MC-TESOLB Master of TESOL (Stream B)

Year and Campus:	2015 - Parkville
CRICOS Code:	045528G
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:	**Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE)** Call: 13 MELB (13 6352)
Course Overview:	The Master of TESOL (Stream B) is designed for people who wish to obtain an advanced formal qualification in Teaching English to Speakers of Other Languages (TESOL) but who already have or do not require TESOL accreditation to work in Victorian primary or secondary schools. This course is also designed for international students seeking advanced training in the teaching of English for contexts outside Australia.
Learning Outcomes:	The course aims to upgrade and/or retrain teachers in TESOL in the primary, secondary and adult education sectors.

Knowledge

Graduates of the MTESOL Stream B will have:

knowledge and understanding of the nature and form of the English or target language, including formal systems of spoken and written language
knowledge of the sociocultural contexts of TESOL, including educational, cultural, historical, and intergroup issues and the implications for teaching and learning
knowledge and understanding of the principles and approaches to teaching English to speakers of other languages (TESOL),
understanding of current TESOL methodologies including recent developments in this field
an advanced knowledge of key areas of specialisation in TESOL

Skills

Graduates of the MTESOL Stream B will have:

cognitive skills to analyse and critically reflect on knowledge of TESOL Principles and practice
cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established TESOL theories to different bodies of knowledge and to a range of educational contexts
cognitive, technical and creative skills to generate and evaluate complex ideas concepts about TESOL at an abstract level, and to apply in different TESOL contexts
communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions about TESOL to specialist and non-specialist audiences
technical and communication skills to design, evaluate, implement, analyse, theorise about developments that contribute to professional practice or scholarship

Appication of knowledge and skills

Graduates of MTESOL will demonstrate the application of knowledge & skills:

apply current TESOL methodologies to classroom practice in a variety of educational contexts, including new situations, with creativity and initiative
apply their TESOL knowledge and skills with high level personal autonomy and accountability
to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship

Course Structure & Available Subjects:	Students undertake 2 compulsory subjects and 75 points of electives. The capstone subjects (EDUC90745, EDUC90746) must be completed in the last semester of enrolment in the course.

Subject Options:	**Compulsory subjects**

Subject	Study Period Commencement:	Credit Points:
EDUC90745 Research Methodology in L2 Education	March, August	12.50
EDUC90746 Research Project in L2 Education	March, August	12.50

Elective subjects

Students choose 75 points of electives from the following list:

Subject	Study Period Commencement:	Credit Points:
EDUC90096 Supervised Observation (Second Language)	Year Long, Semester 1, Semester 2	12.50
EDUC90587 Grammar for Language Teachers	Semester 1, Semester 2	12.50
EDUC90631 Second Language Acquisition and Teaching	March, July	12.50
EDUC90048 Second Language Teaching Methodology	Semester 1, Semester 2	12.50
EDUC90481 Content Language Integrated Pedagogy	July	12.50
EDUC90482 Linguistics and Sociolinguistics of CLIL	July, September	12.50
EDUC90104 Second Language Assessment	Not offered 2015	25
EDUC90111 Language Planning in Education	Semester 1	25
EDUC90101 Teaching English Internationally	July	25
EDUC90694 Literature in Second Language Education	Not offered 2015	25
EDUC90109 The Second Language Curriculum	Semester 1	25

Entry Requirements:	1. In order to be considered for entry, applicants must have completed: • either – an undergraduate degree and a fourth year level education qualification, or equivalent, or – a four-year education degree, or equivalent; or – an undergraduate degree and a Certificate in English Language Teaching to Adults (CELTA), or equivalent, or – a four year undergraduate degree with a significant component of English Language Studies, or equivalent. Meeting these requirements does not guarantee selection. 2. In ranking applications, the Selection Committee will consider: • prior academic performance. 3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the **Student Application and Selection Procedure (https://policy.unimelb.edu.au/MPF1034)** . 4. Applicants are required to satisfy the university's **English language requirements (http://about.unimelb.edu.au/academicboard/resolutions)** for postgraduate courses. Exemption from the requirement to take one of the standard English language tests approved by the Academic Board (on the basis of prior study in English) is at the discretion of the Selection Committee and when a standard English language test is required, the following minimum performance levels apply: • either – IELTS overall 6.5 with no band scores less than 6.5, or – TOEFL paper-based test overall 577 with TWE 5.0, or – TOEFL internet-based test overall 79 with writing 24, reading 19, listening and speaking 20, or – Pearson Test of English (Academic) overall 58 with no communicative skill below 58, or

– Cambridge CAE overall 58 with no less than Borderline in each skill.
Notes.
(a) Students who successfully complete the Graduate Certificate in TESOL (Stream B) may be eligible to progress to the Master of TESOL (Stream B) with 50 points credit. (Please note students cannot change from Stream A to Stream B, or from Stream B to Stream A).
(b) Students who discontinue from the Master of TESOL (Stream B), but have successfully completed the requirements of the Graduate Certificate in TESOL (Stream B), respectively, will be eligible to receive the Graduate Certificate as an exit award.

Core Participation Requirements:	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: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. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.
Further Study:	Graduates from this program are eligible to apply for entry to the Doctor of Education program or a PhD after completion of a 50-point Postgraduate Certificate in Educational Research, provided they meet the entry requirements and subject to achievement of an H2A GPA. Please note also that graduates of an undergraduate Honours degree may already be eligible for doctoral studies, subject to the same entry and achievement requirements.
Links to further information:	http://www.education.unimelb.edu.au/