

MC-MLEB Master of Modern Languages Education (Stream B)

Year and Campus:	2012 - Parkville																																		
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees																																		
Level:	Graduate/Postgraduate																																		
Duration & Credit Points:	100 credit points taken over 12 months full time. This course is available as full or part time.																																		
Coordinator:	Dr Russell Cross																																		
Contact:	Education Student Centre																																		
Course Overview:	<p>The Master of Modern Languages Education (Stream B) is designed for people who wish to obtain an advanced formal qualification in teaching Languages Other Than English (LOTE) but who do not wish to work as a LOTE specialist in Victorian primary or secondary schools. This course is also designed for international students seeking advanced training in the teaching of languages for employment outside Australia.</p>																																		
Objectives:	<p>Students who have completed the Master of Modern Languages Education course should be able to:</p> <ul style="list-style-type: none"> # demonstrate a high level of competence in the management and teaching of at least one modern language; # demonstrate a superior knowledge and understanding of the theory and practice of language learning; # have an understanding of the theory and practice of research in modern languages education; # make effective use of the findings of educational writings and research in addressing language education-related professional problems; # have the depth of knowledge and understanding that will enable them to be a resource for colleagues in language education-related professional situations. 																																		
Course Structure & Available Subjects:	This stream is designed for those who already have or do not require registration with the Victorian Institute of Teaching as a teacher of LOTE.																																		
Subject Options:	<p>Students undertake 100 points of elective subjects from the following list:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90587 Grammar for Language Teachers</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90631 Second Language Acquisition and Teaching</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90048 Second Language Teaching Methodology</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90111 Language Planning in Education</td> <td>Not offered 2012</td> <td>25</td> </tr> <tr> <td>EDUC90101 Teaching English Internationally</td> <td>July</td> <td>25</td> </tr> <tr> <td>EDUC90481 Content Language Integrated Pedagogy</td> <td>May, July</td> <td>12.50</td> </tr> <tr> <td>EDUC90482 Linguistics and Sociolinguistics of CLIL</td> <td>May, September</td> <td>12.50</td> </tr> <tr> <td>EDUC90694 Literature in Second Language Education</td> <td>Not offered 2012</td> <td>25</td> </tr> <tr> <td>EDUC90096 Supervised Observation (Second Language)</td> <td>Year Long, Semester 1, Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90109 The Second Language Curriculum</td> <td>February, Semester 1</td> <td>25</td> </tr> </tbody> </table>		Subject	Study Period Commencement:	Credit Points:	EDUC90587 Grammar for Language Teachers	Semester 1, Semester 2	12.50	EDUC90631 Second Language Acquisition and Teaching	Semester 1, Semester 2	12.50	EDUC90048 Second Language Teaching Methodology	Semester 1, Semester 2	12.50	EDUC90111 Language Planning in Education	Not offered 2012	25	EDUC90101 Teaching English Internationally	July	25	EDUC90481 Content Language Integrated Pedagogy	May, July	12.50	EDUC90482 Linguistics and Sociolinguistics of CLIL	May, September	12.50	EDUC90694 Literature in Second Language Education	Not offered 2012	25	EDUC90096 Supervised Observation (Second Language)	Year Long, Semester 1, Semester 2	12.50	EDUC90109 The Second Language Curriculum	February, Semester 1	25
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Entry Requirements:																																			

	<p>1. The Selection Committee will evaluate the applicant’s ability to pursue the course successfully using the following criteria:</p> <ul style="list-style-type: none"> • an undergraduate degree and a fourth year level education qualification, or a four-year education degree, or equivalent; and • a three-year post-VCE major in a language other than English, or a high degree of proficiency in a language other than English. <p>2. The Selection Committee may conduct interviews and tests and call for referee reports and employer references to elucidate any of the matters referred to above.</p> <p>Notes.</p> <p>(a) Successful completion of a three-year post-VCE major in the language other than English is a requirement for LOTE teacher accreditation in Victoria.</p> <p>(b) Students who successfully complete the Postgraduate Certificate in Modern Languages (Stream A) or the Postgraduate Certificate in Modern Languages (Stream B) may be eligible to progress to the Master of Modern Languages (Stream A) or Master of Modern Languages (Stream B), respectively, with 50 points credit.</p> <p>(c) Students who discontinue from the Master of Modern Languages (Stream A) or the Master of Modern Languages (Stream B), but have successfully completed the requirements of the Postgraduate Certificate in Modern Languages (Stream A) or the Postgraduate Certificate in Modern Languages (Stream B), respectively, will be eligible to receive the Certificate as an exit award.</p>
<p>Core Participation Requirements:</p>	<p>The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student’s participation in the Graduate School’s programs. The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placements The ability to undertake professional practice placements independently, including:</p> <ul style="list-style-type: none"> a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately; b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive; c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have; d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques); e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom; f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers; g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress. <p>Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.</p>