



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. Introduction

1.1 The Context

BA (Chinese Language) Schedule

Year 1

	Paper	Name	Level	Points	Semester
Major Papers	165356	Chinese I, OR	5	30	1
	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. Introduction

1.2 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 Resources)

3. The Development of Oral Skills

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

3.1 Presentation of Lessons



Dialogue 1



第六课 怎么走?

Dialogue 1

A: 舅舅，去国家图书馆怎么走?



明天我要去那边查资料。




B: 就在小区门口，




坐104路公交车就能到了。





A: 谢谢谢谢





3.2 Listening Tasks





 **Question 2 - Listen and fill in blanks** 





Build Content  **Evaluate**  **Collaborate** 


  **Instruction** 



  **Question 2.1** 

A: ____ 好!
B: 陈 ____ 好!



  **Question 2.2** 

A: 你好 ____?
B: 我 ____ 好, ____ !



  **Question 2.3** 

A: 我 ____ 陈, ____ 陈丽。
B: 陈 ____ 好。我 ____ 张, ____ 张红。

  **Question 2.4** 

A: ____ 好! ____ 去吗?
B: ____ 的, 我 ____ 去。

 **Exercise 1**

 **Question 1b**


 **Question 1c**


 **Question 1d**



3.3 Speaking Tasks

Individual oral skill development

 **Your Voice Recorder** ▼


[Build Content](#) ▼ [Evaluate](#) ▼ [Collaborate](#) ▼

↑ ↓

 **Amy's Voice Recorder** ▼

[Enter Voice Board](#)

↑ ↓

 **Cherry's Voice Recorder** ▼

[Enter Voice Board](#)

↑ ↓

 **Christine (Nguyen Phuong Huynh)'s Voice Recorder** ▼


[Enter Voice Board](#)

↑ ↓

 **Erina's Voice Recorder** ▼

[Enter Voice Board](#)

↑ ↓

 **Hanna (Thi Thu Hua)'s Voice Recorder** ▼


[Enter Voice Board](#)

↑ ↓

 **Hee Seop's Voice Recorder** ▼

[Enter Voice Board](#)

↑ ↓

 **Johann's Voice Recorder** ▼

[Enter Voice Board](#)

3.3 Speaking Tasks

Pair/Group Oral Practice

Pair/Group Oral Presentations

New Edit Comment Delete Options

- ☐ Take Turn & Read to your Partners
- ☐ Listen & Answer Questions
- ☐ Role-play: Supplementary Dialogue 1
- ☐ Role-play: Supplementary Dialogue 2
- ☐ Role-play: Supplementary Dialogue 4
- ☐ Role-play: Supplementary Dialogue 3

0:00 -0:00

Here we list all the questions you may be asked after learning this lesson.

Try to answer these questions yourself first. In your answers, you must use:

- go out of the gate (出了...门口)
- take No.??? bus (坐...路公交车)
- turn right (往右拐)
- walk ... metres (走...米)
- there you are (就到了)

to direct people to all those places.

Once you are familiar with the questions and know how to answer, you and your partner then take turn to ask each other, and answer, each question.

2. Take turn to ask questions and reply

- zěn me zǒu
1. 怎么走?
- qù tú shū guǎn zěn me zǒu
2. 去图书馆怎么走?
- qù guó jiā tú shū guǎn zěn me zǒu
3. 去国家图书馆怎么走?
- qù dì tiě zhàn zěn me zǒu
4. 去地铁站怎么走?
- qù gōng jiāo chē zhàn zěn me zǒu
5. 去公交车站怎么走?
- qù ào kè lán dà xué zěn me zǒu
6. 去奥克兰大学怎么走?
- qù ào kè lán lǐ gōng dà xué zěn me zǒu
7. 去奥克兰理工大学怎么走?

SHARING CONTENT IN BLACKBOARD COLLABORATE WEB CONFERRING - Blackboard Collaborate

File Edit View Tools Window Help

AUDIO & VIDEO

PARTICIPANTS

Whiteboard

Blackboard collaborate

4. Technology Choice & Discussion

- Presentation of Lessons
- Listening tasks
- Speaking tasks
 1. 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

4. Technology Choice & Discussion

- Presentation of Lessons

- Listening tasks

- Speaking tasks

1. Individual development
(Voice Recorder)

2. Pair/group Oral Practice

3. Pair/group oral
presentations
(Assessment)

Video & Audio inserts

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Face-to-face meeting

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Blackboard Collaborate



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**

Eliminate



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