



School of Education

EDST 6705  
French Method 1

Term 1, 2020

## Contents

**IMPORTANT:**

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 6705 French Method 1 (6 units of credit)  
Term 1, 2020

## 2. STAFF CONTACT DETAILS

Course

## STUDENT LEARNING OUTCOMES

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Outcome

Assessment/s

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6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2,3
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#### NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 6, 7	1
B. Classroom Management	1, 5	1,3
C. Information and Communication Technologies	2, 3, 5, 6, 7, 8, 12, 13	1,2
D. Literacy and Numeracy	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2, 3
E. Students with Special Educational Needs	1, 4, 5, 7	2
F. Teaching Students from Non-English Speaking Backgrounds	2, 3, 4, 5, 7, 8, 10	1,2

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach French to secondary school students with an emphasis on the NSW French curriculum. During the course students will develop their knowledge of the New South Wales syllabus documents for stages 4 and 5. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the French classroom. Emphasis will be given to the relationship between French, literacy and numeracy and the role and value of French in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

#### 5. TEACHING STRATEGIES

Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.

Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.

Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.

Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.

Online learning from readings on Moodle.

Online discussions via Moodle.

Peer teaching in a simulated classroom setting.

These activities will occur in a classroom climate that is supportive and inclusive of all learners

## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	
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## 7. RESOURCES

The Flipped Classroom, <http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>  
Student teachers are encouraged to set up their own blog (It is free) at Edublog , <http://edublogs.org/> to create and share resources and lessons they create.

### Readings

Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

Attwood, B. (2005). *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson Australia

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.

Harrison, N. (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.

Henderson, R. (2013). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia

**Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. London, England: Routledge.**

Hinkel E. (2008). *Handbook of research in second language teaching and learning*, London - Available at Level 6, Main Library (418/133/(2))

Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia

**Liddicoat, A. J., & Scarino, A. (2013). *Intercultural Language Teaching and Learning*. John Wiley & Sons.**

Macalister, J. & Nation, P. (2011). *Case studies in language curriculum design: concepts and approaches in action around the world*, NY - Available at Level 6, Main Library (428.24071/11)

Martin, K. (2008). *The intersection of Aboriginal knowledges, Aboriginal literacies eing*. John

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Elaborations Assessed	Due Date
1. Lesson plan	c. 2 000 words	40%	1,3,4,5,6	1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2	B, C12, D5	27 March Friday 5pm
2. Unit of work	c. 3 500 words	60%	1,2,3,4,5,6	1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 6.3	D19, E, F7	08 May Friday 5pm

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3. Microteaching

## Assessment Details

**Assessment 2** (3,500 words, weighting 60%)

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you

provide a brief outline of the school and class context  
state precisely what you want the students to learn and why it is important  
justify your choice of topic/text to suit the needs and abilities of this class  
justify your teaching strategies by referring to readings, research and material

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6705 FRENCH METHOD 1

Student Name:

Student No.:

Assessment Task 1: **Lesson Plan Stage 4**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6705 FRENCH METHOD 1

Student Name:

Student No.:

Assessment Task 2: **Unit of Work - Stage 5**

<b>SPECIFIC CRITERIA</b>	(-)  (+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>Selects appropriate topic, content and outcomes for the target audience</li> <li>Selects and uses accurate and appropriate target language</li> <li>Plans for effective learning by designing appropriate lesson sequences</li> <li>Produces resources that effectively develop communication skills</li> <li>Implements a range of high quality, engaging resources</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>Differentiates to meet the learning needs of students across the full range of abilities, linguistic, cultural and religious backgrounds</li> <li>Caters for a variety of learning needs</li> <li>Supports student comprehension and production of text types</li> <li>Models the safe, responsible and ethical use of ICT in learning and teaching</li> <li>Demonstrates ability to improve teaching practices, explaining the reason for and the student outcome of those improvements</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>References a wide variety of materials, research and ideas from lectures, tutorials and readings to support decisions in unit planning and resource design</li> </ul>					

