

EDUC90475 Learning Area TESOL 1

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours
Prerequisites:	Teacher Candidates must meet the minimum academic study requirements for teaching in specialist areas, in accordance with the Victorian Institute of Teaching's Specialist Area Guidelines (http://www.vit.vic.edu.au/finditfast/Teacher-education-programs/Pages/Assessmentofqualifications.aspx), for entry into this subject.
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>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 Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
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Subject Overview:	<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>
Learning Outcomes:	<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"> # Explain the theory and principles of TESOL;

	<p># 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.</p> <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>
Assessment:	Designing a communicative lesson (1600 words) due mid semester (40%) Designing a unit of work (2400 words) due end semester (60%) Hurdle requirement: This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	Collection of readings
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:	<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"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes; # Understand the significance of developing their practice on the basis of research evidence; # Work in teams with skills in cooperation, communication and negotiation; # Analyse evidence of student learning to inform practice; # Plan, implement, reflect and evaluate lessons; # Develop units of work with a scope and sequence.
Related Course(s):	Master of Teaching (Secondary) Master of Teaching (Secondary)