

EDUC90631 Second Language Acquisition and Teaching

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. August, Parkville - Taught on campus.
Time Commitment:	Contact Hours: February availability: 24 hours; August availability: 24 hours (4 days of intensives) Total Time Commitment: 170 hours
Prerequisites:	None
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 Andrea Truckenbrodt
Contact:	andrea.truckenbrodt@unimelb.edu.au (mailto:andrea.truckenbrodt@unimelb.edu.au)
Subject Overview:	A study of how second languages are learned and used in bilingual and multilingual settings, together with an introduction to the implications of this for language teaching methodology and lesson-planning.
Learning Outcomes:	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Demonstrate an understanding of different theories of how first and especially subsequent languages are acquired, maintained and used in a range of contexts; # Identify and describe the linguistic competencies and language learning needs of groups and individuals in the language classroom.
Assessment:	Satisfactory completion of a reflective essay about the student's beliefs about language acquisition, based on readings and experience (3000 words equivalent), due two weeks after final class (60%) Presentation (1,500 words equivalent), delivered in class time (30%) Pass/fail: 500 word annotated bibliography, due two weeks after final class (10%) This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	Lightbown, P. & Spada, N. (2012). How Languages are Learned (4th ed.). Oxford, England: Oxford 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
Generic Skills:	On completion of this subject students should be able to:

	<ul style="list-style-type: none"># Evaluate and synthesise the research and professional literature on language acquisition;# Articulate their knowledge and understanding in written presentations;# Develop an understanding of the significance and value of their knowledge to the wider community.
Links to further information:	http://education.unimelb.edu.au/
Related Course(s):	Graduate Certificate in Modern Languages Education (Stream A) Graduate Certificate in Modern Languages Education (Stream B) Graduate Certificate in TESOL (Stream A) Graduate Certificate in TESOL (Stream B) 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 TESOL (Stream A)