

Subject Title:	Languages Secondary Curriculum 2		
Subject Code:	EDU4LA2	Credit Points:	15
Teaching Period:	Semester 2	Mode:	Blended
Prerequisite:		Level:	4
Subject Description:			
<p>This unit is designed to extend a knowledge and skill base for pre-service teachers in the areas of curriculum, pedagogy, planning, assessment and reporting in Languages Education for students in the later years of formal learning or with extensive prior experience of the language being taught. The unit is designed to consolidate pre-service teachers' understanding of contemporary theory, concepts and skills related to students at advanced levels of formal learning of languages because of extended school or other experiences in the language. The approach taken will also address cross-curriculum priorities. Students will deepen insights into theoretical concepts, pedagogical principles for developing advanced levels of plurilingualism in relation to state and national curriculum structures and Year 11 & 12 assessment requirements related to languages other than English. Students will apply their insights in the evaluation, design and implementation of learning resources that are responsive to the needs of diverse learners with extensive prior experiences in the relevant language.</p>			
Intended Learning Outcomes (ILOs) & Australian Professional Standards for Teachers (APST)			
Upon successful completion of this subject, you will be able to:			APST
1	Demonstrated knowledge and understanding of the concepts, substance and structure of the content and teaching strategies related to advanced languages learning and teaching, as well as an understanding of the learning requirements of students with extensive prior languages experiences.	1.2	
2	Critically analysed, planned, synthesised and implemented diverse languages learning and teaching activities and sequences relevant to the range of assessment contexts available in Years 11 & 12. You will engage with both vocationally and academically-oriented pathways, as relevant first, background and second language streams as well as local and national assessment approaches.	1.2, 2.1, 2.2, 3.2, 3.3,	
3	Justified, described, designed and evaluated a unit of work involving a variety of teaching strategies addressing issues specific to one language other than English in ways that explicitly address transition processes that build on prior experiences and integrate cross curriculum priorities in Languages Education including the literacy and numeracy.	2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1	
4	Examined the assessment, feedback and reporting, learning task design, student backgrounds, purposes and learning opportunities for languages other than English in senior school pathways.	2.3, 5.1,	

Assessment:				
Assessment Summary		Word Count Equivalence	%	APST
1	Task 1: Overview of options for senior/advanced languages learning and identification of those options relevant to cohorts of learners of a specific language	900	20	1.2, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 5.1
2	Task 2: Building through transitions for diverse learners – unit plan	1800	40	1.2, 2.2, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.5, 5.1, 5.5
3	Task 3: Reflective essay on Australia's language education needs and provisions	1800	40	2.2, 2.3, 2.5, 3.6, 3.7, 4.1,
Assessment Details (including Assessment Criteria)				
1	<p>You will document the range of teaching provisions for different languages available at the Years 11 and 12 levels in Australia, including eligibility conditions and access arrangements and identify examples of each one relevant to the language you will teach.</p> <p>Assessment Criteria You will be expected to address:</p> <ol style="list-style-type: none"> Both 'background' and additional language learners Academically oriented and vocationally oriented provision State-based and nationally-provided options Face-to-face and 'distance'-based options 			
2	<p>You will choose one relevant transition issue for students entering or completing the program that you will teach and develop a unit of work covering two weeks that addresses this issue. You will be required to justify why this is an important transition issue and how you propose to address it in your teaching. You will collect a rich range of resources to support your plan. You will source 30 resources from a variety of quality locations including but not restricted to those developed by Government and Professional Associations in Australia. From these resources you will select five to analyse for explicit incorporation in tasks that you describe in your unit of work. You will analyse the intended learning(s) and how the learning is supported by the use of this resource. The precise intended contribution to student learning will cover both ability to use language and knowledge about language as well documenting how the resource addresses student learning styles, differentiation, use of new technologies and the transition issue. You will show how these activities form part of a coherent unit of work that either extends previous learning experiences or explicitly prepares for subsequent learning, vocational and communicative experiences.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> Rationale - A sound rationale for the identification of the transition issue and explicit connection with a relevant cohort of learners Analysis – A succinct analysis of either the learners' prior experiences or future needs Identification of 30 resources with references Pedagogy – A coherent view of the unit as a whole, its intended outcomes and the location of the five key tasks in it; a view of approaches to teaching languages that is consistent across the unit and consistent with a purposeful, interculturally-informed, learner-centred, task-based approach Clear, coherent, consistent and appropriate presentation, including use of English and the relevant other language. Appropriate referencing according to APA 6. 			
3	<p>You will be expected to undertake a review of current Victorian and Australian language teaching policy and provision, locate these approaches in their historical context and consider the extent to which they address both individuals', specific language communities' and Australia's needs for sophisticated plurilinguals. You may focus on your language as an example, but the essay must review the issues for a wide range of languages and locate your specific language within that breadth.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> Accurate identification of relevant current and historical policy documents A perceptive location of your specific language within the breadth of languages considered Consideration of both State and National issues in relation to both local and international engagement 			

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| | <ol style="list-style-type: none">4. Consideration of diverse learners and learning needs5. Consideration of the place of languages in the curriculum and how languages contribute to shaping the curriculum as a whole6. Consideration of the implications of your analysis for your own approach to teaching |
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Learning Resources	
Required Texts	
1	Lightbown, P. & Spada, N. (2013) <i>How languages are learned</i> , (4 th ed.). Oxford: Oxford University Press.
	Scarino, A. & Liddicoat, A. (2009) <i>Teaching and learning languages: A guide</i> . Canberra: Department of Education, Employment and Workplace Relations. http://www.tlg.unisa.edu.au/lib_guide/gltt.pdf
Recommended Reading	
2	Indicated in appropriate week below

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1	Languages Learning: What is 'advanced' languages learning?	Students will consider the relationships between building on extensive prior experiences of using a language outside formal education and extensive experiences of languages learning based in formal institutions. Students will relate these considerations to the pathways and transitions involved in particularly the senior years of schooling. Implications for teaching learners with diverse backgrounds will be elaborated.
2	Using languages to engage with the world (1): Complex interpersonal interactions	Students will explore aspects of language use in interpersonal interaction to identify features relevant to the teaching of languages in the Australian context. How languages are used in negotiating cultural and individual positioning will be explored in face to face and diverse digital forms of communication. Implications for the content, processes and means of participation in languages learning will be identified.
3	Using languages to engage with the world (2): Languages in instructional contexts	Students will consider their roles as language and culture planners. How languages and cultures re-shape as they become part of Australian educational contexts will be identified and the implications of this for approaches to teaching identified. Instructional language as a learning resource will be investigated.
4	Using languages to engage with the world (3): Persuasive writing	Students will consider the specific requirements of senior writing tasks and how they are interpreted for specific languages, including the issues of relationships with authority in communication.
5	Using languages to engage with the world (4): Critical reading and listening	Students will explore strategies for critical engagement with spoken and written texts, including how students from diverse backgrounds can be scaffolded into more critical engagement with texts that are less familiar to them.
6	Language, culture and content in intercultural contexts	The content of the senior languages curriculum pathways, will be explored in relation to the spoken (signed) and written texts that appear in teaching. The issues for the positioning of learners and the nature of the language resources that they are equipped with will be identified and applied to the individual languages being taught.
7	Exploring creativity in language use	Students will explore approaches to teaching languages that empower their students to be creative users of language.
8	Transitions and growth	Alternative curricula that provide pathways for advanced languages learning will be considered and related to the prior learning experiences and future contexts of language use relevant to learners with diverse backgrounds in and purposes for languages learning.
9	Micro-teaching: Feedback during teaching and after learning	Students will apply their learning from previous sessions in video-recorded micro-teaching activities and consider the implications of feedback from peers for their own practice as languages teachers.
10	The Australian languages policy context	Students will engage with recent history of languages policy in Australia and elaborate its implications for their own practices in supporting the development of sophisticated plurilingualism in their students.
11	International, intercultural and community-based experiences	Opportunities for international and locally-based interaction with communities and schools will be explored and guidelines for effective practices considered.
12	Teacher identity in intercultural language teaching contexts	Students will reflect on the issues covered to elaborate view of their own professional and intercultural positioning as languages teachers in relation to both their future students, those students' parents and their own future colleagues.

Assessment		
Assessment Task No.		Description of task:
1		Overview of options for senior/advanced languages learning and identification of those options relevant to cohorts of learners of a specific language
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed	
2.3	Week 1, Week 2, Week 3, Week 4, Week 5, Week 6, Week 7	
3.1	Week 1, Week 2, Week 3, Week 4, Week 5, Week 6, Week 7, Week 9, Week 11	
4.1	Week 1, Week 2, Week 3, Week 4, Week 5, Week 6, Week 7, Week 8, Week 12	
Assessment Task No		Description of task:
2		Building through transitions for diverse learners – unit plan
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed	
1.2	Week 1, Week 7, Week 8	
2.2	Week 2, Week 3, Week 4, Week 5, Week 6, Week 7	
2.5	Week 3, Week 4, Week 5, Week 6, Week 7	
2.6	Week 2, Week 11	
3.1	Week 8, Week 12	
3.2	Week 1, Week 8, Week 9	
3.3	Week 9	
3.4	Week 7, Week 9	
3.5	Week 2, Week 3, Week 9, Week 12	
4.2	Week 9	
4.5	Week 2, Week 11	
5.1	Week 7, Week 8	
Assessment Task No		Description of task:
3		Reflective essay on Australia's language education needs and provision
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed	
2.2	Week 2, Week 3, Week 4, Week 5, Week 6, Week 7	
2.3	Week 1, Week 2, Week 3, Week 4, Week 5, Week 6, Week 7	
2.5	Week 3, Week 4, Week 5, Week 6, Week 7	
3.6	Week 10, Week 12	
3.7	Week 12	
4.1	Week 1, Week 2, Week 3, Week 4, Week 5, Week 6, Week 7, Week 8, Week 12	