Teaching Oracy: Skills for Life

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Overview

- Brief literature context

- Level 5 NZCEL at Wintec context

- Tasks: Attending mainstream lectures; group discussions; oral presentation

- Language in Use tasks

- References

Language skills for life

▶ Being able to use words – orally and written - shapes our life.

▶ In an ESOL teaching context, Gramman (1988) cites Paulo Freire's seminal work (1970) about the development of critical consciousness, through developing language skills, from the single word level.

▶ Gramman taught English to Spanish migrants to the US who worked cultivating vegetable using an implement that hurt their backs because they had to bend down constantly. So Gramman put aside the syllabus he was supposed to teach and spent a whole lesson on the words "short hoe" working with them to develop the language they needed to communicate with their needs and wishes to their boss.

▶ Here in Aotearoa in the south west Pacific there are social processes to work issues through orally: Hui in Aotearoa; Talanoa in the wider Pacific.

Oracy in English for Academic Purposes?

▶ The role of *oracy,* includes the ability to engage with learning through the spoken language.

▶ This facilitates developing the academic cognitive processes of exploring, developing and evaluating ideas and opinions.

▶ These are important skills in conceptual learning required in an EAP class (Barnes 1988, cited in Goh & Burns 2012).

▶ Three dimensions of metacognitive knowledge: person, task and strategy, in the acquisition of speaking skills (Flavel 1979, Wendon 1991 cited in Goh & Burns 2012).

Tasks 1: Mainstream lecture attendance

▶ An experience designed to develop awareness and required listening and speaking skills, and for students' experience of reflection on their experience.

▶ *Three dimensions* of metacognitive knowledge:

▶ 1)Person : the learner chooses the lecture: what they want or need

▶ 2)Task: listen, write notes; participate/speak/discuss as required

▶ 3)Strategy: How do you achieve this?

▶ *Reflective Analysis: Reflection as a Genre*

▶ In class discussion about challenges, and strategies to meet these. Then a formal written reflection about strategies to meet the challenges

Tasks 2: Group Discussions

▶ Three Discussions: Week 3; Week 6; Week 9; Submit 'the best' Week 13.

▶ (Resubmit: Week 15)

▶ Group of 3 students. Dialogue length: 9-10 minutes; Videoed and loaded on Moodle

▶ Written and oral feedback

▶ *LO 1: Participate and engage in an extended conversation on a topic, including proposing and recommending solutions to problems.*

▶ *LO 2: Express ideas and informed opinions with precision, presenting and responding to complex lines of argument convincingly.*

▶ *Discussion Topic 1: Education: Teaching and learning*

▶ **Question**: There has been much research into how learners learn. Some educational theorists suggest that people have different learning styles.   Discuss different learning styles, drawing on your own experience and published research.

▶ *Can you suggest ways that learners and teachers could accommodate different learning styles?*

▶ *Discussion Topic 2: Intelligence*

▶ **Question**: Discuss the different factors that might influence intelligence. Drawing on sources you have read and listened to, analyse and discuss the various influences on an individual's intelligence.

▶ *Is there any particular stage of a person's life which you believe could be more influential in the development of intelligence?*

Discussion Topic 3

▶ *Discussion Topic 3: Culture*

▶ **Question**: Globalisation is seen by many as positive but, for some, there is a real concern that the homogenising effects of globalisation are endangering traditional and unique aspects of many different countries' cultures.

▶ *What are some cultural aspects that are under threat, and what can be done to address them?*

Developing oracy skills

- *Oracy, in an EAP class,* includes

- *the ability to engage with learning through the spoken language, in the development of academic cognitive processes of*:

- **Exploring:** an article, Tedtalk on Moodle, a text in the text book

- **Developing** : discussion in class

- **Evaluating ideas and opinions**:

students work, video their discussion; tutor gives feedback evaluating how ideas have been developed.

- (Barnes 1988, cited in Goh & Burns 2012).

Giving Feedback to Group Discussions

▶ Tutor gives written feedback and takes time for discussion with the student about key points of feedback.

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▶ provide feedback to individual students, in areas of pronunciation, intonation and stress, and articulation of ideas.

▶ Articulation of discrete sounds

▶ Borrow reader from the library with CD or online access to spoken text

▶ Direction to further develop a point, or an implication of a point.

Oral Presentation

▶ **Outcome:** Deliver an oral presentation in English related to the research essay topic that you discussed with your teacher.

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▶ **Success criteria:**

▶ 3a. deliver a coherent presentation, relevant to the topic,   supported by, appropriate, and engaging visuals, acknowledging source material.

▶ 3b. use grammar and vocabulary that is accurate and appropriate to the topic

▶ 3c. show effective use of a full range of pronunciation features

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Language in Use Tasks

- Tasks which systematically integrate development of metacognitive knowledge and awareness

- aiming to engage students in inquiry into and experience of producing language which is accurate and appropriate to the context.

- Developed after interviews with Nurse Educators.

References

- De Chazal, E.,& McCarter, S. (2012) Oxford EAP: A Course in English for Academic Purposes. Oxford, U.K: Oxford University Press.

- Goh.C.M.,& Burns A. Teaching Speaking: A Holistic Approach. New York, USA: Cambridge University Press

- Gramman, T.(1988). Education for humanisation: applying Paulo Freire's pedagogy to learning a second language. Harvard Educational review, 58: 433-448