

EDST6735

French Method 2

Term 2, 2022



Course Overview

Staff Contact Details

Convenors

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Tutors

Name	Email	Availability	Location	Phone
Adele Walker	adele.walker@unsw.edu.au	by appointment only		

School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.

In this course, you will learn how to teach French at an advanced level in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans and curriculum plans. You will learn and practise a range of teaching strategies that maximise the learning potential of all types of learners in a safe, supportive, and highly engaged classroom environment. You will design for and implement teaching strategies that incorporate digital and other innovative strategies. You will also learn about a range of assessment and feedback strategies in the discipline, with a focus on assessment in the senior secondary school.

Course Learning Outcomes

1. Identify essential elements of the NESA French Syllabus, and strategies to support students as they transition between stages
2. Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
3. Set achievable learning outcome/ intentions to match content, teaching strategies, resources and different types of assessment for a unit of work in French
4. Provide clear directions to organise and support prepared activities and use resources
5. Assess and report on student learning in French to all key stakeholders
6. Identify the characteristics of an effective French teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning	*
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	*
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds	1, 2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1, 2
2.1.1	Demonstrate knowledge and understanding of the	1, 2

	concepts, substance and structure of the content and teaching strategies of the teaching area	
2.2.1	Organise content into an effective learning and teaching sequence	1, 2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1, 2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	*
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies	1, 2
3.3.1	Include a range of teaching strategies	*
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	*
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	*
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions	*
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning	2, 3
5.2.1	Provide feedback to students on their learning	3
5.3.1	Make consistent and comparable judgements	1, 3
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	2, 3
5.5.1	Report on student achievement	3
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	3

* Covered during the course

National Priority Area Elaborations

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

* Covered during the course

Teaching Strategies

Rationale:

The course content covers a range of essential aspects of pedagogy specific to the teaching of Languages other than English in secondary schools. The teaching and learning philosophy underpinning this course is one of active engagement. The course is highly interactive, requiring students to participate by contributing their experience, knowledge and skills, carrying out research, involving themselves in dialogue with the lecturer and other students both in and out of class, undertaking self-reflection and taking responsibility for their own learning. The learning tasks provided will be challenging, highly practical and relevant to the teaching profession.

Teaching Strategies:

- 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.
- 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.
- 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, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice.
- Online learning from readings on the Blackboard 9 website.

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

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Scope and sequence	40%	05/08/2022 05:00 PM	2, 3, 4, 5
2. Unit of work	60%	26/08/2022 05:00 PM	1, 3, 4, 6

Assessment 1: Scope and sequence

Due date: 05/08/2022 05:00 PM

Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 11 preliminary class. Prepare an assessment task that directly links to the teaching and learning intentions for the term's work. Indicative length: 2000 words.

A feedback sheet will be provided.

Additional details

PART 1: Create a Year 11 preliminary course scope and sequence (Beginners OR Continuers) with an assessment schedule built in.

- Refer to advice on scope and sequence
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences>
- Sample assessment schedules can be found in each language syllabus page
<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages>

PART 2: Design an assessment task kit

1. Assessment notification to students
 2. Assessment task (Part A One receptive skill + Part B One productive skill)
 3. Marking rubric + holistic comment section
 4. TWO student answers (B and C grade for Part A or Part B) with teacher feedback comment outlining its strengths and indicating at least one aspect which could be further improved.
- Your assessment kit must directly link to the syllabus outcomes for your nominated assessment term.
 - Your scope and sequence must indicate when the task will occur.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>

Assessment 2: Unit of work

Due date: 26/08/2022 05:00 PM

Using the scope and sequence prepared for Assessment 1 and the feedback received, prepare a unit of work for Stage 6 which covers approximately half the term. Indicative length: 3000 words.

A feedback sheet will be provided.

Additional details

Prepare a unit of work for Year 12 Continuers OR Beginners HSC course that is a 5 week course. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

- a. what they can already do well
- b. what they still need to improve
- c. how they can effectively close the gap between a and b.

Include all activities and resources to support student learning. There must be at least:

- one literacy activity, and
- one numeracy OR ICT activity

In designing the learning activities ensure they are meaningful (authentic), purposeful (links to the syllabus outcome) and useful (develop transferable skills).

Task 3: Common Assessment Module

Structure: The Common Assessment Module will be available to work on from Week 1 of UNSW Term 2.

Weight: N/A (this a hurdle requirement that must be completed to pass the course).

Gather evidence from a variety of sources about learning outcomes; and use that information to improve learning and teaching. You will be sent further information about how to access it closer to the start of term. There will be drop-in sessions in Weeks 8-13. This is the same time that Method 2 runs (i.e., 18th July to 26th August 2022).

Note: Further information about this module will be available in Moodle.

Common Assessment Module (in-class task)

In the final Method tutorials, you will complete a task that relates to the Common Assessment Module.

This task consists of three components:

1. Collect five or six authentic student responses to preferably two assessment tasks.
2. Provide written feedback for the students which indicates strengths and areas for improvement in relation to this work sample and overall expectations/standards.

3. Write a few lines that could be included in a mid-year report comment to parents.

**RUBRIC/FEEDBACK SHEET
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Assessment Task 1: Scope and sequence

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understands the task and its relationship to Stage 6 preliminary assessment practice • Understands the task and its relationship to Stage 6 preliminary assessment practice • Uses syllabus documents and terminology clearly and accurately • Uses syllabus documents and terminology clearly and accurately • Sequences learning topics to suit logical learning progression • Sequences learning topics to suit logical learning progression • Integrates assessment task logically with learning intentions and learning sequence • Integrates assessment task logically with learning intentions and learning sequence • Provides effective formative feedback for student sample • Provides effective formative feedback for student sample 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary • Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary • Demonstrates understanding NESA Assessment Guidelines • Demonstrates understanding NESA Assessment Guidelines 					

Specific Criteria	(-)—————>(+)				
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Understands effective assessment practices • Understands effective assessment practices 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Organises and structures scope and sequence according to NESAs guidelines and requirements • Organises and structures scope and sequence according to NESAs guidelines and requirements • Follows NESAs internal assessment requirements for weighting and format • Follows NESAs internal assessment requirements for weighting and format 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Shows excellent command of English grammar conventions including spelling, syntax, and punctuation • Shows excellent command of English grammar conventions including spelling, syntax, and punctuation 					
<p>General comments/recommendations for next time:</p>					

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task,

lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

RUBRIC/FEEDBACK SHEET

EDST6735 FRENCH METHOD 2

UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of work

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Demonstrates knowledge of selected Stage 6 course and syllabus outcomes • Demonstrates knowledge of selected Stage 6 course and syllabus outcomes • Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 • Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 • Integrates formative assessment strategies throughout the unit of work • Integrates formative assessment strategies throughout the unit of work 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Demonstrates understanding of academic and cultural diversity • Demonstrates understanding of academic and cultural diversity • Includes a variety of pedagogical strategies to suit content of the Stage 6 course • Includes a variety of pedagogical strategies to suit content of the Stage 6 course • Designs appropriate activities and outlines lessons in sufficient detail without providing full plans • Designs appropriate activities and outlines lessons in sufficient detail without providing full plans • Provides effective feedback opportunities to inform students of 					

Specific Criteria	(-)—————>(+)				
<p>their progress</p> <ul style="list-style-type: none"> • Provides effective feedback opportunities to inform students of their progress 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners • Understanding of a range of effective assessment practices • Understanding of a range of effective assessment practices 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Demonstrates ability to plan using backward mapping to meet selected outcomes • Demonstrates ability to plan using backward mapping to meet selected outcomes • Presentation of effective and engaging learning sequence • Presentation of effective and engaging learning sequence 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Writes using correct Standard Australian English • Writes using correct Standard Australian English • Has proofread and edited work to avoid typos and incorrect usage • Has proofread and edited work to avoid typos and incorrect usage 					

Specific Criteria	(-)—————>(+)
General comments/recommendations for next time:	

Recommended: /20 (FL PS CR DN HD) **Weighting:** 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date/Module	Type	Content
1	Lecture	Stage 6 – Beginners/ Continuers course Understanding the syllabus: <ul style="list-style-type: none"> • Themes • Outcomes • Scope and sequence • Programming
	Tutorial	<ul style="list-style-type: none"> • Examining the French syllabus • Developing a unit of work on one of the syllabus themes • Developing a resource kit
2	Lecture	Stage 6 – Extension, Context, Literature courses Understanding the syllabus <ul style="list-style-type: none"> • Themes • Outcomes • Scope and sequence • Programming
	Tutorial	<ul style="list-style-type: none"> • Examining the French syllabus • Developing a unit of work on one of the syllabus themes • Developing a resource kit
3	Lecture	Stage 6 – Assessment, Internal <ul style="list-style-type: none"> • Internal assessment requirements • Types of assessments

		<ul style="list-style-type: none"> • Preparing students
	Tutorial	<ul style="list-style-type: none"> • Designing internal assessments • Providing meaningful feedback
4	Lecture	Stage 6 Assessment, External <ul style="list-style-type: none"> • HSC • Examination specification • Mapping grid • Marking guideline
	Tutorial	<ul style="list-style-type: none"> • Reviewing of sample student answers • Preparing students for the HSC examination • Understanding the mapping grid • Marking using the marking guideline
5	Lecture	Stage 6 – Developing productive skills <ul style="list-style-type: none"> • Communicating to interact and engage • Text types • Strategies
	Tutorial	<ul style="list-style-type: none"> • Communicating exchange ideas and opinions • Communicating to evaluate, reflect and persuade • Text types in French • Online course evaluation Hurdle Requirement Assessment
6	Lecture	Stage 6 – Developing receptive skills <ul style="list-style-type: none"> • Higher order thinking skills • Reading • Listening • Understanding the question
	Tutorial	<ul style="list-style-type: none"> • Examining a variety of high order thinking skill questions in French • Strategies to develop higher order thinking skills in French

Resources

Prescribed Resources

- 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))
- Liddicoat, A. J., & Scarino, A. (2013). *Intercultural Language Teaching and Learning*. John Wiley & Sons.
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press
- Flipped Learning - [The Flipped Classroom Model \(aitsl.edu.au\)](http://aitsl.edu.au)

Recommended Resources

- 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.
- 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. (2014) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hinkel, E. (2008). *Handbook of research in second language teaching and learning*. Routledge, 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
- Macalister, J. & Nation, S.P (2011). *Case studies in language curriculum design: concepts and approaches in action around the world*. Routledge, New York. - Available at Level 6, Main Library (428.24071/11)
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.
- Nassji, H. & Fotos, S. (2011). *Teaching grammar in second language classrooms: integrating form-focused instruction in communicative context*. Routledge, New York - Available at Level 6, Main Library (418.0071/73)
- Richards, J.C. & Burns, A. (2014). *Tips for teaching listening: A practical approach*. Pearson Education, White Plains, New York - Available at Level 6, Main Library (428.007/91 A)
- Taylor, L.B (2011). *Examining speaking: research and practice in assessing second language speaking*. Cambridge University Press, Cambridge UK - Available at Library (418.0076/28)
- Wong, J. & Waring, H.Z. (2010). *Conversation analysis and second language pedagogy: a guide for ESL/EFL teachers*. Routledge, New York - Available at Level 6, Main Library (428.24/134)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

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