



UNSW
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Arts & Social
Sciences

School of Education

EDST5131:
Oral Communication across the Curriculum
Summer Semester

Contents

1. LOCATION.....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS.....	2
<i>Aims of the Course</i>	2
<i>Important Information</i>	2
<i>Student Learning Outcomes</i>	3
<i>Graduate Attributes</i>	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	4
5. TEACHING STRATEGIES.....	4
6. COURSE CONTENT AND STRUCTURE.....	5
7. ASSESSMENT.....	6
<i>Assessment Details</i>	6
8. RESOURCES.....	9

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
EDST5131 Oral Communication across the Curriculum (6 units of credit)
Summer Semester, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr John Trent
Office Location: Room 125, John Goodsell
Email: jtrent@ied.edu.hk
Phone: 9385 1977
Availability: By appointment

3. COURSE DETAILS

Course Name	Oral Communication across the Curriculum
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, group work, assessment, follow up activities, etc.
Schedule	11, 12, 14, 15 January 2016 9.30am – 4.30pm Morven Brown, G4

Summary of Course

This course explores current theories underlying oral communication skills, focusing in particular on the learning and teaching of a second or additional language learners in schools, both locally and internationally. Topics include theoretical and practical perspectives on oral communication across the curriculum; cognitive and metacognitive processes involved in speaking and listening; issues of intelligibility and pronunciation; genres of speaking and implications for listening; learning and teaching students for whom English is a second language or dialect planning; developing oral communication tasks and activities; assessing speaking and listening in the content areas.

Aims of the Course

This course aims to provide teachers and other educational professionals with an understanding of the key theoretical dimensions of oral communication and what is involved in developing oral communication competence across the curriculum, as well as practical approaches to teaching oral communication suitable for their own educational contexts.

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure

Student Learning Outcomes

Outcome	Assessment/s	
1	identify, describe and critically evaluate current theoretical assumptions regarding the teaching of oral communication internationally;	1, 2
2	demonstrate a sound understanding of key practical approaches in the learning and teaching of oral communication	1, 2
3	apply their knowledge and understanding of oral communication processes to the evaluation, teaching and assessment of oral communication situations in their own contexts.	1, 2

Graduate Attributes

Standard	Assessment/s	
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	Enquiry-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	2
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	Global outlook Demonstrate an understanding of international perspectives relevant to the educational field	1
6	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Oral communication is fundamental to effective learning and an integral part of teaching in Australia as well as internationally, especially in classrooms with students for whom English is a second or additional language. However, it is not necessarily the case that these skills are specifically or systematically addressed in content classrooms. Effective oral communication involves teachers in understanding the core components of what it means to be a competent speaker of a language and designing and implementing a systematic cycle of tasks and oral genres that explicitly teach the required speaking and listening skills (Goh & Burns, 2012). This cycle involves providing students with the language input and practice required to complete the tasks, opportunities to develop both fluency and accuracy, systematic teacher feedback on performance and integrated self, peer and teacher assessment. However, there are a number of issues and complexities within classroom practice of oral communication skills which challenge teachers and students, especially in the second/additional language teaching area; hence the importance of this course.

5. TEACHING STRATEGIES

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers. Thus, teaching strategies used during the course will include:

- Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals;
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice;
- 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 the content.

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

6. COURSE CONTENT AND STRUCTURE

	Workshop Topic	Required readings
Monday 11 th January	This workshop provides an introduction to key factors in planning and teaching conversation activities in both language and content classrooms. Issues that will be explored include the role of the learner, the curriculum, the topic, the role of the L1, and the task or activity. Key terms in second language speaking will be discussed, as well as issues such as topic selection and designing spoken tasks, with particular attention to scaffolding participation by ELLs. Examples of effective speaking activities will be provided.	Cazden, C. (2001). <i>Classroom discourse: The language of teaching and learning</i> . Portsmouth, NH: Heinemann. Mercer, N. (1995). <i>The guided construction of knowledge: Talk amongst teachers and learners</i> . Clevedon, UK: Multilingual Matters.
Tuesday 12 th January	This workshop will explore how content and language are interrelated and the implications this has for the participation of ELLs in spoken activities within content classrooms. Topics to be discussed include identifying content and language objectives, classroom talk and ELLs, and group work and language learning. The session will further consider factors in making group work effective and ideas for successful spoken activities will be considered.	Zwiers, J. & Crawford, M. (2011). <i>Academic conversations. Classroom talk that fosters critical thinking and content understandings</i> . Portland, MA: Stenhouse.
Thursday 14 th January	In this session, we continue to explore issues in designing and implementing spoken activities in content classrooms. Participants will critically reflect on examples of spoken activities and to consider ways in which these activities could be made more effective. This session also considers assessing speaking. Topics that will be discussed include stages in speaking assessment, the nature of formal assessment, and scoring.	Zwiers, J. & Crawford, M. (2011). <i>Academic conversations. Classroom talk that fosters critical thinking and content understandings</i> . Portland, MA: Stenhouse.
Friday 15 th January	In the final workshop, participants will have the opportunity to participate in a short microteaching activity in which they will have the opportunity to developing a spoken activity relevant to their teaching context by applying concepts discussed in this course. Supportive feedback will be provided.	

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Critical reflection	1200 words	20%	1, 2, 3	1, 4, 5	Friday January 8 2016 midnight
Investigation	4800 words	80%	1, 2, 3	1, 2, 3, 4, 6	Friday February 5 2016 midnight

Assessment Details

Task 1: A short description of your teaching situation in relation to students' oral communication language needs (20%)

This task requires you to read and critically reflect on your own teaching situation with reference to at least two of the required / suggested readings. Some or all of the following questions can be used to focus your thinking and/or structure your response:

- To what extent are oral communication skills taught explicitly in your learning and teaching context?
- In what ways have your own understandings of, and practices related to teaching oral communication changed and/or need to change?
- What factors contribute to these changes?
- What are the more urgent challenges and issues for you/your colleagues in relation to teaching oral communication?

The following details should be included in your description:

1. Teaching context
2. Student profile (e.g. description of student group, age, gender, level, language and educational background)
3. Analysis of student oral communication needs

Task 2: Application of the principles and practices of teaching oral communication (80%)

Option A: Small-scale investigation of teaching oral communication in your classroom

This assignment is in two parts. The first consists of a teaching plan that you will put into place in your classroom. The second is a report on the implementation of your teaching plan and what you learned as a result. Prepare a report of your investigation that includes the following sections:

1. The teaching-learning context
2. The theoretical ideas, rationale and purpose underpinning the plan
3. Your procedures for putting your teaching plan into action
4. The procedures you used to collect information (evidence) about how its application worked
5. A discussion of what you learned
6. Your evaluation and reflections on the experience, drawing on your understanding of key concepts and issues raised during the course and in the recommended readings.

Option B: Assignment to be negotiated

Assessment Task 1: Critical reflection

Student Name:

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of practice • clarity in the coverage of each issue 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of context, key issues and student participants • depth of analysis of specific strengths and weakness of student group in relation to needs for speaking development 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • reference to appropriate research and professional literature relevant to support response 					
Structure and organisation of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organization 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

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

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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5131 TEACHING ORAL COMMUNICATION: ASSIGNMENT 2

Assessment Task: Investigation

Student Name:

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in oral communication 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of key issues in the context of the investigation • depth of analysis of specific strengths and weakness of student group in relation to needs for speaking development • clarity and depth of description of teaching plan • clarity and depth of description of procedures for collecting evidence • clarity and depth of discussion, evaluation and reflection 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • coverage of reference to any appropriate research and professional literature relevant to support response 					
Structure and organisation of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 80%

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.

8. RESOURCES

Suggested readings

Cazden, C. (2001). *Classroom discourse: The language of teaching and learning*. Portsmouth, NH: Heinemann.

Mercer, N. (1995). *The guided construction of knowledge: Talk amongst teachers and learners*. Clevedon, UK: Multilingual Matters.

Nichols, M. (2006). *Comprehension through conversation*. Portsmouth, NH: Heinemann.

Raban, B. (2001). Talking to think, learn, and teach. In P. Schmidt (ed.), *Talking classrooms: Shaping children's learning through oral language instruction*. Newark, DE: International Reading Association.

Spiegel, D. (2005). *Classroom discussion: Strategies for engaging all students, building higher-level thinking skills, and strengthening reading and writing across the curriculum*. New York: Scholastic.

Zwiers, J. & Crawford, M. (2011). *Academic conversations. Classroom talk that fosters critical thinking and content understandings*. Portland, MA: Stenhouse.

Additional readings

Goh, C. & Burns, A. (2012). *Teaching speaking: A holistic approach*, New York: Cambridge University Press.

J.C. Richards & A Burns. (2012). *Tips for teaching listening: A practical approach*. New York: Pearson.

Brown G., Anderson, A., Shillcock, R. & Yule, G. (1984). *Teaching talk*. Cambridge: Cambridge University Press.

Burns, A., Joyce, H., & Gollin, S. (1996). *'I see what you mean': Teaching speaking: A handbook for practitioners*. Sydney: NCELTR.

Burns, A. & de Silva Joyce, H. (1997). *Focus on speaking*. Sydney: NCELTR.

Burns, A. & Seidlhofer (2010). Speaking and pronunciation. In N. Schmitt (Ed.), *An introduction to applied linguistics*. (pp. 197-214), London: Hodder Education.

Thornbury, S. & Slade, D. (2006). *Conversation: From description to pedagogy*. Cambridge: Cambridge University Press.

Burns, A. & Claire, S. (2006). *Clearly speaking*. Sydney: NCELTR. (downloadable from http://www.ameprc.mq.edu.au/docs/research_reports/Clearly_Speaking.pdf)

Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.

Nation, I.S.P. & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.

Slade, D. & Eggins, S. (1997). *Analysing casual conversation*. London: Cassell.

Thornbury, S. (2006). *How to teach speaking*. London: Pearson Longman.

Thornbury, S. (2012). Speaking instruction. In A Burns & J.C. Richards (Eds.). *The Cambridge guide to pedagogy and practice in second language learning* (pp. 198-206). New York: Cambridge University Press.