



The University of Southern Queensland

## Course specification

<b>Description: Cross Cultural Communication in Early Childhood</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	4012	45177	2, 2005	ONC	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE004
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070101

### STAFFING

Examiner: Shirley O'Neill

Moderator: Lindy Austin

### RATIONALE

Successful communication is central to effective learning and teaching in the classroom and participation in the school community. Typically, the curriculum is delivered in the English language but in mainstream classrooms today many children, including those from Indigenous backgrounds, have home or first languages different from the language of instruction. Depending on these children's levels of proficiency in the English language, their English language development may be managed in a range of ways: through team teaching, integrated teaching, pull-out or pull-in teaching or mainstream teacher differentiated instruction in collaboration with specialist teachers. The fact that successful communication depends on understanding both the target language and the culture has implications for both mainstream teachers and children. While ESL learners need to learn the language of instruction, they need to learn about the culture of the target language too. Similarly, for effective cross-cultural communications teachers need to understand the relationship between language and culture, the different language and cultural backgrounds of the children they teach, the nature of language as a system operating within different socio-cultural contexts and the principles and issues involved in cross-cultural communication, second language teaching and learning, and curriculum development.

### SYNOPSIS

This course will examine the relationship of language and culture to communication in the classroom and wider school community context. It will provide an introduction to second language teaching pedagogy, including the communicative approach and reflective practice, study of second language learning and development, and the impact of the linguistic, socio-cultural, psychological and psycholinguistic factors that impact on second language learners. Strategies to support effective cross-cultural communications in the classroom and in the school community, and approaches to managing ESL children's English language development will be explored. Cross-cultural communication as it applies to Indigenous and Pacific Asian cultures will be a special focus. Curriculum knowledge and criteria for evaluation, selection and production of curriculum materials designed to develop children's communicative skills, including the use of ICTs in second language programs, will be developed. **IMPORTANT**

NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

## OBJECTIVES

On completion of this course students will be able to:

1. critically discuss the impact of language and culture on communication
2. design and implement strategies to support effective cross-cultural communication
3. demonstrate knowledge of children's second language learning and development
4. demonstrate knowledge of the linguistic, socio-cultural, psychological and psycholinguistic factors that impact on children as second language learners
5. develop a second language pedagogy that takes account of the principles of communicative language teaching and reflective practice
6. create, modify and select curriculum materials to develop ESL children's communicative skills, including use of ICTs.

## TOPICS

	Description	Weighting (%)
1.	Integrating the teaching of culture and the socio-cultural aspects of teaching	15.00
2.	Issues in second language learning and teaching, the communicative approach, language proficiency and competence	20.00
3.	Children's second language learning and development, language learning/communicative styles and strategies	15.00
4.	Creating effective language learning environments for young Indigenous and South-East Asian second language learners	25.00
5.	Reflective practice and managing the effective second language learning environment	10.00
6.	Curriculum materials design and evaluation, and use of ICTs in language learning	15.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone

+61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Richards, JC & Renandya, WA (Eds) 2002, *Methodology in language teaching: an anthology of current practice*, Cambridge University Press, New York.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Anderson, M 2001, *Cross-cultural communication in the global classroom: issues and implications*, Monash University Faculty of Business & Economics, Caulfield East, Vic.

Brown, H Douglas 2000, *Principles of language learning and teaching*, 4th edn, Longman, White Plains, New York.

Fleer, M & Williams-Kennedy, D 2002, *Building bridges: literacy development in young Indigenous children*, Australian Early Childhood Association, Canberra.

Genesee, F (Ed) 1994, *Educating second language children: the whole child, the whole curriculum, the whole community*, Cambridge University Press, Cambridge.

Piper, T 2001, *And then there were two: children and second-language learning*, 2nd edn, Pippin Publishing, Markham, ONT.

(Electronic Resource)

Tabors, O 1997, *One child, two languages: a guide for preschool educators of children learning English as a second language*, Paul H Brookes, Baltimore.

Tough, J 1995, *Talk two, children using English as a second language in primary schools*, Onyx Press, London.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	40.00
Directed Study	80.00
Private Study	45.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
SEMINAR	25.00	25.00	19 Jul 2005 (see note 1)
PROJECT 1	30.00	30.00	22 Aug 2005
PROJECT 2	45.00	45.00	24 Oct 2005

### NOTES

1. Due dates for seminar to be advised in class.

## **IMPORTANT ASSESSMENT INFORMATION**

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete each of the assignments satisfactorily, students must obtain at least 50% of the marks available for each assignment.
- 3 Penalties for late submission of required work:  
If assignments are submitted after the due date without an approved extension of time, University penalties may be applied.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are

otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.

- 5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
- 7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 Each assessment item must be submitted and passed.
- 10 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
  - 2 Students are to use a recognised referencing system as specified by the examiner.
  - 3 **IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information:**  
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