EDUC90507 Language & Literacy Intervention 1

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. August, Parkville - Taught on campus. Pre-teaching period: During the pre-teaching period students will be required to complete reading that will be provided via LMS.
Time Commitment:	Contact Hours: 18 hours of lectures and workshops Total Time Commitment: 170 hours
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 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 website: http://www.services.unimelb.edu.au/disability
Coordinator:	Assoc Prof John Munro, Ms Gail Inniss
Contact:	**Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE)** Call: 13 MELB (13 6352)
Subject Overview:	This subject uses contemporary research in oral language acquisition to develop frameworks that educators can use to describe, monitor and teach speaking and listening knowledge and skills. The frameworks provide educators with the capacity to identify the complexity of the ideas communicated, the language conventions used, the knowledge of the purposes of communicating to achieve social goals and the ability to learn oral language. It will examine procedures for monitoring oral language development and use and analyse various assessment and diagnostic tools for students who present with a variety of needs. It will also examine pedagogy associated with oral language and a range of intervention strategies in speaking and listening. The links between oral language knowledge and skills and academic success in literacy and numeracy will be explored throughout the subject. The following components will be covered: # A framework for studying oral language: ICPALER. # Developmental trends and implications for delayed language acquisition. # Using ICPALER to identify oral language difficulties. # Using ICPALER to implement oral language intervention. # Applying the ICPALER model to the needs of diverse learners including those with disabilities, specific learning difficulties and hearing impairment.
Learning Outcomes:	On completion of this subject, students should be able to # Describe and evaluate frameworks that teachers can use to describe the oral communication skills of students in terms of the ideas, conventions and purposes for communicating. # Describe developmental trends to acquiring speaking and listening knowledge and skills in terms of these models and use these to monitor student use and learning

	# Use these models to assess and diagnose the speaking and listening skills of primary school students, discuss and evaluate procedures for diagnosing and reporting difficulties in the context of the regular classroom # Use the frameworks to plan and implement education programmes in speaking and listening that are supported by current research # Discuss the characteristics of successful oral language instructional programs according to particular speaking and listening needs, evaluate the effectiveness of education programs intended for use with students who have oral language learning difficulties # Discuss the relationship between oral language knowledge and learning capacity in literacy and numeracy.
Assessment:	Reflective tasks (500 words) Due mid-semester 10% Written task: Analysis of ICPALER model (4500 words) Due end semester 90% 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.
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
Related Course(s):	Graduate Certificate in Education (Specific Learning Difficulties) Graduate Certificate in Learning Intervention Master of Education (Language Intervention and Hearing Impairment) Master of Education (Specific Learning Difficulties) Master of Education (Specific Learning Difficulties) Master of Learning Intervention Postgraduate Certificate in Education (LI&HI) Postgraduate Certificate in Education (Specific Learning Difficulties)