

THE COURSE

The Foundation in Language Teaching is a professional development course for community languages teachers. It is organised as a series of weeknight/weekend, intensive weekday or online sessions. The course balances research and theory with classroom practice, building on teachers' own experiences and their work in the classroom. Each session examines a different aspect of community language teaching.

By the end of the course you will:

- be familiar with current ways to teach languages and be able to select and apply what is most useful to your own classroom
- feel confident in developing lessons and materials to suit your particular teaching situation and group of students
- understand recent research into language learning and teaching, second language development and education in general
- be aware of resources that can support your teaching
- have planned pathways for your own future professional development.

Description

A 60-hour course for teachers working in community languages schools.

Lecturers

Highly qualified people who have had many years' experience in this field.

Methodology

Lectures, small group activities, practical work, observations and tutorials.

Assessment

To pass the course you must:

- attend class sessions (as detailed above)
- attend language specific tutorials if these are running for your language
- successfully complete four assignments.

Study time

For every three hours in class, you should spend five or six hours doing extra study. It is a good idea to plan some time each week to read notes and other materials. To ensure routine stress-free study, you should follow the plan below.

- Read the course notes for the week's topic.
- Follow the assigned readings. At first, perhaps skim reading, concentrating on those bits that are of particular interest. Later on, revisiting these readings in more detail, for example when preparing for an activity or assignment.
- Make notes and write down questions to raise with the lecturer at the next session.

A Certificate will be awarded to participants who successfully complete the course.

COURSE OUTLINE

Topic 1 – Orientation to teaching in your Community Language School

Course outcomes and expectations; returning to study; participants' needs; learners' needs; teaching community languages in Australia; child-centred learning

Topic 2 – Behaviour management

Creating a positive learning environment; strategies to improve behaviour in the classroom.

Topic 3 – Child development and language learning

Concepts of child development; first and additional language learning ; growing up in bilingual contexts

Topic 4 – Approaches to teaching language

Overview of language teaching methods; communicative methodology: theory and practice

Topic 5 – Teaching oral language through picture books

Evaluating picture books; creating oral language activities using picture books with beginning language learners

Topic 6 – Teaching oral language through factual texts

Engaging older language learners with factual texts; creating and using digital resources

Topic 7 – Teaching skills: classroom communication

Reading aloud; asking questions; giving explanations and instructions; organising group work; using textbooks

Topic 8 – Teaching skills: lesson planning 1

Introduction to the K-10 Languages Framework; creating lesson plans; scaffolding student learning through sequenced activities

Topic 9 - Reading to learn, learning to read

How children develop reading; second language teaching and learning; using reading in the community language classroom

Topic 10 – Teaching and developing reading skills

Various strategies to develop reading skills in a community language

Topic 11 – Writing to learn

How children develop writing; strategies for developing writing skills

Topic 12 – Teaching grammar in context

Teaching grammar and language in context; different types of writing for different purposes

Topic 13 – Mixed level classes

Identifying different levels of language competence in the classroom; adapting lessons and activities.

Topic 14- Teaching skills: lesson planning 2

Planning a sequence of lessons from learning outcomes; integrating listening, speaking, reading and writing activities

Topic 15 –Assessment for learning

Understanding assessment, testing and evaluation; different audiences; developing assessment tasks; planning from the K-10 framework

Topic 16 – Assessing and giving feedback

Providing feedback information to students and parents.

Week 17 – Evaluation, Revision and Presentations

LESSON OBSERVATIONS FOR ALL COURSE PARTICIPANTS

Due to the covid-19 restrictions it is not possible for you group to visit a school. An alternative assignment has been provided.

LANGUAGE SPECIFIC TUTORIALS

Teachers of Arabic, Chinese, Korean and Tamil **must** attend language specific tutorials. The tutors are all experienced language teachers. They will each run three tutorials. During these tutorials, you will learn about resources and how to deal with issues specific to your language. This activity relates to Assignment 3.

OR

PEER VISITS FOR TEACHERS OF LANGUAGES OTHER THAN ARABIC, CHINESE, KOREAN AND TAMIL

An alternative assignment is required. See the section on Assignment 3.

ASSIGNMENTS

Lecturers will provide more information about these course assignments.

ASSIGNMENT SUMMARY	PASS OR FAIL GRADE	LENGTH
1. Case study of a student		300 words
2. A teaching resource – a big book, e-book or multimedia resource		One resource and a 200-250 word explanation
3. A report: Improving your teaching and behaviour management		Part 1: Observation videos - 500 words Part 2: Report on language specific tutorials - 500 words OR Part 1: Observation videos - 500 words Part 2: ebook activity 500 words
4. A series of lesson plans and activities for the teaching resource you prepared for assignment task		3 lesson plans with at least 3 activities for each lesson

SUBMISSION

Assignments should be submitted to the lecturer on or before the deadline. Hard or soft copies are accepted. All assignments must be presented in a professional manner, preferably typed and including a cover sheet containing the following information:

The following details must be included:

1. The name you used for enrolment. You can add your preferred as well.
2. Assignment number
3. Date submitted

If you are submitting assignments online, please follow the email protocols:

1. Save the file with your name and assignment number as it appears in your enrolment
2. In the subject line of the email identify your name and the assignment number

GRADING

Each assignment will be awarded a pass/fail grade. At the completion of the course your lecturer will have the option of granting a pass with merit for outstanding students. This grade is reserved for students who excel in session attendance, outstanding completion of all activities and assignments.

RESUBMISSION

If an assignment does not pass, it may be possible to resubmit. Lecturers will advise.

EXTENSIONS

Assignments must be submitted on or before the deadline. You **MUST** ask your lecturer in advance of the deadline if an extension is required for any reason. Extensions can only be granted in exceptional circumstances.

PLAGIARISM

Your work **must** be your own. All quotes, including those from books and the internet, must be referenced.

ADVANCING YOUR STUDIES

This course is the first in a sequence of community language teacher education courses. After successful completion of the Foundation course you may choose to enrol in the Advanced course. There is an additional course for school leaders, the Leadership and Management in Community Languages Schools course.

If you are intending to continue your studies so that you can teach your community language in a day school, you will need to demonstrate your English language competence. As individual circumstances are different you can discuss this with your lecturer who may refer you to the SICLE careers advisor.

ASSIGNMENT 1: STUDENT CASE STUDY

A report based on an interview with a student or students about their language use, development and attitudes (300 words).

- You should find out as much as possible about the student's language background and current use of languages.

Examples of topics to explore are:

- which language was learned first
- who the community language is used with:
 - grandparents, mother, father, siblings, friends
- where the community language is used:
 - home, grandparents' home, community events, school, church/mosque/temple, shopping, internet
- how good the student thinks they are at listening, speaking, reading and writing in English and their community language
- what the student can do in their community language
- if the student has travelled or spent time overseas
- if the student is a beginner in their community language, what words do they know
- how the student feels about their community language and their identity
- how the student feels about attending a community languages school and why they attend.

If possible, you could do the following.

- collect some written work that the student has completed.

The report should have the following headings:

4. Student's background (using a pseudonym and giving their age, birthplace, family situation and other details)

5. Language learning and use (how and when they learned them, who they use the community language with and where they use their community language)
6. Student's language strengths and needs (teacher's opinion and student's opinion)
7. Student's attitudes to the community language and school
8. An overall assessment of how to address the student's interests and needs (what will help or hinder their learning).

ASSIGNMENT 2: PREPARING MATERIALS – A BIG BOOK, E-BOOK OR MULTIMEDIA RESOURCE

Part 1: Create or adapt from English a book or teaching resource in your community language this resource will later be used for developing lessons: assignment 4 so it needs to provide rich opportunities for language learning.

The resource could be ONE of the following:

If you teach children up to 10 years old:

- a picture book or electronic picture book about children in their class, a community event or a cultural activity with text and pictures (equivalent to at least 6 pages)
- a traditional story, rewritten for the students, with pictures found or drawn
- a story translated from a model in another language, such as 'The Hungry Caterpillar'

If you teach children over 10 years old:

- a PowerPoint presentation with recordings or video clips about famous people, places or historical events (at least 6 slides)
- a video or multimedia presentation.

Presentation guidelines for the resource

The resource:

- should not be an alphabet book
- be written in pencil
- be too small for a class group reading
- should include an English translation or summary of the text. This can be on a separate sheet.

Part 2: Explain in English why you chose this text as a teaching resource (200 - 250 words).

- Identify the community language and the learners - the number in the class, their age, gender, and proficiency e.g. beginner, intermediate, advanced or mixed.
- Discuss the following:
 - what makes the text motivating and engaging for the learners?
 - how does the text build language learning skills and cultural knowledge?

ASSIGNMENT 3: CLASSROOM MANAGEMENT

Assignment 3 is in two parts. For Part 1 all participants will watch a series of videos and answer the questions on the worksheet.

Observing teaching videos (500 words) All participants to complete

Watch the following video clips and answer the questions below:

1. Ensuring a settled class

<https://www.youtube.com/watch?v=PLFcaovsriA>

2. Getting a good class environment

<https://www.youtube.com/watch?v=r351z1MqL10>

3. Managing a difficult class

<https://www.youtube.com/watch?v=WqIXB1RG-Vg>

4. Students who just say no <https://www.youtube.com/watch?v=Q1bIQ1Hg00c>

5. Tactical ignoring

<https://www.youtube.com/watch?v=doNJS7ACp1c>

Write a short report from the videos answering these question

- i. How can you get to know a new class?
- ii. How can you settle your class at the beginning of a lesson?
- iii. What can you do if students interrupt?
- iv. What can you do with difficult students who refuse to take part?
- v. What did you learn from these videos?

For language tutorial sessions:

Complete Part 2 : A report: improving your teaching and behaviour management (500 words)

For Arabic, Chinese, Korean and Tamil tutorials

Language: _____ Date(s) of tutorials _____

Tutor's name _____

1. TEACHING AND LEARNING

What different teaching and learning activities did you learn about? What did you learn about structuring lessons?

What did you learn about organising lessons to support the language learning issues specific to your language (eg writing a different script) What did you learn about teaching aspects of your culture?

2. RESOURCES

What new resources did you discover for your language? What will you try in your own class? What will you do differently?

3. YOUR TEACHING

What will you try in your own class? What will you do differently?

Participants who do not attend the language specific tutorials

Complete Part 2:

1. Find and list 3 ebooks in your community language.
2. Explain why you chose each one ie. what language or cultural content is covered in the book? (150-200 words per book)
3. What are the literacy issues in teaching your community language? For example, learning script, vocabulary, grammatical construction or pronunciation.
4. Are there specific aspects of your culture that need to be taught in your community language classes?
5. Explain how you will address these issues?

ASSIGNMENT 4: LESSON PLANS AND ACTIVITIES

Three lesson plans in English for consecutive lessons based on the book or resource from Assignment 2. The lesson plans are to follow the proforma handed out in class.

Each lesson plan should include at least ONE sequence of at least three related activities and should last between 30 and 60 minutes.

Plans should be presented using the Lesson Plan Template given out in class.

The first lesson plan will be drafted in class and submitted for comment. Based on the feedback, three plans will then be submitted for comment.

You **MUST** use the kinds of activities demonstrated during the course and include the following:

1. A barrier game, also known as pair work, communicative activity or information gap activity. For younger children this could be for the teacher and the whole class. For older children this could be carried out in pairs.
2. A group work task such as sequencing or ranking.
3. A group work task based on a picture or a diagram.
4. Resources or worksheets for each task, with English translations if necessary, to clarify their purpose. If a resource is too large or difficult to manage, include a brief explanation.

Make sure the activities:

- develop the potential of the book or resource
- are logically selected
- motivating and appropriate to the learners' age group and language learning needs.

Design student handouts with instructions. Mark where the activities come in the lesson plan and say how the class will be organised for this activity.