

EDUC90476 Learning Area TESOL 2

Credit Points:	12.5								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.								
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours								
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90475 Learning Area TESOL 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90475 Learning Area TESOL 1	February	12.50
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EDUC90475 Learning Area TESOL 1	February	12.50							
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>								
Coordinator:	Dr Julie Choi								
Contact:	r.cross@unimelb.edu.au (mailto:r.cross@unimelb.edu.au)								
Subject Overview:	<p>This subject builds upon the theory and practice of teaching English to speakers of other languages (TESOL) established in TESOL LAS 1. Moving beyond the fundamentals of methodology, this subject develops teacher candidates' understandings of the needs of diverse groups of ESL learners in Australian school settings and develops an understanding of contemporary issues and debates on English language teaching and learning, and aims to develop teacher candidates' capacity to become reflective practitioners of TESOL.</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"> # Apply their understanding of the theory and principles of TESOL to meet the needs of specific groups of ESL learners. # Reflect on their development as a learner teacher to identify how their professional learning is being applied as a TESOL practitioner. # Respond to contemporary issues in TESOL, based on their understanding of the theory and principles of TESOL, as well as their experience as a learner. <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>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</p>								

	<p>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</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>5.1 Assess student learning</p> <p>5.2 Provide feedback to students on their learning</p> <p>5.3 Make consistent and comparable judgements</p> <p>6.1 Identify and plan professional learning needs</p> <p>6.2 Engage in professional learning and improve practice</p> <p>6.4 Apply professional learning and improve student learning</p> <p>7.1 Meet professional ethics and responsibilities</p>
Assessment:	There are 2 assessment tasks: Reflective essay (2000 words) due mid semester (50%) Issues paper (2000 words) due end of semester (50%) Hurdle requirements: Completion of weekly readings Contribution of additional readings to weekly reading groups This subject has a minimum hurdle requirement of 80% attendance at all scheduled lectures, 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):	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>