

CreateWorld 2012

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The Development of Students' Oral Skills in Fully-Online Language Courses

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1. Introduction

The Context
The Development of the Four Skills

2. Literature

3. Development of the Oral Skills

Presentation of Lessons Listening Tasks

Speaking Tasks

4. Technology Choice & Discussion

Video & Audio inserts

Voice Authoring

Voice Board

Voice Presentation

Elluminate vRoom

5. Conclusion





1. Introduction1.1 The Context

BA (Chinese Language) Schedule

Year 1

	Paper	Name	Level	Points	Semester
Major	165356	Chinese I, OR	5	30	1
Papers	165049	Introduction to Chinese I (online)* and	5	15	1 & 2
	165050	Introduction to Chinese II (online)*	5	15	1
	166357	Chinese II	6	30	2
	165357	Written Chinese I	5	15	1
	166548	Introduction to Chinese Culture	6	15	1
Core Papers	166110	iCommunicate	6	15	2
	165108 165600	iWrite (for native English speakers), OR Undergraduate Writing for Academic Purposes (for non-native speakers of English)	5	15	2** 2
	Total points for Year 1			120	

^{*}These two papers take one full year to complete, while Chinese I takes a semester.



^{**}Please note that both the two core papers are to be taken in Semester 2.

1. Introduction1.2 The Development of the Four Skills

Reading, Writing, Listening, Speaking

Disappearance of the classroom!





2. Literature Review

- Very little literature on fully-online language teaching & learning
- Mostly on blended learning
- In US
 - OERs (Open Educational Recsources)





3. The Development of Oral Skills

- Presentation of Lessons
- Listening tasks
- Speaking tasks
 - 1. Individual oral skill development
 - 2. Pair/group Oral Practice
 - Pair/group oral presentations (assessment)





3.1 Presentation of Lessons



Dialogue 1 😵



第六课 怎么走?

A: 舅舅, 去国家图书馆怎么走?

míng tiān wỏ yào qù nà biān chá zī liào 明天我要去那边查资料。

jiù zài xiảo qũ mén kỏu

B: 就在小区门口,

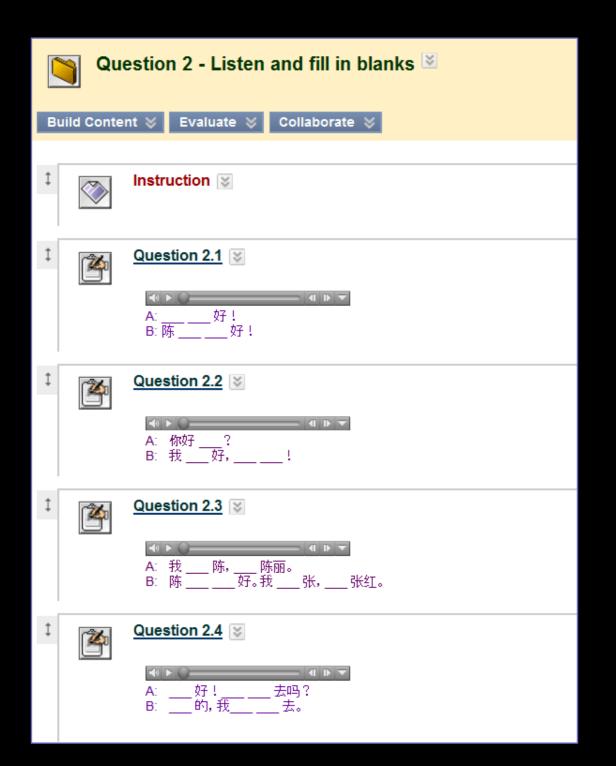
zuò lù gồng jiáo chẽ jiù néng đảo le 坐104路公交车就能到了。

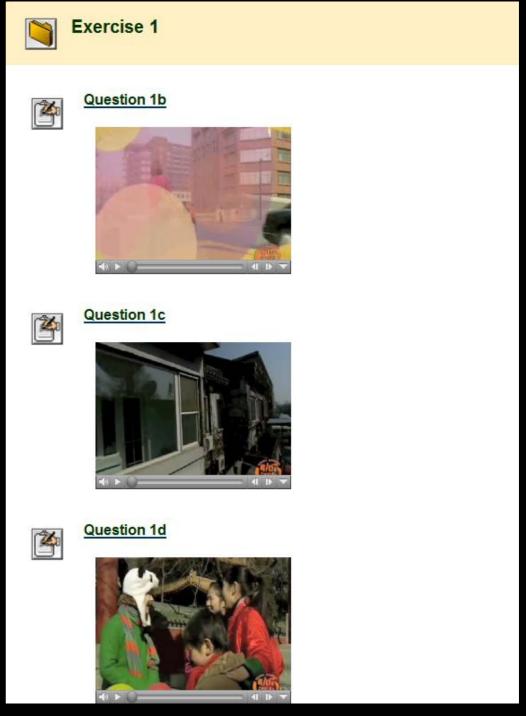
xiè xiè xiè xiè A: 谢谢谢谢





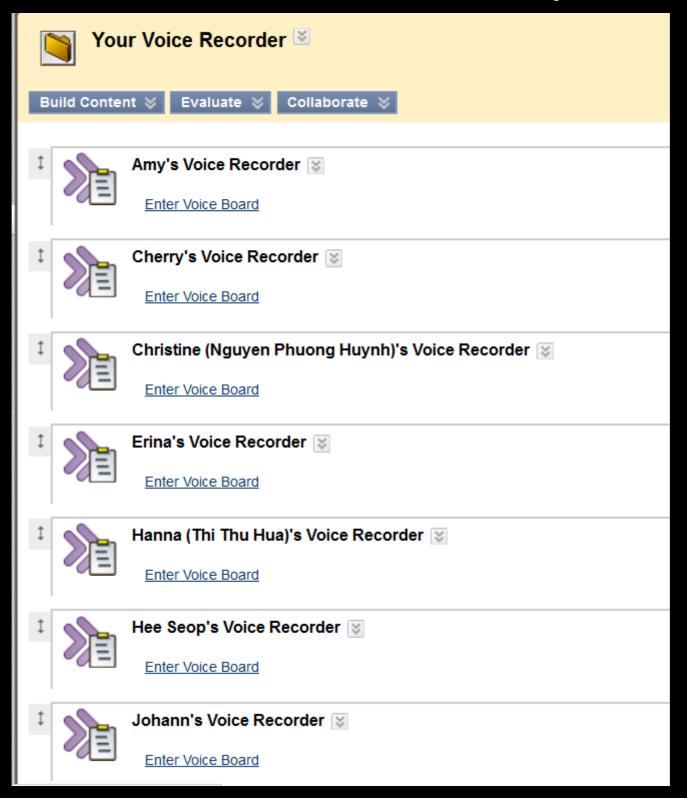
3.2 Listening Tasks







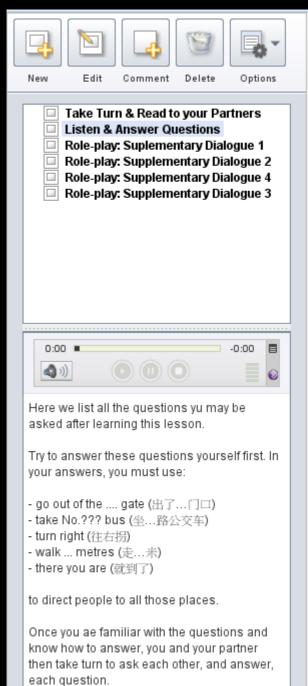
3.3 Speaking Tasks Individual oral skill development







3.3 Speaking Tasks Pair/Group Oral Practice Pair/Group Oral Presentations









4. Technology Choice & Discussion

- Presentation of Lessons
- Listening tasks
- Speaking tasks
 - Individual development (Voice Recorder)
 - 2. Pair/group Oral Practice
 - 3. Pair/group oral presentations (Assessment)

Video & Audio inserts
Voice Authoring
Voice Board
Voice Presentation
Elluminate vRoom

Face-to-face meeting Skype, SkypeRecorder Cell phone

Blackboard Collaborate



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4. Technology Choice & Discussion

- 4.1 Audio & Video inserts
- 4.2 Voice Authoring
- 4.3 Voice Board (Voice Recorder)
- 4.4 Voice Presentation
- 4.5 Elluminate -> Blackboard Collaborate





4.1 Audio & Video Inserts

- They are essential make up for the loss of classroom
- Making online language teaching possible
- Handy everywhere
- Easy to use (insert)

For students:

- Easy to play
- No downloads





4.2 Voice Authoring

- Makes teaching easy
- Teacher can record audio anytime anywhere
- Suitable for audio piece big & small
- But it takes a while for student to play it?





4.3 Voice Board

- Crucial in the individual development of oral skills
- Easy to operate
- Good for giving & getting feedback
- Keep record for progress management
- Private
- No pressure using it at ease
- Students' oral work seem more prepared and organised, thus higher quality





4.4 Voice Presentation

- Teacher start interacting with students here!
- Record, present various types of contents, then ask questions
- Student can respond text & voice
- Teacher can view different answers under the same questions
- It's asynchronous, but resembles classroom teaching, moving the teaching forward





4.5 Elluminate vRoom

- Virtual Drop-in: ideal for teachers to meet students one-to-one or in small group
- Explaining, re-enforcing learning
- Correcting
- Checking progress
- Comfortable, non-threatening
- In-touch with students
- No student-to-student interaction





Elluminate

Blackboard Collaborate

Finally

Student-to-student interactions are possible!





4.6 Blackboard Collaborate under Blackboard Learn > Tools

- Student-to-student meeting anytime
- Hang out, practice, role-play
- Recording pair/group oral presentations!
- Various groups/meetings can be set up
- The loss of traditional classroom is compensated: before, after, in-between teaching





5. Conclusion

- Students' oral language skills can be developed adequately in fully-online language papers
- Students' oral language skills can be better developed with the help of online voice tools
- Unfinished project
- Online students' level of oral skills are not properly measured and compared with those in face-to-face setting
- Findings or assertions re how students learn in online setting: observation



