



School of Education

EDST5131

Oral Communication across the Curriculum

Term 3 2021

Contents

1. LOCATION.....	3
2. STAFF CONTACT DETAILS.....	3
3. COURSE DETAILS.....	3
STUDENT LEARNING OUTCOMES	4
GRADUATE ATTRIBUTES.....	4
4. RATIONALE FOR THE INCLUSION OF CONTENT & TEACHING APPROACH.....	4
5. TEACHING STRATEGIES.....	5
6. COURSE CONTENT AND STRUCTURE	6
7. RESOURCES.....	8
8. ASSESSMENT.....	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.

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 co-operative 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, discussion and creation,

6. COURSE CONTENT AND STRUCTURE

All lectures will be recorded and available online for students to watch in their own time before the weekly synchronous seminar (weeks 3–10), which you may choose to attend either in-person or online. Please check Moodle for more information about how this hybrid course will work.

	Workshop Topic	Suggested readings
Module 1	<p>What is oracy?</p> <p>This week offers an introduction to the concept of oracy and establishes the basis for a focus on oral communication. This session will examine oracy as a feature of students' oral communication, drawing on the work of Neil Mercer and colleagues from the University of Cambridge. We will co-create a set of discussion guidelines for EDST5131 to frame the remainder of our interaction together.</p>	<p>Mercer, N. (2020).</p> <p>https://languageresearch.cambridge.org/image/s/CambridgePapersInELT_Oracy_2018_ONLINE.pdf</p> <p>https://theconversation.com/explainer-what-is-oracy-and-why-should-every-child-be-taught-it-31817</p>
Module 2	<p>Conceptual basis of dialogue</p> <p>This week presents an overview of different ways of looking at oral communication, working from Lefstein's conceptual framework of dialogue, which considers three dimensions (or purposes) of dialogue; the <i>meta communicative</i> dimension, including interaction patterns, the <i>ideational</i> dimension (including cognitive activity, a sociocultural approach, exploratory talk, accountable talk), and the <i>relational</i> dimension (dialogue to develop relationships, power dynamics).</p>	<p>Lefstein, A. (2010). More Helpful as Problem than Solution: Some Implications of Situating Dialogue in Classrooms. In Littleton, K. and Howe, C. (eds.) <i>Educational dialogues: Understanding and promoting productive interaction</i>, 170–191.</p>
Module 3	<p>Oracy and educational (dis)advantage</p> <p>In this session, we will unpack the component parts of the oracy skills framework and consider in the context of different educational levels, different student groups, equity, EAL/D.</p>	<p>Gaunt, A., & Stott, A. (2018). <i>Transform Teaching and Learning Through Talk: The Oracy Imperative</i>. Rowman & Littlefield.</p>
Module 4	<p>Dialogic teaching</p> <p>In this session, we will examine one popular pedagogic approach to oracy and oral communication: specifically with regard to designing and implementing spoken activities in content classrooms. Discussion of the T-SEDA project. Participants will critically reflect on examples of spoken activities and to consider ways in</p>	<p>Mercer, N. (2019). Oracy education and dialogic teaching: What's the difference? https://oracycambridge.org/2018/02/22/oracy</p>

which these activities could be made more effective.

Communication teaching for EAL/D students

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. This

Module 5

7. RESOURCES

Recommended resources:

Journal articles (choose three of these for Assessment 1) – you can choose your own to complement these but check with lecturer first.

Dialogic teaching

Boyd, M. & Markarian, W. (2011). Dialogic teaching: talk in service of a dialogic stance, *Language and Education*, 25(6), 515–534.

Davies, M., Keimer, K. & Meissel, K. (2017). Quality Talk and dialogic teaching—an examination of a professional development programme on secondary teachers' facilitation of student talk, *British Educational Research Journal*, 43(5), 968–987.

Kim, MY. & Wilkinson, I. (2019). What is dialogic teaching? Constructing, deconstructing, and reconstructing a pedagogy of classroom talk, *Learning, Culture and Social Interaction*, 21, 70–86.

Disciplinary talk

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.

Latham, D. (2005). Speaking, listening and learning: a rationale for the speaking and listening profile.

English in Education, 39, 60–74.

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

Academic oracy

Doherty, C., Kettle, M., May, L., & Caukill, E. (2011). Talking the talk: oracy demands in first year university assessment tasks. *Assessment in Education: Principles, Policy & Practice*, 18(1), 27–39.

Heron, M. (2019). Making the case for oracy skills in higher education: practices and opportunities, *Journal of University Teaching & Learning Practice*, 16(2).

Macdonald, S. (2015). "The tutor never asked me questions": Pronunciation and student positioning at university, *Journal of Academic Language & Learning*, 9(2), A31–A41.

Heron, M., Dippold, D., Hosein, A., Khan Sullivan, A., Aksit, T., Aksit, N., Doubleday, J., & McKeown, K. (2021). Talking about talk: tutor and student expectations of oracy skills in higher education, *Language and Education*, 35(4), 285–300.

TESOL speaking

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

Heron, M., Dippold, D., Hosein, A., Khan Sullivan, A., Aksit, T., Aksit, N., Doubleday, J., & McKeown, K. (2021). Talking about talk: tutor and student expectations of oracy skills in higher education, *Language and Education*, 35(4), 285–300.

McCormack, B.; Klopper, C; Kitson, L.; & Westerveld, M. (2018). The potential for music to develop pronunciation in students with English as an additional language or dialect (EAL/D) [online]. *Australian Journal*

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning
-----------------	--------	--------	------------------

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5131 TEACHING ORAL COMMUNICATION

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5131 TEACHING ORAL COMMUNICATION

Student Name:
Assessment Task 2: **Investigation**

Student No.:

SPECIFIC CRITERIA

(-) —————> (+)