

EDUC90481 Content Language Integrated Pedagogy

| Credit Points: | 12.50 | | | | | | | | |
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| Level: | 9 (Graduate/Postgraduate) | | | | | | | | |
| Dates & Locations: | This subject is not offered in 2014. | | | | | | | | |
| Time Commitment: | Contact Hours: 18 hours. Total Time Commitment: 120 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: | None | | | | | | | | |
| Corequisites: | None | | | | | | | | |
| Recommended Background Knowledge: | <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90482 Linguistics and Sociolinguistics of CLIL</td> <td>September</td> <td>12.50</td> </tr> </tbody> </table> | | | Subject | Study Period Commencement: | Credit Points: | EDUC90482 Linguistics and Sociolinguistics of CLIL | September | 12.50 |
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| EDUC90482 Linguistics and Sociolinguistics of CLIL | September | 12.50 | | | | | | | |
| 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 | | | | | | | | |
| Contact: | Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352) | | | | | | | | |
| Subject Overview: | This subject focuses on content language integrated pedagogy, in particular issues in the methodology of teaching in a second or foreign language, including such areas as setting goals and objectives; models of Content Language Integrated Learning programs; outcomes (including attainment in the discipline, language proficiency, ethnicity, etc); use and avoidance of the first language; the importance of interaction in constructing meaning, clarifying knowledge and developing relevant language; and the dual role of the CLIL teacher in developing content knowledge and promoting language development. It will include a brief introduction to the theory and practice of second language teaching and learning in so far as it is relevant to CLIL, e.g., teaching relevant elements of the language such as new vocabulary, dominant structures, or text features and genres of a discipline. | | | | | | | | |
| Learning Outcomes: | <p>On completion of this subject, students should be able to demonstrate:</p> <ul style="list-style-type: none"> # understanding of the pedagogical issues that impinge on the success of courses taught through a second or foreign language; # knowledge of the general pedagogical principles and practice entailed in teaching through a second or foreign language, including such issues as appropriately managing use of the first language, code switching, and bilingual dialogue, the setting of goals and objectives, and indentifying the needs of the students; # familiarity with the different approaches that have been adopted to 'content language intergrated teaching' and with a range of models of CLIL programs; # ability to support the language needs (cognitive, linguistic and affective) of students learning through a second or foreign language, facilitate their comprehension and learning of the content; # a basic understanding of the theory and practice of second or foreign language teaching; and # ability to plan activities in response to specific language learning needs that might arise in the course of teaching their discipline. # Commitment to professional and academic ethics and excellence; | | | | | | | | |

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| | <ul style="list-style-type: none"> # Ability to set personal targets and plan to achieve them; # Development of the students' ability to direct their own independent learning; # Ability to discuss their discipline area in appropriate English and to communicate it to students; # Ability to read critically and present material concisely and coherently in written and oral presentations relevant; # Skills in observing teaching, evaluating it and applying their findings to their own teaching situations; # Skills in reflecting upon, evaluating and developing their own teaching; # Ability to develop pedagogical strategies appropriate to their teaching situation (in CLIL); # Reflect critically on their teaching, program planning and/or the management of relevant educational programs; # Understand and apply principles of teaching, assessment and evaluation. |
| Assessment: | There are two pieces of assessment: Reflective Essay, (2000 words, 40%) due mid way during the subject Essay based task (3000 words, 60%) due upon completion of the subject. |
| Prescribed Texts: | Dale, L., & Tanner, R. (2012). CLIL Activities with CD-ROM: A resource for subject and language teachers. New York, NY: Cambridge University Press. |
| 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 |
| Related Course(s): | Master of Education (CLIL) 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 Education (CLIL) Postgraduate Certificate in Modern Languages Education (Stream B) Postgraduate Certificate in TESOL (Stream B) Professional Certificate in Education (CLIL) |