

EDUC90679 Identifying ESL Students' Needs

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 24 Total Time Commitment: 120 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	N/A
Non Allowed Subjects:	N/A
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 Disability Liaison Unit website: http://www.services.unimelb.edu.au/disability/
Coordinator:	Dr Alan Williams
Contact:	Education Student Centre
Subject Overview:	This subject explores the range of ESL students in Australian schools, and the linguistic, academic, emotional, and social needs they present as second language learners. Drawing on the Victorian DEECD VELs ESL Developmental Continuum as a framework, the subject will focus on how needs differ between different types of ESL learners (e.g., new arrivals, international students, Australian-born with language backgrounds other than English, etc), the process of second language acquisition, the nature of language, and issues for assessment.
Objectives:	On completion of the subject, students should be able to : <ul style="list-style-type: none"> • Identify the language learning needs of primary ESL students; • Identify the social, cultural and academic learning needs of primary ESL students; • Describe assessment processes that facilitate teaching and learning with ESL students • Identify how the needs of ESL students relate to the wider school and local community context.
Assessment:	1. A 2,000 word essay due mid-course (40%). 2. A 3,000 word essay due at the end of the course (60%).
Prescribed Texts:	Gibbons, P. (2002). Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom. Portsmouth, NH: Heinemann.
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 the subject, students should be able to: <ul style="list-style-type: none"> · 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;

	<ul style="list-style-type: none">· Be independent of mind, responsible, resilient, self-regulating;· Have a conscious personal and social values base.· Articulate their knowledge and understanding in oral and written presentations.
Related Course(s):	Professional Certificate in Primary ESL