning needs that might arise in the course of teaching their discipline. # Commitment to professional and academic ethics and excellence; # Ability to set personal targets and plan to achieve them; # Development of the students' ability to direct their own independent learning; # Ability to discuss their discipline area in appropriate English and to communicate it to students; # Ability to read critically and present material concisely and coherently in written and oral presentations relevant;

	<ul style="list-style-type: none"> # Skills in observing teaching, evaluating it and applying their findings to their own teaching situations; # Skills in reflecting upon, evaluating and developing their own teaching; # Ability to develop pedagogical strategies appropriate to their teaching situation (in CLIL); # Reflect critically on their teaching, program planning and/or the management of relevant educational programs; # Understand and apply principles of teaching, assessment and evaluation.
Assessment:	An essay of 1000 words relevant to Objectives 1, 2 and 5, due at the mid-point of the subject (25%) Plan of a unit of work and its brief justification relevant to Objective 6 and equivalent to 1000 words, due just prior to the end of the subject (25%) End-of-subject written examination equivalent to a 2000 word essay, the examination to be of 2 hours duration, relevant to objectives 1 to 5, due at the end of the subject (50%).
Prescribed Texts:	None
Recommended Texts:	Mehisto, P., Marsh, D. & Frigols, M. (2008). <i>Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education</i> . Oxford: Macmillan.
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
Related Course(s):	Master of Modern Languages Education(Stream 100A) Coursework and ThesisA Master of Modern Languages in Education (Stream 100B) Coursework Master of Modern Languages in Education (Stream 150B) Coursework Master of Modern Languages in Education(Stream 150A)Coursework & ThesisA Master of T.E.S.O.L. (Stream 100B) Coursework Master of T.E.S.O.L.(Stream 100A)Coursework and Thesis A Master of T.E.S.O.L.(Stream 150A) Coursework and Thesis A Master of T.E.S.O.L.(Stream 150B)Coursework Postgraduate Certificate in Education (Teaching Content through English) Postgraduate Diploma in Educational Studies (TESOL) Professional Certificate in Education (Teaching Content through English)