**Pathway C Level C3 Speaking and listening**

**Informative text - Participating in community of inquiry (1)**

|  |  |
| --- | --- |
| **Student information** | The student was born in Afghanistan and is seventeen years and three months old. The main language spoken at home is Dari and she also speaks Urdu. She attended school in Pakistan where the language of instruction was Persian (Farsi). She previously attended an English language school and is in Year 10 in her current school. She comes from a large family with seven siblings and spends a lot of time assisting with home duties. |
| **Task** | The task is a community of inquiry activity, which is a familiar activity for this class. For this task, students sit in a semi-circle and are given a prompt such as a visual or a factual statement for discussion. The teacher facilitates the discussion by asking students to state what they see or feel in response to the prompt. The teacher notes responses on the board continuously, asking clarifying questions, prompting and asking for supporting reasons. Students also ask questions of each other and a flexible discussion ensues.  Students categorise the answers under different headings, providing reasons for their category groupings. Students then make a collective judgment as to what the prompt may be about, for example, an idea, a theme or an issue.  The teacher was assessing:   * the student’s ability to clarify by asking questions, for example, *What did you mean when you said …, Did you mean …* * the student’s ability to provide reasons for opinions, for example, *I believe … because …* * the student’s ability to use connectives to show causal explanations, for example, *because, as a result* * the student’s ability to categorise, for example, grouping words into themes   The student being assessed is having a conversation with her teacher and her classmates. The words spoken by the student being assessed are in **bold**. Other students’ words are in *italics* and the teacher’s words are in normal font. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
| 0:06-1:17 | Okay, welcome back everyone. Today we’re going to continue on with our community of enquiry. We’ll be picking up from where we left off last period. If you recall, we used this particular painting as a prompt, so the first step in today’s process will be for us to recall the ideas that you as a group came up with in regards to this particular painting. So we’ll start that off and then we’ll take it from there.  Ah Shukria.  **Oh. He’s a beggar.**  A Beggar?  **Yep.**  Okay, so he’s, so you think he’s begging for money here?  **Yep.**  **There’s students are studying very hard.**  Okay, so the students are studying very hard, is what you’re saying?  **Yeah.**  Okay. | * Listen for specific information, using question, preview and prediction strategies [(VCEALC677)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC677) | |
| 1:18-4:40 | A parent has three kids and wants to divide $300,000 between them before she or he passes away, which means dies, okay? The question we’re going to be discussing is, how should the parent divide this money between the kids, okay? So these are the parameters, these are the limits of the actual scenario, okay? We know nothing about whether it’s a mum or a dad, okay, and we haven’t said anything about the gender of the kids, whether they’re boys or girls. So what are your thoughts about the question? What do you think?  Okay, so you’ve come up with a couple of ideas already here. Equality of need, and equality based purely on giving equal amounts to each child. Just interested about the other ideas that you’ve heard. You’d like a bit of time to think about it, share review or…  **Um, I think the parents, they should not divide the money to the children because, because some of them, they will be greedy for the money and instead to divide it to their children they have to give to poor people. Yeah.**  Okay, quite interesting. So your idea is that the parents should not give it to the children at all?  **Yeah.**  Okay, so give it to the poor?  **Yeah.**  Okay, well we’ll come back…  **Because if one of them start fighting, they’re being more greedy for money.**  Okay.  **Yeah, they’re each other and this.**  Okay, quite interesting. Why do you think people are greedy?  **Because they want to be famous, this stuff, and they want more money to sort of, I mean, to show the people their money and [inaudible]**  Okay, okay. Well why do they want to do that? What motivates them, what makes them want that?  **Makes different, cool, they have money and they need some more. Whenever the pass, he or she pass so people say oh he’s, he or she is so fill with money and stuff, things.**  Okay, very good. Well, we’ll come to that now. Do you think Ali, do you think Shukria’s answer is similar to Kanika’s and Jamilla’s or different?  *No, it’s different.*  Different? How? How do you think it’s different?  *She didn’t tell by the greedy, she didn’t tell for greedy.*  Ah, okay. Are you still talking about this or something different?  **Yeah, sorry I did, I think so, I think so. It’s my answer, this what is it.**  Okay, okay.  **Yeah.**  Our want doesn’t come from us usually. It’s other things outside of us that tell us what we want. Would that be a fair conclusion?  *Yeah, yeah.*  Sure, what was your, what did you pick up from the whole discussion, the main point, that something that really interested you in the discussion? Shukria?  **As Jamilla said.**  The same idea?  **Yeah, same.**  Could you put it in your words what that idea is?  **As you said, that the, she was, she had the old phone when she saw her friends, like iPhone, when she use the stuff things and that.**  Wanting the same thing that others want?  **Yeah.**  Sure. | * Use available English repertoire to discuss and justify a point of view on a familiar topic [(VCEALC679)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC679) * Adapt speech in common classroom interactions so it is appropriate to the particular context and audience [(VCEALA681)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA681) * Participate in a range of school routines in mainstream classrooms [(VCEALC675)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC675) * Interpret the main idea in texts, with some support [(VCEALC676)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC676) * Develop non-verbal communication skills [(VCEALA682)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA682) * Listen for specific information, using question, preview and prediction strategies [(VCEALC677)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC677) | |

|  |  |
| --- | --- |
| This student’s performance in this task suggests that she is working within the range of Level C3 in Speaking and listening. The assessing teacher will need to consider a range of student samples in order to determine whether this student is at the beginning of C3, consolidating C3 or at the C3 standard in Speaking and listening.  At **beginning Level C3** students**:**   * have begun to show confidence in using language and listening to texts that fall outside of familiar situations, including in learning areas across the curriculum * begin to produce spoken texts that show a clear structure, but they might not yet include all the necessary words and connectives that make it fluent and coherent.   At **consolidating Level C3** students:   * have begun to use a range of connectives to produce a single coherent text, including time signals to link ideas and events * are gaining increasing awareness and control over the subtleties of intonation, stress, and rhythm when using language to gain the audience/listeners’ attention, although they might still have trouble using these effectively themselves * have begun to experiment with techniques when presenting small talks to a classroom audience, including formal and non-verbal language, digital resources, sequencing words, and inviting/responding to questions.   At [**Level C3 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10#level=C3)students:   * listen, question and respond successfully in a wide range of social and academic contexts * demonstrate sufficient control of stress, rhythm and intonation to be understood in most contexts * use appropriate non-verbal language, take account of purpose and audience, and stage extended texts appropriately when participating in group debates and discussions * discuss texts from across the curriculum using modelled examples in supportive classroom situations and structured group work * use a range of question types, time signals, conjunctions and modal verbs to express a variety of academic functions, and to give and justify opinions and points of view, with varying accuracy, * interpret accessible spoken and print texts and, with support, understand the full text * listen for specific information when questions are given beforehand * understand small amounts of abstract and generalised information when appropriate background is provided. | **Possible next steps for this student’s learning:**   * Using a variety of text connectives to show causal explanations, for example, *because, as a result* [(VCEALL688)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL688) * Providing the student with opportunities to discuss formal and informal topics to build their confidence [([VCEALC673)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC673)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC679) * Providing a short list of written sentence stems students can refer to during the activity [(VCEALL689)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL689) * Developing personal word lists to build knowledge of vocabulary [(VCEALL692)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL692) * Giving students a soft ball to throw to each other while sitting in a circle; each student has the chance to talk when they are given the ball and they should make sure everyone has an opportunity to speak[(VCEALC673)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC673) |
| **Pathways and transitions considerations:**  A Year 10 student who is working within the range of Level C3 in any one language mode is not ready to transition to the English curriculum regardless of their proficiency in the other two language modes. This student will continue on Pathway C of the EAL curriculum. |