UNSW SYDNEY Arts & Social Sciences

School of Education

EDST6705
French Method 1

Semester 1, 2018

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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 Bedegal 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, 2018

2. STAFF CONTACT DETAILS

Course Coordinator:	Rosa Rodriguez
Email:	r.rodriguez@unsw.edu.au
Availability:	Please email to arrange an appointment

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	http://classutil.unsw.edu.au/EDST_S1.html

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.

Based on last year's student feedback, the following course changes have been made:

- Specify that students doing Method for two languages choose different options within the assessments, so they do not complete the same task.

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		Assessments
1	Identify foundational aspects and structure of the NSW Board of Studies French Syllabus documents and the depth of subject knowledge required to implement the syllabuses	1, 2
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1, 2
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	1, 2, 3
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1, 2, 3
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	1, 2, 3
6	Practise the ethical and professional values expected of teachers	1, 2, 3

Student Learning Outcomes

Standard		Assessments
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	2
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
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	2
1.5	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	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	2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages	2

2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1, 2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1, 2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1, 2, 3
3.3	Include a range of teaching strategies	1, 2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1, 2
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	3
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1, 2, 3
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	3
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	3
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1, 2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	(Sem. 2)
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	(Sem. 2)
6.2	Understand the relevant and appropriate sources of professional learning for teachers	(Sem. 2)
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1, 2, 3
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1, 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 also be found in section 6 *Course content and structure* section *7 Assessment.*

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

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 26 Feb – 2 Mar	***NSW Curriculum Requirements*** • The NESA • Language courses and syllabuses • Eligibility for Beginners, Continuers, Extension, Heritage and Background Speakers Courses in Asian languages • Australian Professional Standards for Teaching • Education Authorities –AIS/DET/CEC/ACARA A2, B3	• Courses, syllabuses & supporting documents Stages 4,5 and 6 in French • Understanding eligibility rules for Stage 6 courses • Course outline and assessments • Accreditation/provisional accreditation
2 5 Mar – 9 Mar	***Subject Content*** • Understanding the new K – 10 syllabus content • Stage 6 Syllabus + Extension courses • Teaching Language components such as pronunciation, vocabulary, structures and script • Developing macro-skills D7, 8	• Suggested topics/themes for stage 5 • Prescribed themes for Stage 6 • Prescribed Vocabulary/language pattern list for Stage 6 • Teaching pronunciation, vocabulary & expressions and grammar • Strategies to developing speaking, listening, reading and writing skills
3 12 Mar – 16 Mar	***Intercultural language teaching and learning*** • Intercultural communication in context • The skills of an intercultural communicator • The importance of questioning	• Incorporating intercultural communication in a French language teaching program • Exploration of texts that promote intercultural communication
4 19 Mar – 23 Mar	***Lesson planning*** • Lesson plan structure • What to consider in creating effective lessons • Teacher Reflection • Assessment FOR/AS/OF learning D19	**Assessment Task 1: Demonstration** • Analysis of a lesson plan in French • Creation of a lesson plan
5 26 Mar – 30 Mar	***Quality teaching*** • The Quality teaching and School Excellence framework • What Quality teaching looks like in a Languages classroom	• Principles of Quality Teaching in French • Coding a lesson extract
Mid-semester break (March 30th – April 8th)		

Week	Lecture Topic	Tutorial Topic
6 9 Apr – 13 Apr	***Resources*** • Finding and evaluating Language learning resources online • Creating, adapting and evaluating resources to support learning in Languages C2, 3, 5, 6	**ASSESSMENT TASK 1:** **LESSON PLAN DUE Monday 9 April 5pm** • Evaluation of a Course Book • Resources to Support the Learning of French • Using Realia in the Classroom • Integration of ICT in the classroom
7 16 Apr – 20 Apr	***Programming*** • Understanding NESA elements to create - a scope and sequence - a unit of work D12	• Analysis of a scope and sequence in French • Analysis of units of work in French • Maintaining a register
8 23 Apr – 27 Apr **ANZAC Day 25th April**	***How students learn*** • Fostering cross-curricula opportunities • Literacy and Numeracy in Languages • Differentiation to cater for different learning needs D1-5,8-17 F5	**Micro Teaching - Part 2** • Strategies to enhance literacy and numeracy skills in classroom • Teaching and learning activities that cater for different learning styles • Stage 5 Life Skills Syllabus • Making adjustments and accommodations to learning and assessment tasks B6, C5, E7
9 30 Apr – 4 May	***Macro skills for the Higher School Certificate*** • HSC examination specifications • HSC mandated assessment weighting • High-order thinking questions in listening and reading • Syllabus prescribed text type • Writing to describe/persuade/reflect/evaluate D1, 5, 10, 16, 17, 18	• Debriefing professional experience • Unpacking HSC-style questions • HSC speaking examination
10 7 May – 11 May	***Creating and Maintaining Safe and Challenging Learning Environments in Languages*** • Understanding school policies • How students' social, ethnic, religious and cultural backgrounds affect learning In Languages • Establishing a supportive and positive learning environment • Building rapport with students A11, B4, 5, C13, F2, 3, 4	**ASSESSMENT TASK 2:** **RESOURCE KIT DUE Monday 14 May 5pm** C7, D19, F7 • Classroom management • Exploring submitted resources • Online course evaluation
Professional Experience **4th June – 29th June 2018**		

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
1. Lesson Plan	2 000 words	40%	1,3,4,5,6	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2	B, C12, D5	Monday 9 April 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	Monday 14 May 5pm
3. Microteaching	10 mins c 500words	S/U	1,3,4,5,6	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 6.3	B6, D	As allocated in tutorials

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted **online via Moodle (Turnitin) by 5pm**. Students 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.*

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Task 1 Lesson Plan	Written via TurnItIn	10 days after due date
Task 2 Unit of Work		
Task 3 Microteaching	Written and Verbal	One week following the lesson

S1 Assessment 1

(2 000 words, weighting 40%)

Plan and design one 60-minute lesson for a mixed-ability Stage 4 class.

The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include

- EAL/D students
- Indigenous students, and
- students with various religious and cultural backgrounds.

Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions:
   What do I want the students to learn?
   Why is it important?
   What strategies will I use?
   What assessment for learning strategies will I use to monitor progress?

2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full <u>one</u> activity (which may be ICT-based)
- express yourself in clear, standard Australian English.\

S1 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 presented in lectures and the Quality Teaching framework
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline, for each lesson:

- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required.

S1 Assessment 3

(Satisfactory/Unsatisfactory)

Microteaching (including student reflection)

Assessment Details

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

- Choose an appropriate theme/topic for a Stage 4 or 5 French class. If you are enrolled in two language methods, you MUST choose different themes/topics for each language. If you use Stage 4 for one language, you must use Stage 5 for the other.
- Assessments 1, 2 and 3 must be based on your chosen theme/topic.

My topic is:

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6705 FRENCH METHOD 1

Student Name: Student No.:
Assessment Task 1:

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • 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 • 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 • Justifies choice of teaching and learning strategies • References material, research and ideas presented in lectures, tutorials and readings					
Structure and organisation of response • 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 • 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.**

Assessment 2 – Unit description and resource kit

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6705 FRENCH METHOD 1

Student Name: Student No.:
Assessment Task 2:

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • 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 • 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 • 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 • Presents a detailed and organised response					
Presentation of response according to appropriate academic and linguistic conventions • 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 REQUIREMENTS

ASSESSMENT 3 - 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.

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

UNSW AUSTRALIA

STUDENT TEACHER		
Name:	zID:	Date:

Details			
Method		Topic/level	

Standards	**Comments**
A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2) • 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)	
B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3) • 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)	
C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4) • 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)**

8. 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.

Readings

Anstey, M. & Bull, G. (2006). T*eaching 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
https://education.nsw.gov.au/teaching-and-learning/curriculum
www.dec.nsw.gov.au
http://www.educationstandards.nsw.edu.au
https://www.languagesnsw.com/French

Professional Associations
The NSW Association of French Teachers - NAFT
Modern Language Teachers' Association of New South Wales - MLTA
PO Box 299 Leichhardt, NSW 2040