

EDUC90503 TESOL in the Primary Classroom

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013. Parkville, on campus
Time Commitment:	Contact Hours: 24 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:	150 points of study in the Master of Teaching (Primary) stream
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 website: Hhttp://www.services.unimelb.edu.au/disability/H
Contact:	Education Student Centre
Subject Overview:	Teacher Candidates will examine TESOL methodology, curriculum design and evaluation. Topics include the sociocultural context of TESOL, including educational, cultural, historical and inter-group issues; different approaches to TESOL learning and teaching, needs analysis, curriculum design, the planning and evaluation of units of work, strategies, techniques and resources for learning and teaching speaking, listening, reading and writing; assessment and reporting; the design, implementation and evaluation of TESOL programs, including bilingual programs; and the role of the ESOL teacher in the wider educational community.
Objectives:	On completion of this subject teacher candidates will be able to : <ul style="list-style-type: none"> # Demonstrate knowledge of the linguistic and cultural diversity of students in Victorian primary schools and current contexts of ESL support; # Describe similarities and differences between first and second language acquisition; # Understand TESOL methodology and its implications for planning, teaching and assessment; # Support the cognitive and linguistic development of ESL students across the curriculum; # Assessment the language competence of ESL students # Understand the role of the ESL teacher within a whole-school context.
Assessment:	There will be two assessment tasks: Designing a communicative task (2000 words) due mid semester (40%) Designing a unit of work (3000 words) due end of semester (60%).
Prescribed Texts:	Collection of readings Gibbons, P. (2002). Scaffolding language scaffolding learning: Teaching second language learners in the mainstream classroom. Portsmouth, N.H.: 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 this subject teacher candidates will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify relationships between theory, research and teaching in ESL

	<ul style="list-style-type: none"># Be flexible and able to adapt to change through knowing how to learn using research processes;# Understand the significance of developing their practice on the basis of research evidence and the standards for teaching;# Work in teams with skills in cooperation, communication and negotiation to engage in reflective and critical discussion of research in education and teaching;# Be independent of mind, responsible, resilient, self-regulating;# Have a conscious personal and social values base that is applied to their teaching in ESL
Related Course(s):	Master of Teaching (Primary)