



School of Education

EDST6730  
Chinese Method 2

Term 2 2021

## Contents

1.	LOCATION.....	2
2.	STAFF CONTACT DETAILS.....	2
3.		



## STUDENT LEARNING OUTCOMES

---

Outcome

1

## NATIONAL PRIORITY AREA ELABORATIONS

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

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

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.

### 5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

- x Smalludte w82j-0.002 Tc 0.00n24.675 -1.32naak



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)

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Nationw -8.0 a3.340ge,
-----------------	--------	--------	------------------------------------	------------------------------------	------------------------

## Assessment Details

### Assessment 1 (2000 wd eq, 40%)

**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 01 Tw 21.81 ETpo4 >>BDC 435e415(w)se-12aj(ope)10.2 (es)8(ia)8p(s)4



**HURDLE REQUIREMENT  
FEEDBACK AND REPORTING**

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6730 CHINESE METHOD 2

Student Name:

Student No.:

Assessment Task 1: **Preliminary Scope and Sequence + One Assessment Task**

<b>SPECIFIC CRITERIA</b>	(-) _____ h (+)				
<b>Understanding of the question or issue and the key concepts involved</b>					
x Understands the task and its relationship to Stage 6 preliminary assessment practice					
x					

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6730 CHINESE METHOD 2

Student Name:

Student No.:

Assessment Task 2: **Planning a unit of work including formative assessment strategies**

