Description: Cross Cultural Communication in Early Childhood

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
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<tr>
<td>ECE</td>
<td>4012</td>
<td>35335</td>
<td>2, 2004</td>
<td>ONC</td>
<td>1.00</td>
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Academic group: FOEDU
Academic org: FOE004
Student contribution band: 1
ASCED code: 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.

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

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


Piper, T 2001, And Then There Were Two: Children and Second-language Learning, 2nd edn, Pippin Publishing, Markham, ONT. (Electronic Resource)


STUDENT WORKLOAD REQUIREMENTS:

<table>
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<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
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<tr>
<td>Private Study</td>
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ASSESSMENT DETAILS

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<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
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<tr>
<td>SEMINAR</td>
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<td>25.00</td>
<td>20 Jul 2004</td>
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<tr>
<td></td>
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<td>(see note 1)</td>
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<tr>
<td>PROJECT 1</td>
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</tr>
<tr>
<td>PROJECT 2</td>
<td>45.00</td>
<td>45.00</td>
<td>25 Oct 2004</td>
</tr>
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NOTES:

1. Dates to be advised in class.
IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   (b) 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:
   (b) 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 by applied.

4 Requirements for student to be awarded a passing grade in the course:
   (a) 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 (the examination and assignments).

5 Method used to combine assessment results to attain final grade:
   (a) The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

6 Examination information:
   (e) There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
   There is no examination 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 (a) 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. (b) Students must retain a copy of each item submitted for assessment. This must be produced within 24 hours if required by the Examiner. (c) The examiner may grant an extension of the due date of an assignment in extenuating circumstances. (f) 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. (g) In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday,
the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

(h) 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. (i) 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).

**OTHER REQUIREMENTS**

1. Students will require access to e-mail and Internet access to USQConnect for this course.