

EDUC90476 Learning Area TESOL 2

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Parkville						
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment. 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.						
Prerequisites:	You must have successfully completed the following subject/s prior to enrolling in this subject <table border="1" data-bbox="389 607 1485 752"> <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
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EDUC90475 Learning Area TESOL 1	February	12.50					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H						
Coordinator:	Dr Simone Senisin						
Contact:	Education Student Centre						
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						
Objectives:	On completion of this subject, teacher candidates will have the knowledge, skills, and understanding to enable them to: <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:	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"> # 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>