

Course Outline (Higher Education)

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| School: | School of Education |
| Course Title: | LANGUAGES OTHER THAN ENGLISH 1 |
| Course ID: | EDMAS6013 |
| Credit Points: | 15.00 |
| Prerequisite(s): | Students wishing to undertake this course must have completed the required level of undergraduate study in the appropriate discipline areas as specified in the Specialist Area Guidelines published by the Victorian Institute of Teaching. |
| Co-requisite(s): | Nil |
| Exclusion(s): | Nil |
| ASCED Code: | 070301 |

Description of the Course :

This course is designed to enable pre-service teachers to become skilled, confident and knowledgeable teachers of Languages Other Than English (LOTE) who will promote and advocate for LOTE. Students will consider and evaluate pedagogical approaches for teaching LOTE and will become familiar with strategies for teaching, learning and assessing languages. Students will develop competence in designing LOTE programs using curriculum frameworks and will consider ways to plan for diverse learners. Students will advocate for pedagogical approaches for teaching LOTE and for the way that LOTE programs are valuable in education.

Grade Scheme: Graded (HD, D, C, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Program Level:

| AQF Level of Program | | | | | | |
|----------------------|---|---|---|---|---|----|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Level | | | | | | |
| Introductory | ■ | ■ | ■ | ■ | ■ | ■ |
| Intermediate | ■ | ■ | ■ | ■ | ■ | ■ |
| Advanced | ■ | ■ | ■ | ■ | ✓ | ■ |

Learning Outcomes:

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Knowledge:

- K1.** Recognise and critically reflect on the nature, context, purposes and central role of languages in our multicultural world.
- K2.** Understand the concepts, concept and structure of the languages curriculum and be able to use curriculum frameworks for planning.
- K3.** Critically evaluate theories of how languages are learned and the pedagogical approaches that may be used for teaching languages, including: task-based; grammar-based; inquiry learning; CLIL; immersion and communicative languages teaching.
- K4.** Demonstrate an ability to set challenging learning goals and to create authentic and meaningful opportunities for learning languages.
- K5.** Develop understanding of how to select, design, evaluate and scaffold conceptual, material, linguistic and technological resources to support student learning and understanding.
- K6.** Demonstrate strategies for catering diverse learners in LOTE and for supporting student learning
- K7.** Advocate for the role of LOTE in educational contexts and adopt a stance as a teacher of LOTE.

Skills:

- S1.** Develop skills in designing and selecting resources to support student learning in Languages.
- S2.** Apply knowledge of curriculum and assessment policies and frameworks to develop effective learning and teaching sequences and lesson plans.
- S3.** Develop understanding of pedagogical approaches and teaching strategies that support learning in Language classrooms.
- S4.** Demonstrate understanding of the role of verbal and non-verbal communication strategies in teaching and learning languages.
- S5.** Identify and cater for diverse learners in Languages classrooms.

Application of knowledge and skills:

- A1.** Apply understandings of how students learn languages and justify the importance of Languages to present a rationale for teaching language in Australian schools.
- A2.** Apply knowledge of student learning and pedagogical approaches in Languages to design a classroom resource.
- A3.** Design a unit of work drawing from curriculum frameworks that includes challenging learning goals, supporting resources and shows evidence of lesson planning.

Course Content:

- The theories of first and second language acquisition and pedagogical approaches that support language learning.
- Strategies for using curriculum frameworks to design, plan and implement effective teaching and learning sequences.
- Selection and evaluation of resources, including ICT, to support student language learning.
- The nature, context, purposes and central role of languages in our multicultural world.
- Understand how to create challenging learning goals and select appropriate resources.
- An exploration of the relationship between language and culture and how to balance languages as code and as social practice in the curriculum.

Values:

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- V1.** Develop understanding of the socio-cultural and educational context of LOTE teaching and learning in Australian schools.
- V2.** Understand and develop a professional stance towards their work and ongoing learning as a teacher of languages and foster an enthusiasm in students for learning about cultures and languages other than English.
- V3.** Develop a deep appreciation and respect for cultural backgrounds and languages.
- V4.** Promote values of tolerance and respect.

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

| Attribute | Brief Description | Focus |
|---|--|-------|
| Knowledge, skills and competence | Through completion of this course pre-service teachers develop knowledge of the discipline of languages teaching and learning. | High |
| Critical, creative and enquiring learners | Pre-service teachers critically inquire into the way languages are taught and develop skills in inquiring into teaching practice throughout this course. | High |
| Capable, flexible and work ready | Upon completion of this course pre-service teachers are able to use curriculum frameworks in order to design learning experiences for students in schools. | High |
| Responsible, ethical and engaged citizens | Through completion of this course pre-service teachers deepen their understanding of the role of languages in multicultural society and develop the ability to advocate for tolerance and respect of languages and cultures. | High |

Learning Task and Assessment:

| Learning Outcomes Assessed | Learning Tasks | Assessment Type | Weighting |
|--|--|------------------------------------|-----------|
| K1, K2, K3, K6, K7 S3, S5, A1 APST 2.1, 4.1 | Present an argument for teaching and learning Languages in Australian schools, including an examination of understanding the diversity of learners and learning contexts and a discussion on the importance of LOTE in education settings. | Argumentative Essay | 20-30% |
| K2, K3, K5, K6, S1, S3, S4, S5, A2 APST 2.1, 2.5,3.3, 3.4, 3.5, 4.2 | Design a practical resource to assist students in learning the target language (eg.a game) and present the resource to the group explaining how it supports student learning. | Presentation of Classroom Resource | 30-40% |
| K2, K3,K4, K5, K6, S1,S2, S3, S4, S5, A3 APST 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 5.1 | Plan a learning sequence (3 lessons per week for 5 weeks) that draws from the Languages curriculum documents and which outlines key learning outcomes, success criteria, activities that are inclusive and engaging, resources (including ICT), and assessment strategies. | Curriculum Design | 40-60% |

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Adopted Reference Style:

APA