

## EDUC90679 Identifying EAL Students' Needs

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 24 Total Time Commitment: 170 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;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.&lt;/p&gt;         &lt;p&gt;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: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Dr Russell Cross
<b>Contact:</b>	<a href="mailto:r.cross@unimelb.edu.au">r.cross@unimelb.edu.au</a> (mailto:r.cross@unimelb.edu.au)
<b>Subject Overview:</b>	This subject explores the range of EAL students in Australian schools, and the linguistic, academic, emotional, and social needs they present as second language learners. Drawing on the Victorian DEECD AusVELS EAL Developmental Continuum as a framework, the subject will focus on how needs differ between different types of EAL learners (e.g., new arrivals, international students, Australian-born with language backgrounds other than English, etc), the process of second language acquisition, the nature of language, and issues for assessment.
<b>Learning Outcomes:</b>	<p>On completion of the subject, students should be able to :</p> <ul style="list-style-type: none"> <li>• Identify the language learning needs of EAL students;</li> <li>• Identify the social, cultural and academic learning needs of primary EAL students;</li> <li>• Describe assessment processes that facilitate teaching and learning with EAL students;</li> <li>• Identify how the needs of EAL students relate to the wider school and local community context.</li> </ul>
<b>Assessment:</b>	1.A 2,000 word essay due mid-course (40%).2.A 3,000 word essay due at the end of the course (60%). This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	Gibbons, P. (2002). Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom. Portsmouth, NH: Heinemann.
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	On completion of the subject, students should be able to:

- Be flexible and able to adapt to change through knowing how to learn;
- Understand the significance of developing their practice on the basis of research evidence;
- Work in teams with skills in cooperation, communication and negotiation;
- Be independent of mind, responsible, resilient, self-regulating;
- Have a conscious personal and social values base.
- Articulate their knowledge and understanding in oral and written presentations.