



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5131:  
Oral Communication across the Curriculum**

**Summer 2019**

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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  
EDST5131 Oral Communication across the Curriculum (6 units of credit)  
Summer 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Sue Ollerhead  
Office Location: Room 115, John Goodsell Building, School of Education  
Email: s.ollerhead@unsw.edu.au  
Phone: +61 (2) 9385 8243  
Availability: By appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Oral Communication across the Curriculum
<b>Credit Points</b>	6 units of credit (6 uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, group work, assessment, follow up activities, etc.
<b>Schedule</b>	

### **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, both locally and internationally. Topics include theoretical and practical perspectives on the teaching of speaking and listening; learner factors in oral/aural language contexts; cognitive and metacognitive processes involved in speaking and listening; speech, discourse and pronunciation; genres of speaking and implications for listening; planning and developing oral communication programs; assessing speaking and listening.

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

The prescribed textbook has been changed to provide a more accessible foundational text, one which effectively blends theory, research and practice.

### **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, 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	<b>Advanced disciplinary knowledge and practices</b> 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	<b>Enquiry-based learning</b> 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	<b>Cognitive skills and critical thinking</b> Demonstrate advanced critical thinking and problem solving skills	2
4	<b>Communication, adaptive and interactional skills</b> Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	<b>Global outlook</b> Demonstrate an understanding of international perspectives relevant to the educational field	1
6	<b>Ethics</b> 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 and learning a second or additional language. However, it is not necessarily the case that these skills are specifically or systematically addressed in language classrooms. An effective oral communications course 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.

In this course you will explore current theories underlying oral communication skills. Topics include theoretical and practical perspectives on oral communication across the curriculum; cognitive and metacognitive processes involved in speaking and listening; learning and teaching students for whom English is a second language or dialect; developing oral communication tasks and activities; assessing speaking and listening in the content areas.

#### **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

	<b>Workshop 1: Monday, 7 January</b>	<b>Required readings</b>
	<p>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.</p>	<p>Leitao, S. (2015). Interaction between Speech, Language and Literacy in McLeod, S. &amp; McCormack, J. (Eds). <i>Introduction to Speech, Language and Literacy</i> (Ch 13). Oxford University Press.</p> <p>Palmer, E. (2014). <i>Teaching the core skills of listening and speaking</i>. (Chapter 1). Alexandria, ASCD.</p> <p>Gibbons, P. (2009). English Learners Academic Literacy and Thinking. (Chapter 7). Portsmouth: Heinemann.</p>
	<b>Workshop 2: Tuesday 8 January</b>	
	<p>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.</p>	<p>Garcia, O., Johnson, S. &amp; Seltzer, K. (2017). <i>The translanguaging classroom. Leveraging Student Bilingualism for Learning</i> (Chapter 1). Philadelphia, Caslon.</p> <p>Gibbons, P. (2006). <i>Bridging discourses in the ESL classroom</i>. (Chapter 1). London, Continuum.</p> <p>Echevarria, J., Vogt, M. &amp; Short, D. (2014). <i>Making content comprehensible for secondary English learners. The SIOP model</i>. NJ: Pearson. Chapter 6.</p>
	<b>Workshop 3: Thursday 10 January</b>	
	<p>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.</p>	<p>Burns, A. &amp; Richards, J. (2012). Pedagogy and Practice in second language teaching. Ch 21, 22, 26.</p> <p>Kalantzis, M., Cope, B., Chan, E. and Dalley Trim, L. (2016). <i>Literacies</i>. (Chapter 13). Making audio and oral meanings. Cambridge. Cambridge University Press.</p>
	<b>Workshop 4: Friday 11 January</b>	
	<p>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.</p>	

## 7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Critical reflection	2000 words	40%	1, 2, 3	1, 4, 5	5 January 2019
Investigation	3800 words	60%	1, 2, 3	1, 2, 3, 4, 6	5 February 2019

### *Assessment Details*

#### **Assessment 1: Critical reflection on key literature (40%)**

Select three research papers from the recommended reading list of journal articles. For each paper:

- Briefly **summarise** the aims, methodology and findings of each article.
- **Discuss** the ways in which this research adds to your understanding of the teaching of oracy.
- How will you **apply** these findings in your own professional context?

#### **Assessment 2: Plan for oracy across the curriculum (60%)**

Plan and develop a spoken activity relevant to your key learning area by applying the theoretical and pedagogical principles you have learned during this course. Write a 60-minute lesson plan that includes this spoken activity. Write a 2000 word rationale in which you describe the ways in which the oracy activity supports the students to meet the key learning outcomes of the lesson. Contextualise your lesson by describing the following:

- The teaching context
- Classroom profile: description of the student cohort, i.e. age, gender, level, language and educational background
- Identification of student oral communication needs.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5131 TEACHING ORAL COMMUNICATION: ASSIGNMENT 1

Assessment Task 1: Critical reflection

Student Name:

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of practice</li> <li>• clarity in the coverage of each issue</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• depth of understanding of context, key issues and student participants</li> <li>• depth of analysis of specific strengths and weakness of student group in relation to needs for speaking development</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• reference to appropriate research and professional literature relevant to support response</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organization</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and consistency in presenting tables and diagrams</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**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	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in oral communication</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• depth of understanding of key issues in the context of the investigation</li> <li>• depth of analysis of specific strengths and weakness of student group in relation to needs for speaking development</li> <li>• clarity and depth of description of teaching plan</li> <li>• clarity and depth of description of procedures for collecting evidence</li> <li>• clarity and depth of discussion, evaluation and reflection</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• coverage of reference to any appropriate research and professional literature relevant to support response</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organisation, including use of section headings and summaries to enhance readability.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and consistency in presenting tables and diagrams</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS</b>					

**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

### **Prescribed textbook:**

Mercer, N. & Hodgkinson, S. (Eds.) (2008). *Exploring Talk in School*. London: Sage

### **Recommended resources:**

#### **Journal articles (choose three of these for Assessment 1).**

Barnes, D. (1980). Situated speech strategies: Aspects of the monitoring of oracy. *Educational review*, 32, 123 – 131.

Brooks, G. (1989). The value and purpose of oracy assessment. *English in Education*, 23, 87-93.

Cummins, J. (1980). The cross-lingual dimensions of language proficiency: Implications for bilingual education and the optimal age issue. *TESOL Quarterly*, 14, 175-187.

Dawes, L., Dore, B. Loxley, P. & Nichols, L. (2010). A talk focus for promoting enjoyment and developing understanding in Science. *English Teaching. Practice and Critique*, 9, 99-110

Housen, A. & Kuiken, F. (2009). Complexity, accuracy and fluency in second language acquisition. *Applied Linguistics*, 30, 461-473.

Latham, D. (2005). Speaking, listening and learning: a rationale for the speaking and listening profile. *English in Education*, 39, 60-74.

McNamara, T. (1987). "Interaction' in second language performance assessment: Whose performance? *Applied Linguistics*, 18, 446-466.

Mercer, N. (2008). Talk and the development of reasoning and understanding. *Human Development*, 51, 90-100.

#### **Book chapters (read in preparation for workshop sessions – see schedule)**

Burns, A. & Richards, J. (2012). *Pedagogy and Practice in second language teaching*. Ch 21, 22, 26.

Echevarria, J., Vogt, M. & Short, D. (2014). *Making content comprehensible for secondary English learners. The SIOP model*. NJ: Pearson. Chapter 6.

Garcia, O., Johnson, S. & Seltzer, K. (2017). *The translanguaging classroom. Leveraging Student Bilingualism for Learning* (Chapter 1). Philadelphia, Caslon.

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Kalantzis, M., Cope, B., Chan, E. and Dalley Trim, L. (2016). *Literacies*. (Chapter 13). Making audio and oral meanings. Cambridge. Cambridge University Press.

Leitao, S. (2015). Interaction between Speech, Language and Literacy in McLeod, S. & McCormack, J. (Eds). *Introduction to Speech, Language and Literacy* (Ch 13). Oxford University Press.

Palmer, E. (2014). *Teaching the core skills of listening and speaking*. (Chapter 1). Alexandria, ASCD.