

# EDUC90475 Learning Area TESOL 1

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2013. Parkville
<b>Time Commitment:</b>	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.
<b>Prerequisites:</b>	Teacher Candidates must meet the minimum academic study requirements for teaching in specialist areas, in accordance with the Victorian Institute of Teaching's <b>Specialist Area Guidelines</b> ( <a href="http://www.vit.vic.edu.au/finditfast/Teacher-education-programs/Pages/Assessmentofqualifications.aspx">http://www.vit.vic.edu.au/finditfast/Teacher-education-programs/Pages/Assessmentofqualifications.aspx</a> ), for entry into this subject.
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	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 website: <a href="http://www.services.unimelb.edu.au/disability/H">Hhttp://www.services.unimelb.edu.au/disability/H</a>
<b>Contact:</b>	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
<b>Subject Overview:</b>	<p>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 as Additional Language/Dialect (EAL/D) learners in the secondary years of schooling. The curriculum frameworks utilised in this learning area derive from Aus/VELS, VCE and VET.</p> <p>This subject begins with a theoretical foundation based on contemporary research in second language education about how languages are acquired and presents a communicative framework for understanding language teaching and learning. The subject then focuses on practical implications related to planning for, developing, and assessing EAL/D learners' communicative competence in English as a language in its own right, as well as a medium of instruction across the school curriculum.</p> <p>This subject caters for the different teaching settings of EAL/D students in secondary schooling and includes exploration of different programs. These programs include teaching EAL/D in a mainstream school setting and language school/centre settings. In a language school setting this may include the teaching of mathematical concepts, number knowledge and teaching the meta language of mathematics. In a mainstream setting the teaching of numeracy includes the critical analysis of data through the study of media issues.</p>
<b>Objectives:</b>	<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"> <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>

	<p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p> <p>1.2 Understand how students learn</p> <p>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>2.1 Content and teaching strategies of the teaching area</p> <p>2.3 Curriculum, assessment and reporting</p> <p>2.5 Literacy and numeracy strategies</p> <p>3.1 Establish challenging learning goals</p> <p>3.2 Plan, structure and sequence learning programs</p> <p>3.3 Use teaching strategies</p> <p>3.4 Select and use resources</p> <p>3.5 Use effective classroom communication</p> <p>3.6 Evaluate and improve teaching programs</p> <p>4.1 Support student participation</p> <p>4.2 Manage classroom activities</p> <p>5.2 Provide feedback to students on their learning</p>
<b>Assessment:</b>	There are 2 assessment tasks: Designing a communicative task (1500 words) due mid semester (35%) Designing a unit of work (2500 words) due end of semester (65%) There are 2 hurdle requirements: Completion of weekly readings 15 minute in-class presentation
<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>	<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"> <li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes;</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Work in teams with skills in cooperation, communication and negotiation;</li> <li># Analyse evidence of student learning to inform practice;</li> <li># Plan, implement, reflect and evaluate lessons;</li> <li># Develop units of work with a scope and sequence.</li> </ul>
<b>Related Course(s):</b>	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>