



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST6705
French Method 1

Semester 1

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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 Bidjigal and Gadigal 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
EDST6705 French Method 1 (6 units of credit)
Semester 1 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Leanne Smith
Office Location: John Goodsell 132
Email: leanne.smith@unsw.edu.au
Phone:
Availability: anytime via email or Edmodo

Method tutor: Pauline Christodoulides
Office Location: John Goodsell 132
Email: p.christodoulides@unsw.edu.au
pauline.christodoulides@det.nsw.edu.au
Availability: anytime via email or Moodle

3. COURSE DETAILS

Course Name	French Method 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Language Method Lecture	Thu 16:30 (w1-4,5-10, N4, CivEng 101)
Tutorial/s	Thu 17.30-19.30 (w1-4,5-10, N4, Mathews 303)

Summary of Course

This course is designed to increase a student's pedagogical content knowledge for French teaching. The key elements of pedagogy and French content knowledge are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice for addressing the requirements and philosophy of the NSW French syllabuses.

Aims of the Course

This course aims to:

- Increase a student's pedagogical content knowledge for French teaching.
- Develop a student's understanding of what comprises effective classroom practice.

The main ways in which the course has changed since last time as a result of student feedback

All students will be required to research and present useful classroom learning activities to present in tutorial, to incorporate more hands-on activities.

Important information

- **Assessment:** Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.
- **Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessment/s
1	Demonstrate knowledge and understanding of the NSW Board of Studies French Syllabuses for stages 4/5 and stage 6 and various Department of Education policies, particularly those relating to ICT, Literacy, Aboriginal Education and Cultural Diversity.	1,2,3
2	Plan and implement coherent, goal oriented lessons and lesson sequences that are designed to engage all students and address learning outcomes.	1,3
3	Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning.	1,2,3
4	Demonstrate knowledge and understanding of learning outcomes and classroom practice related to teaching ICT in stages 4/5 and 6.	1,3
5	Use the internet and web-based Learning Management Systems to deliver curriculum to students.	1,2,3
6	Plan for and implement a range of literacy strategies to meet the needs of all students.	1,2,3
7	Discuss classroom strategies that recognize students' different approaches to learning.	1
8	Analyse specific strategies for teaching Aboriginal and Torres Strait Islander students, students with Special Education Needs, Non-English Speaking Background students, Students with Challenging Behaviours.	1
9	Develop appropriate and engaging resources for the French classroom that take into account students' skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students.	3

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2,3
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.	1,2,3
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2,3
2.2	Organise content into an effective learning and teaching sequence.	1,2,3
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2,3
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages.	1
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2,3
3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2,3
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2,3
3.3	Include a range of teaching strategies.	1,2,3
3.4	Demonstrate knowledge of a range of resources including ICT that	1,2,3

	engage students in their learning.	
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1,2,3
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1,2
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2,3

National Priority Area Elaborations

The National Priority Areas that will be addressed in this course are summarised below. The weeks they will be addressed can be found in section 6. *Course content and structure*. Details of the assessment on National Priority Areas can be found in section 7. *Assessment*.

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

Week	Lecture Topic	Tutorial Topic
1 3 March	<p>NSW Curriculum Requirements</p> <ul style="list-style-type: none"> • The Board of Studies • Courses and syllabuses • Eligibility for Beginners, Continuers, Extension, Heritage and Background Speakers Courses • The Compulsory 100 Hours • Australian Curriculum • Edmodo in the Languages classroom <p>A2, B3</p>	<ul style="list-style-type: none"> • French courses, syllabuses & supporting documents Stages ES1-6 • Understanding eligibility rules for senior courses • Course outline and assessments
2 10 March	<p>Subject Content</p> <ul style="list-style-type: none"> • Teaching Language components such as pronunciation, vocabulary, structures and script • Developing macro-skills <p>D7, 8</p>	<ul style="list-style-type: none"> • Teaching pronunciation, vocabulary & expressions, grammar and scripts in French • Developing speaking, listening, reading and writing skills in French
3 17 March	<p>Lesson planning</p> <ul style="list-style-type: none"> • Lesson plan structure • What to consider in creating effective lessons <p>D19</p>	<ul style="list-style-type: none"> • Analysis of a lesson plan in French • Creation of a lesson plan

Week	Lecture Topic	Tutorial Topic
4 24 March	<p>Quality teaching</p> <ul style="list-style-type: none"> The Quality teaching and School Excellence framework What Quality teaching looks like in a Languages classroom <p>B1</p>	<p>ASSESSMENT TASK 1: DEMONSTRATION</p> <ul style="list-style-type: none"> Principles of Quality Teaching in French Coding a French lesson extract
Mid-Semester Break		
5 7 April	<p>Intercultural language teaching and learning</p> <ul style="list-style-type: none"> Intercultural communication in context The skills of an intercultural communicator How it differs from previous pedagogies The importance of questioning 	<p>ASSESSMENT TASK 1: LESSON PLAN DUE</p> <p>C12, D5</p> <ul style="list-style-type: none"> Incorporating intercultural communication in a French language teaching program Exploration of texts that promote intercultural communication
6 14 April	<p>Resources - ONLINE LECTURE</p> <ul style="list-style-type: none"> Finding and evaluating Language learning resources online Creating, adapting and evaluating resources to support learning in Languages <p>C2, 3, 5, 6</p>	<ul style="list-style-type: none"> Evaluation of a French Course Book Resources to Support the Learning of French Using Realia in the Classroom ICT to support learning in French
7 21 April	<p>Programming</p> <ul style="list-style-type: none"> Creating units of work Creating a scope and sequence Creating a program Maintaining a day book and register <p>D12</p>	<ul style="list-style-type: none"> Analysis of a scope and sequence in French Analysis of units of work in French Maintaining a register in French
8 28 April	<p>How students learn</p> <ul style="list-style-type: none"> Fostering cross-curricula opportunities Literacy and Numeracy in Languages Differentiation to cater for different learning needs <p>D1-5,8-17 F5</p>	<p>Micro-teaching part two</p> <ul style="list-style-type: none"> Strategies to enhance literacy and numeracy skills in the French classroom Exercises that cater for different learning styles in the French classroom French Stage 5 Life Skills Syllabus Making adjustments and accommodations to learning and assessment tasks in French <p>B6, C5, E7</p>

Week	Lecture Topic	Tutorial Topic	
9 5 May	<p>Macro skills for the Higher School Certificate</p> <ul style="list-style-type: none"> Glossary of key terms HSC examination specifications Explicitly teaching the text types Listening strategies HSC online <p>D1, 5, 10, 16, 17, 18</p>	<ul style="list-style-type: none"> Debriefing professional experience Unpacking HSC-style questions Exploration of literacy demands in past papers <p>Role play HSC style conversations</p>	
10 12 May	<p>Creating and Maintaining Safe and Challenging Learning Environments in Languages</p> <ul style="list-style-type: none"> How students' social, ethnic, religious and cultural backgrounds affect learning In Languages Catering for different learning styles in languages Establishing a supportive and positive learning environment Building rapport with students <p>A11, B4, 5, C13, F2, 3, 4</p>	<p>ASSESSMENT TASK 3: RESOURCE KIT DUE C7, D19, F7</p> <ul style="list-style-type: none"> Japanese classroom language to manage behaviour Exploring submitted resources Online course evaluation 	
Professional Experience			
11 23 June	<p>Feedback and Reflection on PE1: Highs and lows Areas you improved the most Areas you still need to work on Useful strategies Inspiring use of ICT and other contemporary teaching resources</p>	<p>Goals for Semester 2</p>	Goals

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
1. Demonstration, detailed lesson plan and rationale	15 mins + c. 1500 words	40%	1,2,3,4,5, 6,7,8	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	C12, D5	23 March & 6 April 5:00 PM
2. Microteaching	20 mins c 500words	S/U	1,3,5,6	1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2	B6, C1-6, D8	27 April 5:00 PM
3. Unit description, resource kit	c. 3500 words	60%	1,2,3,4,5, 6,9	1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 6.3	C7, D19, F7	11 May 5:00 PM

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

A thematic approach to assessment in this course is **mandatory**.

- Choose an appropriate theme/topic for a Stage 4, 5 or 6 French class
- Assessments 1, 2 and 3 must be based on your chosen theme/ topic.

<i>My topic is:</i>

Assessment 1 – Demonstration, Lesson plan, and rationale

Demonstration in tutorial 5:00 PM **23 March 2016**

(this demonstration will form part of your lesson plan)

- introduce and practise **ONE** grammatical structure and associated vocabulary based on your chosen topic
- use resources **you have created**
- incorporate use of ICT
- keep to time limit of 7 minutes.

Lesson plan submitted by 5:00 PM **6 April 2016**

- imagine you are teaching a mixed ability class in a comprehensive public high school
- design a detailed **60 minute lesson** plan based on your chosen topic
- include all required details in the provided **lesson plan proforma**
- demonstrate your understanding of effective Languages pedagogy including, Quality Teaching elements **and** an Intercultural Language Teaching and Learning approach.

Rationale submitted by 5:00 PM **6 April 2016**

In light of your students' learning needs, syllabus requirements and current pedagogical practice:

- justify your chosen outcomes and content
- justify your chosen teaching/learning strategies
- reference information presented to you throughout the course and from your own reading and research.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6705 FRENCH METHOD 1

Student Name:

Student No.:

Assessment Task 1: **Demonstration, Lesson plan, and rationale**

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstrates knowledge of the relevant NSW syllabus • Selects appropriate topic, vocabulary and grammar structure for the target audience • Links teaching strategies to targeted syllabus outcomes 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Demonstrates an understanding of Languages pedagogy in presenting and practising target vocabulary and grammar • Incorporates a variety of Quality Teaching elements • Incorporates Intercultural Language Teaching and Learning • Produces engaging resources that support student learning • Creates a student-focussed lesson • Uses effective questioning techniques 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Justifies choice of teaching and learning strategies • References material, research and ideas presented in lectures, tutorials and readings 					
Structure and organisation of response <ul style="list-style-type: none"> • Clearly articulates aim that can be achieved by lesson plan • Produces a coherent, logical, detailed lesson plan 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Communicates with clarity and confidence in both English and the target language in giving instructions and explanations 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

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 contextualize 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.**

HURDLE REQUIREMENTS

ASSESSMENT 2 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes
2. A 10 minute mini-lesson

Initial Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Microteaching: This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

Microteaching Feedback Form for Pre-service Teacher



STUDENT TEACHER

Name:	zID:	Date:
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Details			
Method		Topic/level	

Standards	Comments
<p>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</p> <ul style="list-style-type: none"> • Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) • Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) • Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) • Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) • Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) • Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1) 	
<p>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</p> <ul style="list-style-type: none"> • Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) • Were instructions, explanations and questioning techniques effective? (3.3.1) • Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) • Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1) 	
<p>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</p> <ul style="list-style-type: none"> • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) • Were activities well organised and direction clear? (4.2.2) • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1) 	

Comments:

Lecturer:	Date:	Satisfactory /Unsatisfactory (circle)
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Assessment 3 – Unit description and resource kit

Imagine you are teaching a mixed ability class in a comprehensive public high school. A diverse range of religious and cultural groups are represented in this class. Many of these students are very capable learners however, a small number of students have not met literacy benchmarks and one student has a physical disability.

Design a kit of **5 resources** that can be used to teach a **mini French unit of work** based on your chosen theme/topic. You **must accommodate** as much as possible **the learning needs of your class**. Your tutor will provide you with the necessary proformas. You must **create** the resources **yourself**.

Submit the following by **5pm 11 May 2016**:

1. *Unit description*

In the provided **Unit proforma** you must include:

- the target group
- the key ideas or concepts you want the students to learn
- why the learning matters
- targeted outcomes
- the relevant learn to and learn about statements (Stages 4 & 5)
- target language structures and script
- the order in which your resources will be used

2. *5 Resources created by you*

Your **resource kit** must:

- target the four macro-skills
- cater for a variety of **learning styles**
- be **inclusive** of all learners in your class

and include:

- a resource that develops students' understanding and production of a particular text type
- a resource that you have modified to meet the learning needs of different students
- an ICT resource that demonstrates you can lead students in safe, responsible and ethical use of ICT
- a non ICT resource
- a resource showing improvements and modifications you have made after receiving feedback from assessment one

3. *Resource description*

In the provided **Resource description proforma** you must include:

- a **description** of the resource
- the **targeted outcomes**
- how to use the resource in the classroom
- references to material, research and ideas that justify your teaching and learning strategies

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6705 FRENCH METHOD 1

Student Name:

Student No.:

Assessment Task 3: **Unit description and resource kit**

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Selects appropriate topic, content and outcomes for the target audience • Selects and uses accurate and appropriate target language • Plans for effective learning by designing appropriate lesson sequences • Produces resources that effectively develop all four macro-skills • Produces a variety of high quality, engaging resources 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Differentiates to meet the learning needs of students across the full range of abilities, linguistic, cultural and religious backgrounds • Caters for a variety of learning styles • Supports student comprehension and production of a text type • Models the safe, responsible and ethical use of ict in learning and teaching • Demonstrates ability to improve teaching practices, explaining the reason for and the student outcome of those improvements 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • References a wide variety of materials, research and ideas from lectures, tutorials and readings to support decisions in unit planning and resource design 					
Structure and organisation of response <ul style="list-style-type: none"> • Presents a detailed and organised response 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Demonstrates a high degree of fluency in English • Attributes sources of information appropriately 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

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 contextualize 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.**

HURDLE REQUIREMENT

Creating a Contemporary Classroom - Hands on with Digital Technologies

Active participation in 2 x 1.5 hour sessions taken by a specialist in technology enabled learning and teaching to help prepare student teachers to understand and use digital technologies in their contemporary classrooms, and assessed by Method lecturers.

These technologies will include:

Session 1

- Presentation tools and classroom equipment including interactive whiteboards;
- Online sites, tools and communities including blogs, wikis, iTunesU, icourses etc;

Session 2

- Web based enquiry learning resources, including webquests;
- One– to-one technologies including ipads, netbooks and notebooks and the technologies which support shared learning on individual devices; and
- Resources to create contemporary lessons see: [Flipped classroom](#)

Resources

The Flipped Classroom,
<http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>

TPACK (created by Dr. Matthew Koehler and Dr. Punya Mishra <http://www.tpack.org/>), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

S A M R (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

[Rural & Distance Education NSW](#): A local resource presenting both frameworks,
<http://rde.nsw.edu.au/tpack-samr>

Teaching Teachers for the Future - What is TPACK? , <http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>

Reflections of pre-service teachers, <http://www.ttf.edu.au/psts-talk.html>; this series of video clips shows the reflections of several pre-service teachers each of whom trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

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.

8. RESOURCES

Further 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
- 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
- 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 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.
- Nassaji H. & Fotos, S. (2011). *Teaching grammar in second language classrooms: integrating form-focused instruction in communicative context*, NY - Available at Level 6, Main Library (418.0071/73)
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press
- Richard, J & Burns, A. (2013). *Tips for teaching listening: a practical approach*, NY - Available at Level 6, Main Library (428.007/91 A)
- Taylor, L. (2011) *Examining speaking: research and practice in assessing second language speaking*, UK - Available at Main Library (418.0076/28)
- Wong, J. & Waring, H.Z. (2010) *Conversation analysis and second language pedagogy: a guide for ESL/EFL teachers*, NY - Available at Level 6, Main Library (428.24/134)

Recommended Websites

www.det.nsw.edu.au

<http://www.curriculumsupport.education.nsw.gov.au>

www.boardofstudies.nsw.edu.au

Professional Associations

French Teachers' Association – NAFT

Modern Language Teachers' Association of New South Wales - MLTA

PO Box 299 Leichhardt, NSW 2040