Course Outline

EDBED3007 LANGUAGES OTHER THAN ENGLISH (LOTE) CURRICULUM

Title: LANGUAGES OTHER THAN ENGLISH (LOTE) CURRICULUM

Code: EDBED3007

Formerly: TB895

School / Division: School of Education

Level: Introductory

Pre-requisites: Nil

Co-requisites: Nil

Exclusions: (TB895)

Progress Units: 15

ASCED Code: 070301

Objectives:

This course is designed to allow students to: understand the nature of L.O.T.E. Policy, at a National, and at a State level, and in
particular, the Victorian Essential Learning Standards, as they apply to L.O.T.E.
• investigate current theories and policies in L.O.T.E. teaching practice.
• understand that the students in our school system learn a second language through a wide range of strategies
• develop a range of multi level teaching styles, so that all students can communicate and feel competent in using the target language.
• foster an encouraging learning environment for their students
• foster an enthusiasm in their students, to learn more about the country of the target language
• understand the issues involved in planning, implementing, and assessing a L.O.T.E. program
• select resources that can enhance their L.O.T.E. program, including new technologies
• promote the learning of a second language in their school and its community.

After successfully completing this course, students should be able to:

Content:

Topics may include:

- The philosophy and background for the teaching of L.O.T.E. in Australian schools.
- Theories of second language acquisition
- Teaching a second language in a socio-cultural context
- Strategies for planning and implementing a successful L.O.T.E. Program

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- Developing units of study, in line with VELS
- Oral, reading, and writing activities, and multi level approaches
- Incorporating cultural aspects into the L.O.T.E. Program, and integrated units of study
- Classroom management strategies, developing an encouraging environment
- Assessment and evaluation of student performances, and of the teaching program
- Transition. From Kinder to Primary, from Primary to Secondary Difficulties faced by L.O.T.E. teachers in general, finding solutions
- Raising the profile of L.O.T.E. in the school and local community.

Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
A cooperative learning activity, practical resource, or game, to be designed and / or constructed by the student and presented to the group.	The activity should be suitable for the primary classroom, and aimed at meeting a specific learning outcome from VELS. The activity will be a part of a mini-unit of study planned by the student, to meet the second assessable task.	30%
Students will be required to plan a mini-unit of study (three lessons), developing a particular topic or theme, chosen by the student, to be taught in the LOTE classroom.	Objectives, learning outcomes, linguistic elements, and cultural aspects, as well as the teaching method, should be included. Students will be required to teach one lesson, from the unit, in their practical teaching round, under supervision. The lesson should include the activity outlined in Assessable task 1.	60%

| Professional Statement | This should be a presentation of your professional statement as a L.O.T.E. teacher. It should cover areas such as your rationale for L.O.T.E. teaching; your approaches to planning and implementing your own L.O.T.E. program within the school; how you respond to learner needs in your classroom; as well as how you will keep the L.O.T.E. profile as high as possible. | 10% |

Adopted Reference Style:

APA