

Master of Education (Teaching Content through English)

Faculty of Education

1 Background

Many countries are using English as a teaching medium. The resultant need is for teachers to be trained to teach subjects such as Science, Mathematics and Technology through English to children whose first language is other than English. This course responds to this opportunity by providing an introduction to relevant pedagogical, linguistic and cultural issues, training in the requisite methodology, familiarisation with approaches adopted worldwide and an overview of relevant research.

With the major role of English as an international language, many countries are seeking to enhance their competency in Science and Technology, for which increased proficiency in the relevant domains of English literacy are required. One increasingly common approach, enshrined in national language education policies (e.g., in Japan) and implemented even more widely in practice, is to teach some of the curriculum in English with the resultant need for the teachers to be trained how to teach subjects in English to students whose first language is something else. A comprehensive internet search for such courses, however, has demonstrated that very few degree courses exist for this purpose. Though courses in "teaching English to speakers of other languages (TESOL)" are commonplace, their focus is on the teaching of English and not the teaching of other subjects in English. Only in Europe (where "content language integrated learning", CLIL, is expanding rapidly in many countries) has there been much attempt to develop appropriate training courses, to research the nature of the student learning experience, or to research the methodological issues involved. Faculty members have also been approached by education authorities in other countries seeking suitable training programs for their teachers. These developments demonstrate both a substantial training need and an outstanding opportunity for the Faculty to attract full-fee-paying students from overseas. The commonest practice is for the various Sciences, Mathematics and Technology to be taught through English and consequently this course will cater principally for these disciplines though, in the longer term and where it is justified by demand, the teaching of other subjects through English may also be included as a focus of training.

2 Course/Program Objectives

Students who have completed the Master of Education (Teaching Content through English) should be able to demonstrate:

- an understanding of the pedagogical, linguistic, sociolinguistic, cultural and cognitive issues that impinge on the success of courses taught through a second or foreign language
- understanding of the cross-cultural issues involved in teaching through English
- knowledge of the general pedagogical principles and practice entailed in teaching through a second or foreign language, including such issues as an understanding of the role of the first language, code switching, and bilingual dialogue
- ability to apply their understanding of the theoretical issues and the pedagogical principles to their teaching practice
- a high level of competence in the practice of teaching their content subjects through English to students whose first language is other than English
- familiarity with the different approaches that have been adopted in 'content language integrated learning', the literature on this activity and the worldwide research that has been undertaken on it

- ability to identify and evaluate successful classroom practice in CLIL, both their own and others'
- understanding of the differences between the language of the everyday world and that of the world of the particular discipline (e.g., science, mathematics or technology) and how bridges may be built from the discipline-specific language to the everyday language
- ability to identify the learning needs of students in CLIL programs
- ability to support the language needs (cognitive, linguistic and affective) of students learning through a second or foreign language, to facilitate their comprehension and learning of the content, and to help students developing their language through a discipline also to develop their general proficiency and their ability to communicate outside of their discipline
- ability to plan a syllabus and teaching program (for a discipline taught through English) situated within an understanding of the whole curriculum and to apply it to their own teaching context
- familiarity with the available materials for the teaching of their discipline(s) through English and an ability to adapt materials to suit their students' needs
- awareness of the management activities required to support the introduction of CLIL programs at any level of education but especially in schools
- awareness of the social and political issues, including for management, related to multiple languages in educational institutions (in particular, the implications of the global role of English)
- development of their ability to direct their own independent learning and their understanding of the range of approaches to research in this form of teaching

3 Entry Requirements

Eligibility:

An applicant may be eligible for entry into the Master of Education (Teaching Content through English), 100 point Stream , if the applicant has:

- an appropriate undergraduate degree and an appropriate fourth-year level education qualification, or equivalent, with training in the methodology of teaching in one of the discipline areas of Science, Mathematics or Technology,
or
- an appropriate four-year education degree, or equivalent, with training in the methodology of teaching in one of the discipline areas of Science, Mathematics or Technology;
and
- at least two years of documented relevant professional experience in the relevant discipline (Science, Mathematics or Technology), and
- Satisfies the University's requirements for proficiency in the English Language.

English Language Requirements:

Applicants whose most recent qualifications were gained in the medium of instruction and assessment in a language other than English must provide documentary evidence that, within the previous 24 months, they have obtained a score as follows:

- A minimum overall band score of 7.0 in IELTS, including a minimum score of 7.0 in the Academic Writing Module and no other sub-score below 6; or
- A minimum score of 600 in TOEFL, including a minimum score of 5.0 in the Test of Written English (TWE); or
- A minimum score of 250 in the computer-based TOEFL, including a minimum essay rating score of 5.

Those applicants who obtain an IELTS score of 6.5 (with minimum 6.0 in all bands), a TOEFL score of 577 (with a minimum score of 4.5 TWE) or a computer-based TOEFL score of 233 (with minimum essay rating score of 4.5) are eligible to take a 10 week intensive academic preparation course offered

at the Hawthorn English Language Centre in Melbourne. Students who accept the offer of meeting the university's English language requirements by successfully completing the University of Melbourne English Language Bridging Program will receive an unconditional course offer.

Where a whole cohort is involved, negotiations may be undertaken with the client authority for an off-shore bridging program.

Selection:

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.

4 Course/Program Structure

Semester One	
Content Language Integrated Pedagogy	Linguistics and Sociolinguistics of CLIL
Discipline-Specific Pedagogy A	Discipline-Specific Pedagogy B Or Materials Development and Review
Semester Two	
Comparative Pedagogy	Review of CLIL, Teaching and Research
Curriculum and Syllabus Design in CLIL	Managing CLIL Programs

5 Availability of Course

The course will be available from semester 1 2007 to full-time full-fee paying overseas students.