

THE UNIVERSITY OF NEW ENGLAND, ARMIDALE, AUSTRALIA

MASTER OF ARTS (APPLIED LINGUISTICS)

INTERNATIONAL PROSPECTUS

FULLY ONLINE DEGREE

2007 - 2008



UNE
THE UNIVERSITY
OF NEW ENGLAND

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Executive Dean's Welcome

I'm delighted to introduce the Master of Arts (Applied Linguistics). Since its establishment in 2001, the MAAL (as we call it) has quickly become the largest postgraduate degree in the Faculty of Arts, Humanities and Social Sciences with over 200 students across 30 countries, and has emerged as one of The University of New England's premier programs.

I see the success of this degree as arising from four factors. Firstly it has been developed by an enthusiastic group of academics with international reputations in both Linguistics and Online Learning. Secondly it was conceived from the ground up as a fully online degree, and uses a rich array of media to extract the maximum benefit from the medium itself. Thirdly the MAAL team have created much more than content to deliver - they've created and fostered an online environment where students and staff get to know each other, where students benefit from collaborative work, and where students socialise as well as learn. Finally, this degree clearly meets the requirements of a particular kind of student - working professionals who want to increase their competencies while upgrading their qualifications as they continue to work.

As the Executive Dean of the Faculty of Arts, Humanities and Social Sciences, I take great pleasure in recommending this degree to you.

Michael Macklin
Executive Dean

Faculty of Arts, Humanities and Social Sciences

Introduction

Master of Arts (Applied Linguistics)

The MA (Applied Linguistics) is a sought-after degree for professionals in fields as diverse as education, language teaching, language planning, TESOL (Teaching English to Speakers of Other Languages), government, health and the law. It will appeal to those who do not have a background in Linguistics, but who wish to obtain a professionally relevant higher qualification, as well as to those considering postgraduate careers in the growing fields of Applied Linguistics and TESOL. It is also relevant to those working with linguistic or cultural minorities.

Designed by an experienced and dedicated group of linguists and applied linguists to take advantage of the latest educational technology, the MAAL degree is offered as a fully online degree. MAAL teaching staff use the vast resources of the Web as well as other multimedia sources to present the content of a variety of units to students across the world.

A major strength of the degree is the collaborative and interactive nature of the online environment. Students and lecturers interact daily via discussion boards and email, discussing their reading, completing online tasks and comparing notes, to create an academic and social 'virtual classroom' which many students say is one of the most valuable parts of the program.

Admission Requirements

Applicants must hold a Bachelor's degree from a university recognised by UNE. No prior experience in linguistics is necessary.

Minimum English Language requirements must also be met for entry into the MAAL. See the UNE International Marketing and Pathways website for English Language requirements <http://www.une.edu.au/imp/admissions/english.php>

Commencement Dates

There are two admission intakes per academic year: each February and July. Applications should be received by International Marketing and Pathways at least one month prior to semester commencement dates. See the UNE International Marketing and Pathways website for semester dates <http://www.une.edu.au/imp/admissions/dates.php>

Technical Requirements

Applicants must have high-speed access to the Internet and to a computer with a CD. As the degree is fully online, minimum computing requirements apply and are updated regularly.

Assessment

Assessment for the MAAL degree varies between units – students can expect to complete assignments including essays, article reviews, web searches, online discussions, online quizzes, linguistics problem sets, small research projects, but not usually exams. Clear information about assessment requirements and due dates is given to students at the commencement of each unit.



UNE MAAL Staff



Accreditation

The University of New England

The University of New England in Armidale, Australia was established in 1938 as a college of The University of Sydney, and in 1954 became a university in its own right. The tradition of academic and teaching excellence that began then continues today, and is demonstrated by internationally recognised and innovative courses, and a senior teaching staff who are also expert researchers. Since 1955, teaching off-campus students by distance education has been a vital part of the University's activities. UNE is Australia's longest continuous provider of distance education and currently has more than 15,000 external students. From such a background in distance education, UNE has been at the forefront of the push into online teaching. The MAAL has been developed by a team who combine world-class standing in their academic disciplines with unparalleled experience in online curriculum development – it is this combination of skills that makes UNE's MAAL degree unique.

UNE's Accreditation within Australia

UNE is one of just 38 universities which are founded by an Act of Parliament and accredited through a combination of government regulation and industry self-regulation. The Australian Universities Quality Agency (AUQA) and the Australian Quality Training Framework (AQTF) have been set up by the Government to provide additional quality assurance processes.

International Accreditation for the MAAL

International Accreditation for UNE's MAAL distance education programs is also provided by the Accrediting Commission of the US-based Distance Education and Training Council. DETC accreditation is a recognised world-wide standard for distance education. It guarantees that The University of New England provides the quality of education it claims to offer, operates on

a sound financial basis, offers approved programs of study, follows recruitment policies that meet set standards, and that it has properly qualified teaching staff. Only four Australian universities have DETC accreditation. In order to achieve this, UNE had to undergo a rigorous year long evaluation process where expert assessors reviewed our educational materials (including those of several MAAL units), surveyed existing students, and put the institution's policies, procedures and operations under the microscope. For current and prospective students of The University of New England, DETC accreditation represents an important guarantee of quality that complements and extends the quality assurance mechanisms operated by the Australian Government. Find out more about DETC, at <http://www.detc.org>

Course Progression and Unit Descriptions

The degree consists of 48 credit points made up of eight units (courses or subjects) of six credit points each, and is normally taken over one year full-time or two to four years part-time. A full-time load consists of approximately 40 hours per week of academic work. Most students prefer to undertake the MAAL degree on a part-time basis.

There are four compulsory units (coded as 450 - level units) and students can then choose 4 elective units (coded as 460 - level units). It is recommended for students studying part-time that they complete the compulsory units before the elective units. However, to facilitate full-time study, most elective units can be taken in the same semester as compulsory units.

Unit descriptions

For more detail please see <http://www.une.edu.au/arts/LCL/disciplines/linguistics/units.htm>

Core units (450 level):

LING450 The Design of Language

This unit examines how human language works as a system of communication. Students learn the basic analytical concepts and skills needed to understand and describe the internal design of human language in general. They also learn to analyse the sound systems, meanings, word formation and sentence patterns of particular languages. Examples are drawn from English and other languages of Asia, Europe, and Oceania.

LING451 Issues in Applied Linguistics

In this unit, students will review and discuss current theoretical debates in language use and language learning, language and power, age and gender in language, dialects in use, forensic linguistics, cross-cultural factors in language acquisition and use, learning disabilities in language acquisition, language and the law, world Englishes, critical pedagogy, sociocultural and physical environment, multilingualism, bilingual education and language and the internet.

LING452 Intercultural Communication

This unit explores theoretical approaches and practical applications in the study of communication between people of differing cultural backgrounds. Using case studies from Asia, Europe, Australia and the US, the nature and development of communicative styles and practices of diverse cultural groups, and their impact on interpersonal communication within and between groups is examined. Particular attention is given to practical strategies for recognising and overcoming intercultural miscommunication, and for improving communication in situations of cultural diversity.

LING453 The English Language

This unit covers the major areas of English grammar, including word classes, word structure, sentence structure, and discourse structure, with a particular focus on Australian English. It looks at how English varies regionally and socially; at its development from Old English, through Middle English, to its current forms; and at its emergence as a truly global language.

Elective units (460 level):

LING460 Generative Syntax

This unit introduces students to Chomsky's theory of grammar, a central theory of modern linguistics. It covers some of the core ideas and methods of generative syntax including X-bar theory, government and binding, raising and control, and the argument/adjunct distinction. Students are encouraged to think critically about the implications of a formal model of grammar, and to apply the methods learnt to a range of data from language acquisition and languages other than English.

LING461 Research Methods and Methodology

This unit assists students to acquire 'research literacy' with regard to the basic principles of both qualitative and quantitative methodologies. Students

will develop an ability to understand and assess research studies in Applied Linguistics by becoming aware of the strengths and weaknesses of various research models. The issues considered include the basic principles of research design and statistical analysis, theory-testing and model building, and basic principles of qualitative and quantitative research methodologies. Students have the option of completing a research proposal to use as a basis for applying to enter LING490, Special Research Project.

LING462 Second Language Acquisition: Theory

This unit provides an overview of the study of second language acquisition through the examination of theories of language, theories of language learning, and theories of language teaching. Issues considered include the competence/performance distinction, the interlanguage continuum, the influence of factors such as age, personality, gender, culture and first language on second language acquisition, second language acquisition and second language phonology, the influence of input and environment on second language acquisition, bilingual education and second language acquisition in the Australian context.

LING463 Bilingualism, Education and Society

This unit introduces students to the study of bilingualism and multilingualism in individual, educational and societal contexts. Students learn about simultaneous and consecutive bilingualism and how bilingual families function. Case studies of multilingual societies are examined with a focus on how they manage linguistic diversity in the education system. The spread of English as a world language is considered with its implications for the status and teaching of other languages and for linguistic human rights. There is a focus on sociopolitical perspectives on bilingualism.

LING464 First Language Acquisition

This unit looks at how people acquire that complex system of communication, human language, in both its spoken and written forms, and how various theories account for this amazing feat. The topic is viewed from the perspectives of linguistics, cognitive development and social interaction, merging practical and theoretical approaches.

LING465 Applied Phonology

This unit explores the cognitive aspects of pronunciation. It looks at the sound systems and writing systems of a wide range of languages, exploring the way learning to speak and write influence people's perception and representation of speech. It has a strong emphasis on learning through experience and critical reflection. From a practical point of view, the main focus is on the teaching of pronunciation to second language learners, with a secondary focus on transcription, and how to make sure a transcription is appropriate for its purpose.

LING466 Australia's Indigenous Languages

This unit looks at the current linguistic and social situation of Aboriginal languages, including not only traditional languages but also Aboriginal English and Kriol. After a brief introduction to the linguistic structure of these languages, this unit focuses on a range of applied topics, including; language maintenance, decline and revival, language use and social practices, and Aboriginal language issues in education, media and the law.

LING467 Applied Phonetics

Speech is all around us, and yet we seldom pay attention to it. When we do, we find many everyday assumptions about speech are very limited. This unit gives an insight into the nature of speech. Students learn skills in

transcription, and in the acoustic and articulatory analysis of speech, but the focus of the unit is on speech as a means of communication. Topics include: sounds of the world's languages; the cognitive processes of speaking and listening; slips of the tongue and ear; foreign accents; computer speech; implications for effective communication.

EDLA423 Second Language Acquisition: Applications

This unit provides the opportunity for students to explore a wide variety of applications of Linguistics and Second Language Acquisition (SLA) theory, particularly as these relate to current or intended professional practice. Students will review, investigate and discuss topics related to some of the domains in which professionals work – the professions themselves and their work places, the communities for which they may be advocates, and the broader systemic frameworks which both constrain and facilitate their work. The unit readings and tasks will encourage students to reflect on past experience and present professional practice, and to explore their potential for even deeper professional impact via case study analysis and an action research project. EDLA423 is offered in collaboration with the School of Education.

EDLA419 English as a World Language: Challenges for Non-English Speaking Background (NESB) Students and their Teachers

This unit invites students from non-English speaking backgrounds and the teachers of such students to consider the various roles that English now has in the world and the different attitudes

that it evokes. Participants will acquire the tools to examine the language ecology of a country or community familiar to them and they will explore some of the challenges which have accompanied the emergence of New Englishes and of English as a global language. EDLA419 is offered in collaboration with the School of Education, and is not yet offered online, but is available in print-based distance mode.

Research Topic

LING490 Research Topic in Applied Linguistics

Students who wish to pursue further research may apply to undertake this 12 credit point unit. Students design and undertake a small-scale research project on a selected topic under expert supervision. Students must have completed LING450, LING451, LING452, LING453 and LING461 with a minimum of Distinction average. Admission to this unit is subject to approval and subject to the availability of a staff member to supervise the proposed project.

Other Units

Other Master's level units in languages or related areas might, with approval, be included in your MAAL degree.



Optional Study Pathways

The MAAL degree can also be studied by following interest-area pathways, as listed below. These are not defined 'majors' and will not appear on student's testamurs, but are recommended programs of study for students wishing to specialise in certain fields.

Descriptive Linguistics

- LING450** The Design of Language
- LING453** The English Language
- LING460** Generative Syntax
- LING466** Australia's Indigenous Languages

Second Language Learning/TESOL

- LING461** Research Methods and Methodology
- LING462** Second Language Acquisition: Theory
- LING463** Bilingualism, Education and Society
- EDLA419** English as a World Language
- EDLA423** Second Language Acquisition: Applications

Phonology and Pronunciation

- LING450** The Design of Language
- LING464** First Language Acquisition
- LING465** Applied Phonology
- LING467** Applied Phonetics

English

- LING450** The Design of Language
- LING452** Intercultural Communication
- LING453** The English Language
- EDLA419** English as a World Language
- LING463** Bilingualism, Education and Society

MAAL Academic and Teaching Staff

The School of Languages, Cultures and Linguistics is one of the most successful language teaching and linguistic research centres in Australia. The MAAL team of linguists are experienced, dedicated, and highly qualified and they are regular contributors to national and international journals and conferences. MAAL staff are also a driving force in the Language and Cognition Research Centre and staff members hold positions in the Australian Linguistics Society (ALS) and the Applied Linguistics Association of Australia (ALAA) as well as in other professional bodies. National surveys of graduate satisfaction consistently rate our teaching as among the very best in the country.



Gavin Austin

Gavin Austin is completing a PhD in L2 acquisition. His research deals with the acquisition of inflectional morphology by Japanese learners of English, and is couched within the framework of Optimality Theory (OT).



Dr Brett Baker

Dr Brett Baker's main interest is in the morphology of polysynthetic languages, and in particular Australian Aboriginal languages. He studies morphology from two angles: its effects on the phonological and prosodic patterns of words, and its relationship with semantics, particularly the semantics of reference.



Dr Dorothea Cogill-Koez

Dr Dorothea Cogill-Koez has research interests in the structure and nature of mental representations used in communication. This includes the traditional subject matter of linguistics, but also extends to iconic gesture and pointing. She also has an extensive background in the teaching of ESL.



Dr Liz Ellis

Dr Liz Ellis has research interests in bilingualism, language awareness, language policy and cross-cultural language teacher education. Her current research focus is on the role of bilingual experience in the formation of teachers' professional knowledge. Liz is the current MAAL Student Advisor.



Libby Fitzgerald

Libby Fitzgerald is the Office Manager for the School of Languages, Cultures and Linguistics, and is in charge of the administration for the MAAL. All initial enquiries should be directed to Libby at ma.online@une.edu.au



Dr Helen Fraser

Dr Helen Fraser's expertise lies in the theory and practice of phonetics, phonology, psycholinguistics, and writing systems. Her theoretical research focuses on the representation of speech sounds, both 'internally' in people's minds during speech perception and production, and 'externally' in writing and transcribing speech.



Glenda Kupczyk-Romanczuk

Glenda has worked as a teacher of English as a second or a foreign language in many different countries, including Germany, Spain, Saudi Arabia, Libya, Venezuela, Singapore and Papua New Guinea. Since 1991 she has taught applied linguistics and cross-cultural communication at UNE and continued her involvement in training teachers of TESOL and LOTE in Australia and elsewhere in the region. Her research interests focus on English dictionaries for users who are obliged to accept English as their language of education although it is not their mother tongue.



Dr Nick Reid

Dr Nick Reid's research lies within the areas of morphological and syntactic typology, language description and universal grammar. He has written a detailed grammar of two Australian Aboriginal languages (Ngan'gikurunggurr and Ngen'giwumirri), but his interests also include historical and comparative Aboriginal linguistics, as well as Japanese, Auslan, and Bahasa Indonesia. Nick is the current MAAL Coordinator.



Professor Cliff Goddard

Professor Cliff Goddard's research interests are in theoretical and descriptive semantics, language description and typology, cross-cultural pragmatics and intercultural communication. Much of Professor Goddard's work has an interdisciplinary character, connecting with anthropology, cultural psychology, and philosophy.



Ruth Nicholls

Ruth Nicholls, Faculty of Education, Health and Professional Studies, specialises in TESOL and LOTE teacher education. Her areas of interest include applied linguistics, pronunciation, literacy, and practicum development, with a particular focus on language learning and teaching in ESL and LOTE.



Dr Andrea Schalley

Dr Andrea Schalley's research interests are in lexical and compositional semantics, semantic modelling, linguistic metatheory, discourse representation, the syntax-semantics interface, and language and cognition.

Dr Karen Woodman

Dr Karen Woodman's interests include second language acquisition, applied linguistics, gender and language, motivation in SLA, teaching methodology, curriculum development and learning disabilities in ESL.

Online Teaching and Learning

How does online teaching work?

"...I loved the flexibility of online learning..."

During the first week, students find themselves in an online class, made up of fellow candidates from across the world. People post greetings and introduce themselves, and the class quickly settles into a routine. There are clear information pages that explain what students need to do each week, as well as explicit instructions about the topic structure, and the readings that need to be completed.

There is a discussion board online, where students can ask questions and receive feedback, as well as read what other students have been discussing. As the MAAL is a postgraduate degree, with students from all over the world, many of whom are professionals juggling work and study, discussion is much more interesting, and at a higher level of understanding than at undergraduate level.

Students can also expect a high level of engagement from their unit coordinators – they are online regularly and will answer any student's questions promptly. Graduate tutors also form part of the learning experience. In most units they are available in addition to the unit coordinator, to ensure students get maximum exposure to teaching staff.

"From a practical point of view, working and raising a family means I need to fit my study into my schedule. The online delivery of the MAAL gives me both the flexibility to do that and the ability to interact in a very tangible way with the unit coordinators as well as other students."

Rachael Hooper, Switzerland

"I loved the flexibility of online learning - the fact that I didn't have to spend countless hours commuting to and from the library, searching for sources, photocopying or sitting in lectures."

Fairlie Sanders, UAE

"What I found most rewarding however was the international component; having classmates of all ages, in varied professions and far-flung locations, offered perspectives far broader than those of a traditional classroom."

Jennie Farnell, USA

"I felt the coordinators were sensitive to my need to juggle study with my work and family commitments. They seem to be aware that busy people all over the world, in different hemispheres and time zones, are studying for the MAAL."

Nahoko Mulvey, Japan

"Studying online was convenient and it was easy to form friendships with other online MAALers. The coordinators were always available online for consultation by email and were both helpful and sympathetic."

Lisa Wilkinson, Japan



MAAL Student Testimonials

"Being a language student, an ESL teacher and a parent of bilingual children living in a foreign country, I have long had an interest in language, so when I finished my Bachelor's degree I went looking for something that would give me a greater understanding of how language works, how we learn it and how we use it. I had no formal linguistics background before starting the MAAL but have learnt an enormous amount already, which I have been able to apply to my teaching. I work with children and adults, both in a classroom setting and one-to-one, and the units I have chosen as part of my MAAL have made me a better teacher with a better understanding of how we acquire language. Now I am even considering doing a doctorate in TEFL curriculum development!"

Rachael Hooper
Geneva, Switzerland

"After serving three years in the trenches as a high school teacher in Australia, I was lucky enough to gain one of those coveted jobs teaching ESL in a university in Korea. After only 12 months in my lovely new job, Korean universities began to hire and retain only teachers with MA degrees in order to be able to issue internationally recognized and accredited qualifications. This forced me to the realization that my job security required me to get an MA in Applied Linguistics and more importantly an internationally recognized one.



Rachael Hooper

After completing my MAAL and having spent a total of four years in Korea I was then offered a plum job in the UAE (the ESL teachers' Mecca!). On arriving in the UAE I was astounded to discover many of my new colleagues had also done the UNE MAAL (Canadians, Americans, Brits, Australians and New Zealanders). Without exception all of them had completed their MAAL while teaching in Asia, the Middle East, Europe or South America. The flexibility of the program and the fact that it is internationally recognized (by governments, workplaces and educational institutions) make it an essential qualification for those who want to find good jobs and for those who want to keep them."

Fairlie Sanders
United Arab Emirates

"The MAAL was a qualification which I knew would let me teach ESL/EFL at universities around the world. For Australian students, it is also HECS applicable which reduced my immediate financial burden. I managed two units per semester with ease and finished up in two years. If you are working then I reckon two units per semester is easily manageable. Now with the MAAL I can apply for ESL/EFL teaching jobs here in Japan where I live. I also look forward to teaching at universities around the world in the future too. For me the MAAL actually turned out to be an entry pass into an MA in Japanese. I did qualifying MA level Japanese languages units in the MAAL which (unknowingly at the time) ended up making me a candidate for an MA in Japanese."

Lisa Wilkinson
Japan

"When I left my career in business to teach English as a Second Language full time, I realized that I needed to go back to school for a Master's degree. I chose to pursue an MA in Applied Linguistics for two reasons: to improve my employment opportunities, and to obtain a solid foundation of knowledge within the field. I began to look into online options, and, not satisfied with the quality of those I found elsewhere, I started to look internationally, and UNE's MAAL stood out as reputable, established, and affordable.

Completing the MAAL at UNE has been by far the most rewarding educational experience I've ever had. In the beginning, I wasn't sure how an online program would be; I worried that it wouldn't be rigorous enough, or that it wouldn't challenge me. I needn't have been concerned. I encountered some of the best instructors in my education experiences to date in the MAAL program. I also worked harder, and learned more, than I ever had before. Studying online perfectly suited my preferred style of learning; it was interactive yet somewhat self-guided and flexible.

Completing the MAAL has certainly opened professional doors for me. I'm currently teaching ESL in a university setting, something that was not possible previously. I'm also eligible for full time employment in a US college or university. Of greater value to me however is that I have become a better teacher; the pedagogical and theoretical perspectives I gained in the program underlie and inform my teaching practices and methods. The time and money I invested in UNE's MAAL were well spent."

Jennie Farnell
Stamford, USA



Jeffrey Ohrt

"My decision to undertake the MAAL program was entirely out of interest. I selected UNE in Australia from among other schools and countries after looking into different programs' flexibility and history. Relative to the traditional full time engineering Master's degree I took in Canada, the MAAL was a much more enjoyable experience as a part-time endeavor over two years. It was mixed in with full time teaching in South Korea and kept me busy but was manageable.

The program itself (fully online) with its diverse course materials (recorded lectures, texts, readings, discussions, assignments, essays and tests) lent itself extremely well to filling chinks in my day. Half an hour here, an hour there and a couple hours a few times a week kept me up to speed for my two units at a time. For me, the most rewarding component from the MAAL program was the bulletin board discussions. This feature allowed one-to-one as well as very large group discussions with the lecturers as well as with other students. Overall the MAAL experience was much more enjoyable and efficient than what I remember of crowded lecture halls, scribbling notes from a lecture I didn't fully understand the first time through, fighting to have one question answered and only ever speaking to the person sitting right beside me."

Jeffrey Ohrt
South Korea

"Like probably everyone who goes through the MAAL program, I invested the time, effort, and money that the MAAL requires, all in the hope that it would increase my career opportunities. I am very happy with the results; my MAAL degree helped me to win a PhD scholarship at the Hong Kong Polytechnic University. It was not only my MAAL results that got me the scholarship. Just as importantly, it was my ability to write a good research proposal, which I learned entirely from the MAAL. I knew nothing at all about linguistics before starting the MAAL program, and I find it hard to believe that I've learned as much as I have in just over two years.

None of my grades came easy. It was a lot of hard work and effort. But it has been enjoyable and rewarding. It was fascinating to learn what language is, how it works, and how closely connected it is to culture. It can be socially isolating to study online, but unlike physical classrooms, you actually get to know something about everyone in your class. Lecturers are also more accessible in an online environment. All the requirements in all the units are laid out very clearly; it's just a matter of doing them. I strongly recommend the MAAL to anyone interested in language, language learning, or language teaching, especially if a master's degree can help your career."

John Wakefield
Hong Kong

"I was very interested in taking an MA in applied linguistics in order to improve my career prospects as a teacher of Japanese. I was thinking about going to Australia for a year or so to take one, when a professor of Kagoshima University in Japan recommended UNE's online MA in Applied Linguistics program. Attracted by the idea of acquiring an MA without having to make a major change in lifestyle, I decided to do it. I was very satisfied with the fully online MAAL, because:

- 1) I could study for it whenever I liked: in my free time, in the middle of the night, or early in the morning.
- 2) As long as I met deadlines, I could take as much time as I liked. This was a particular advantage for a non-native speaker such as myself.
- 3) Materials and texts were very interesting. This is probably the biggest attraction of the MAAL. Though hard, I could manage to finish all the units, as they were interesting.

Though I didn't have to, I went all the way to Australia from Japan to attend the graduation ceremony at UNE. I was fully satisfied with the solemn ceremony, which took place outside on the beautiful campus and was happy to meet the coordinators in person."

Nahoko Mulvey
Japan



Nahoko Mulvey

Contact Details

Application Information

For further information please see
<http://www.une.edu.au/arts/lcl/maal> or
email ma.online@une.edu.au

Applying Information

International Students

An international student application form is located in the middle section of this brochure. Prospective applicants can also apply online at <http://www.une.edu.au/imp>

Australian Citizens and New Zealand Residents

Australian Citizens and New Zealand Residents working and living overseas need to apply as domestic students online at <http://www.une.edu.au/arts/LCL/maal> or by requesting an information package from the Student Centre.

The Student Centre
(for Australian and New Zealand Residents working and living overseas)
TC Lamble Building
The University of New England
NSW 2351 Australia

Email: studentcentre@une.edu.au
Phone: +61 2 6773 4444
Fax: +61 2 6773 4400

2007 International Course Fees

Master of Arts (Applied Linguistics)

Fee per Unit A\$ 1,626.00
Number of Units 8
Fees for 2008 can be found online from June 2007 at <http://www.une.edu.au/imp>

Application Procedure

UNE's academic year begins in February and ends in December. There are two intakes in each calendar year (February and July). Applications should be received by International Marketing and Pathways at least one month prior to semester commencement dates. See the UNE International Marketing and Pathways website for semester dates: <http://www.une.edu.au/imp/dates.php>

Disclaimer

Please note: While every effort has been made to ensure the accuracy of information contained in this prospectus (published July 2006) students should carefully read official UNE correspondence and refer to relevant sources of information, including websites, for updates or changes.



Darwin

NT

QLD

WA

SA

NSW

ACT

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TAS

Perth

Adelaide

Melbourne

- Brisbane
- Gold Coast
- Coffs Harbour

ARMIDALE

Sydney

Hobart



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