

EDUC90048 Second Language Teaching Methodology

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2014.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 120. 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:	None
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 Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: http://www.services.unimelb.edu.au/disability/
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
Subject Overview:	A study of the nature of the Second Language Teaching methodology and curriculum design and evaluation in both child and adult second language learning contexts. Topics include the socio-cultural context of second language teaching, including educational, cultural, historical and intergroup issues; different approaches to second language 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 second language programs, including bilingual programs; and the role of the second language teacher in the workplace and wider educational community. This subject has a TESOL or Modern Languages/LOTE focus, according to the course within which the student is enrolled.
Learning Outcomes:	On completion of this subject, students should be able to: # Identify the principles and approaches to teaching and learning as a second language # Understand and apply current second language teaching methodologies; # Apply strategies for recognising students requiring second language teaching tuition and analyse their learning needs; # Demonstrate competence in the development of units of work and resources which are culturally and linguistically appropriate.
Assessment:	There are 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%) There is one hurdle requirement: Students are required to identify two class groups of second language learners and one language learning need for each group. For each learning need they are to identify two resources that will be useful for a teacher of this class in addressing the learning needs identified, and indicate how the resources could be used to address the learning need. This information is to be provided on a pro-forma, which provides this information in no more than 250 words for each group. Successful completion of the task requires clear statements of

	the learners' needs, the listing of the teaching resource details in APA format, and statements which make clear how the resource can be used to address the identified learning need.
Prescribed Texts:	None
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 students should be able to: # Evaluate and synthesise the research and professional literature in second language teaching methodology and curriculum design; # Articulate their knowledge and understanding in oral and written presentations; # Develop an understanding of the significance and value of their knowledge to the wider community.
Links to further information:	www.edfac.unimelb.edu.au
Related Course(s):	Master of Modern Languages Education (Stream A) Master of Modern Languages Education (Stream B) Master of TESOL (Stream A) Master of TESOL (Stream B) Postgraduate Certificate in Modern Languages Education (Stream A) Postgraduate Certificate in Modern Languages Education (Stream B) Postgraduate Certificate in TESOL (Stream A) Postgraduate Certificate in TESOL (Stream B)