Course Outline (Higher Education)

School:	School of Education
Course Title:	LOTE 2
Course ID:	EDMAS6113
Credit Points:	15.00
Prerequisite(s):	EDMAS6013
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070105

Description of the Course :

This course is designed to extend the learning from *Languages Curriculum 1* to enable pre-service teachers to further develop their skill, competence and confidence in teaching Languages other than English (LOTE). Pre-service teachers investigate more deeply and critically evaluate approaches to teaching, particularly at the senior secondary level. They will be required to reflect on their emerging skills as a teacher of Languages and identify their personal teaching philosophies and directions for their future professional learning

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:

Knowledge:

K1. Demonstrate understanding of how to use curriculum planning frameworks (particularly at the senior secondary level) to design well-sequenced and engaging Languages and cultures programs for diverse learners.

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K2. Deepen understandings of and critically evaluate pedagogical approaches for learning Languages such as: task-based; grammar-based; inquiry learning; CLIL; immersion and communicative languages teaching.

K3. Demonstrate understanding of context-relevant and research informed teaching strategies for Languages and Culture teaching.

K4. Critically evaluate, design and select resources (including ICT) to support Languages learning, particularly at the senior secondary level.

K5. Critically reflect on professional teaching skills and identify areas for ongoing professional learning.

K6. Demonstrate understanding of the policy and assessment requirements at senior secondary level, and be able to design learning sequences with assessment practices that monitor student progress.

Skills:

S1. Plan for learning in LOTE at senior secondary levels by using curriculum frameworks to design learning sequences and lesson plans.

S2. Demonstrate knowledge of content and teaching strategies that cater for diverse learners by teaching a lesson to students.

S3. Select or design appropriate resources to support student learning in Languages.

S4. Demonstrate ability to use feedback from professional colleagues and students to reflect on teaching practice.

S5. Engage in critical reflection on personal teaching practice and identify areas for future professional learning.

S6. Design learning and assessment sequences that monitor and support student learning.

Application of knowledge and skills:

A1. Develop and teach a lesson that caters for diverse students.

A2. Design a sequence of learning and teaching for Languages.

A3. Critically reflect on the ways Languages can be taught and present a rationale for LOTE teaching.

Course Content:

- Teaching strategies for listening, speaking, reading and writing in LOTE.
- Strategies for organizing content into teaching and learning sequences.
- Approaches for embedding the teaching of Culture as part of Languages.
- Assessment and evaluation of student performances and of personal teaching practice.
- Teaching second languages to diverse student learners.
- Ways to advocate for LOTE within the school and broader community.

Values:

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.

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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 extend their 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 reflecting on their own teaching practice throughout this course.	High
Capable, flexible and work ready	Through completing this course pre-service teachers deepen their knowledge of using curriculum frameworks in order to design learning experiences for students in schools.	High
Responsible, ethical and engaged citizens	Pre-service teachers extend 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
K4, K5, S1, S2, S3, S4, S5, A1, APST 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1, 6.1	Plan and teach a lesson, obtain feedback from students and teacher mentor and reflect critically on planning process, teaching strategies, communication skills and students learning outcomes.	Teaching Performance	30-40%
K1, K3, K4, K6, S1, S3, S6, A2 APST 2.1, 2.2. 2.3.,2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 5.1,	Design a learning sequence (5 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 and assessment strategies.	Curriculum Design	40-60%
K2, K5, S5, A3 APST 2.1, 4.1	Write a teaching philosophy which outlines your rationale for LOTE teaching, approaches you will use in planning and teaching in your target language area, how you will you support diverse learners and advocate for Languages in schools.	Teaching Philosophy	20-30%

Adopted Reference Style:

APA