



# Course Outline

## EDGDS6033 LANGUAGES OTHER THAN ENGLISH (LOTE) CURRICULUM 1

<b>Title:</b>	LANGUAGES OTHER THAN ENGLISH (LOTE) CURRICULUM 1
<b>Code:</b>	EDGDS6033
<b>School / Division:</b>	School of Education
<b>Level:</b>	Advanced
<b>Pre-requisites:</b>	(Required level of undergraduate study in discipline as specified by VIT)
<b>Co-requisites:</b>	Nil
<b>Exclusions:</b>	Nil
<b>Progress Units:</b>	15
<b>ASCED Code:</b>	070301

### Objectives:

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

#### Knowledge:

- Understand LOTE Policies at a national and state level, and in particular, the Victorian Essential Learning Standards (VELS) as they apply to LOTE for Junior (Year 7 and 8) to Middle (Year 9) learning transitions.
- Investigate current theories and policies in LOTE teaching practice.
- Understand first language acquisition and second language acquisition.
- Understand LOTE teaching principles which influence current classroom teaching approaches.
- Understand the issues involved in planning, implementing, and assessing a LOTE program particularly at VCE levels.
- Understand the pedagogies for teaching languages.
- Understand challenges in LOTE classes: different pathways in the LOTE from primary to secondary school, classroom management and engagement of students.

#### Skills:

- Plan and implement a variety of lesson types and use a communicative approach appropriate to LOTE teaching and learning.
- Effectively teach listening, speaking, reading and writing as they relate to the LOTE.
- Develop supporting skills and strategies for independent learning in the LOTE class.
- Identify and cater for learners' individual needs and learning styles.
- Develop skills in how to establish an environment in which students gain the confidence to use the LOTE orally.
- Select resources that can enhance the LOTE program, including new technologies.
- Develop communication skills and the capacity to collaborate effectively with colleagues.



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- Build pedagogical skills and strategies in order to enhance engagement in learning the LOTE.

### Values:

- Be aware of the socio-cultural and educational context of LOTE learning in a range of Australian schools
- Gain a deeper appreciation and respect for various cultural backgrounds and languages.
- Foster an enthusiasm in students, to learn more about the country of the target language
- Promote values of tolerance within the classroom and the wider community.

### Content:

Topics may include:

- The philosophy and background of teaching LOTE in Australian schools.
- Theories of first and second language acquisition.
- Strategies for planning and implementing a successful LOTE Program, particularly in middle years classrooms.
- Current language policies and curriculum development.
- Classroom management strategies and the development of stimulating, engaging classroom environments.
- Curriculum pathways and transition issues in relation to the middle years.
- Using and creating effective teaching resources.
- Raising the profile of LOTE in the school and local community.

### Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
A cooperative learning activity, practical resource, eg a game, to be designed and / or constructed by the student and presented to the group.	The activity should be suitable for the LOTE classroom, and aimed at meeting a specific learning outcome from VELS. The activity will be part of a mini-unit of study planned by the student, to meet the second assessable task.	20-30%
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.	40-60%



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Professional Statement.	The professional statement should cover areas such as a rationale for LOTE teaching; approaches to planning and implementing one's own LOTE program within the school; how one responds to learner needs in the classroom; as well as how one will keep the LOTE profile as high as possible.	20-30%
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### Adopted Reference Style:

APA

### Handbook Summary:

An advanced level major study in the language requiring successful completion of Year 12 studies in the language. Native speakers of the language may seek a statement of equivalence from an Australian university to verify that their knowledge and competence in the language meets the standard of a post-Year 12 Advanced level major study in the language.