

Bachelor of Education TESOL

Turn your passion for English into language-teaching skills so that your students can participate as global citizens.

BEd(TESOL) degree planner - Part 2B

You will be required to enrol in four courses for a total of 60 points in each semester in 2020.

Semester 1	Compulsory	Two electives from the following	One elective from the following
	EDPROFST 207B - Interdisciplinary Approach: TESOL 15pts	EDUC 283 – Pedagogy – Beyond Skills and Methods 15 pts EDPROFST 214 – Assessment for Learning and Teaching 15 pts EDPROFST 227 – Language Learning Needs 15 pts EDPROFST 318 – Language Teaching for ESOL: An Introduction 15 pts	True Elective – Any 15 pt course from across the University OR LANGTCHG 202 – Introductory English Language Analysis for Teachers

EDPROFST 207B – Interdisciplinary Approach: TESOL 15pts

An overview of second language learning and teaching that addresses the interdisciplinary nature of TESOL by developing knowledge, skills and attitudes associated with TESOL within different contexts. Addresses questions such as: What are the important principles, concepts and skills in an interdisciplinary approach to TESOL? Why is intercultural communicative language learning important? How are these concepts evident in practice?

LANGTCHG 202 – Introductory English Language Analysis for Teachers 15 pts

Introduces key concepts of phonology, grammar and vocabulary of English and develops an understanding of how they function as systems in written and spoken English. Develops the skills needed to formally analyse the phonological, lexical and grammatical systems of English. Illustrates how linguistic descriptions can be applied in language teaching.

EDUC 283 – Pedagogy – Beyond Skills and Methods 15 pts

Examines personal experiences and views of teaching and learning and the impact of theories of learning on classroom practices. The course also includes discussion of the relationship between pedagogy and race, class and gender; Māori pedagogy; pedagogy and student achievement; and New Zealand and international examples.

EDPROFST 214 – Assessment for Learning and Teaching 15 pts

Assessment for learning, for teaching, and of learning will be examined with reference to their specific purposes, characteristics and the degrees of reliability and validity necessary for each. Emphasis will be placed on the appropriate use of assessment tools/tasks and the gathering of robust information so sound interpretations and decisions can be made about learning.

EDPROFST 227 – Language Learning Needs 15 pts

Strategies to identify, analyse, and respond to second language learning needs of students from early childhood to secondary school settings are introduced. Theories of first and second language acquisition are discussed, with reference to the role of first language and culture, and philosophies of empowerment. Practical teaching strategies which enable the integration of content and language learning are introduced.

EDPROFST 318 – Language Teaching for ESOL: An Introduction 15 pts

Addresses current theories, approaches and practices for language teaching and learning for students learning English as an additional language in New Zealand schools and Early Childhood Centres. The course focuses on the needs of learners in all curriculum areas, emphasising the importance of understanding diverse learners' languages and cultures across the curriculum.

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BEd(TESOL) degree planner - Part 3A

You will be required to enrol in four courses for a total of 60 points in each semester in 2020.

Semester 2	Compulsory	Two electives from the following
	EDPROFST 306A – Contemporary Issues in TESOL 15pts	EDPROFST 372 – Language Learning through Tasks 15 pts
	LANGTCHG 301 – The Second Language Curriculum 15 pts	EDUC 318 – Teaching Languages in Schools 15 pts
		EDUC 300 – Understanding Childhood 15 pts
		EDPROFST 313 – The professional teacher 15 pts

EDPROFST 306A – Contemporary Issues in TESOL

Examines a range of contemporary issues relating to TESOL education allowing students to draw connections between theory, research, their own experiences as language users and practice. Addresses questions such as: What are the latest developments in the theory, policy and practice of TESOL? How does digital technology impact TESOL? How does reflective practice shape the work of the TESOL educator?

LANGTCHG 301 – The Second Language Curriculum

Introduces principles and procedures used in course design and to evaluate TEFL courses, coursebooks and materials. Develops a practical understanding of how to set about planning an EFL curriculum.

EDPROFST 372 – Language Learning through Tasks 15 pts

Investigates strategies for maximising language and content learning through instructional tasks. Cognitive, linguistic and metacognitive demands of tasks are considered. Examines pedagogical frameworks for planning effective language and content teaching in early childhood, primary and secondary schools. Students review, trial and modify tasks and learning sequences.

EDUC 318 - Teaching Languages in Schools 15 pts

Students who have a working knowledge of a second language will study and apply strategies for classroom teaching of second languages in schools. Following critical reflection on different teaching models used in schools, students will prepare teaching materials, plan class lessons and apply information and communication technology in teaching and learning second languages.

EDUC 300 – Understanding Childhood 15 pts

Investigates children's cultural and social worlds in local and global contexts. 'The course gives a voice to children's views and understandings of their childhoods. Topics include: What is 'childhood'? What roles do place and space have in children's lives? How do children's rights invite children to participate in their own lives?

EDPROFST 313 – The professional teacher 15 pts

Examines theories, evidence informed practices, and attitudes that are critical to being a professional teacher. Explores concepts such as teacher self-efficacy, teacher inquiry, knowledge building and reflection, and factors that support the transition from student to teacher. Discusses the nature of professionalism, and the impact of expectations on teachers, including ethical obligations and legal requirements.