Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	LANGUAGES OTHER THAN ENGLISH 1
Unit 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)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Unit:

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, P, MF, F, XF)

Work Experience:

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

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory	☐	☐	☐	☐	☐	☐
Intermediate	☐	☐	☐	☐	☐	☐
Advanced	☐	☐	☐	☐	✔	☐

Learning Outcomes:

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. Design practical resource to assist students in learning the target language and present the resource to the group explaining how it supports student learning.

A2. Plan a learning sequence (3 lessons per week for 5 weeks) that draws from the Languages curriculum and which outlines key learning outcomes, success criteria, activities that are inclusive and engaging, resources (including ICT), and assessment strategies.
A rationale and personal statement on why this unit of work is valuable, its outcomes and links to curriculum is also included.

Unit 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.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams.	K1, K2, K3, K4, K5, K6, K7 S1, S2, S3, S4, S5 A1, A2	AT1, AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations	K1, K2, K3, K4, K5, K6, K7 S1, S2, S3, S4, S5 A1, A2	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning	K1, K2, K3, K4, K5, K6, K7 S1, S2, S3, S4, S5 A1, A2	AT1, AT2
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities	K1, K2, K3, K4, K5, K6, K7 S1, S2, S3, S4, S5 A1, A2	AT1, AT2
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life.	K1, K2, K3, K4, K5, K6, K7 S1, S2, S3, S4, S5 A1, A2	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
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 and present the resource to the group explaining how it supports student learning.	Presentation of Classroom Resource	40% - 60%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
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 and which outlines key learning outcomes, success criteria, activities that are inclusive and engaging, resources (including ICT), and assessment strategies. A rationale and personal statement on why this unit of work is valuable, its outcomes and links to curriculum is also included.	Curriculum Design	40-60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)