**Pathway C Level C3 Speaking and listening**

**Informative text - Participating in community of inquiry (2)**

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| **Student information** | The student was born in Afghanistan and is eighteen years old. The main language spoken at home is Dari. He missed five years of schooling prior to arriving in Australia in 2007. Since then, he has spent a year in an English language school and another four years in an Australian mainstream school. |
| **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 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 his teacher and 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. |

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| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
| 0:06-1:15 | 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.  **He’s looking at the people in the class and he sees, like everyone is having fun. They look good. Yeah, they’re studying and he can’t do it.**  And he cannot do it?  **Yeah, he cannot do it, yeah.**  Okay, so…  **Yeah, so he sees people having good time. Looks good, yeah.**  Sure, so can you predict, can you guess what he may be thinking or feeling?  **Maybe he wants to, he wants to study, like those ones in a class.**  Okay, okay.  **Yeah.**  Thank you, Mohammed. | * Listen for specific information, using question, preview and prediction strategies [(VCEALC677)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC677) | |
| 1:16-1:59 | So that idea has come up a couple of times already. We’ve talked about the idea of being poor, not being able to afford to go to school. So do you think Fatima, do you think there’s a difference between the boy at the door and the boys inside?  *Yeah.*  What do you think is the difference?  *Because he’s a poor guy and they are not.*  Okay, so the difference is one of class or wealth, yeah?  *Yeah.*  Is that what you’re thinking?  *Yeah.*  Similar to that?  *Yeah.*  How can we express that with one or two words, the idea that people are not all on the same level?  *Equality.*  Again please?  *Equality*.  Equality.  *Yeah.*  Very good, equality. |  | |
| 2:00-2:27 | Okay, Mohammed?  **I think equal, to be equal, to be same.**  So same as…  **Yeah.**  So you think the emphasis is on…  **But it can be, you know.**  Sameness?  **Yeah.**  Okay. Now were possible, very good, where possible we’ll be using the exact words that you’re giving, okay? And then we’ll discuss them in more detail later. | * Comprehend familiar and specific curriculum area vocabulary in a spoken or digital text [(VCEALL692)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL692) * 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) | |
| 2:28-4:13 | Any other idea? I’m just going to, I’m not going to go in turns now. I’m just going to open it up for you guys. Any other ideas that you may have, either about the prompt or about any of the ideas on the board?  **I just want to talk about the picture over there.**  Sure.  **I think the artist who draws the picture, he draws, like he choose the colours and the person who once drew I think he wants like make people who wants to see the picture feel sad, do you know what I mean?**  Okay, very good. Okay.  **Like the colour and the guy.**  Sure, so you think that the painter…  **Yeah.**  Well first of all you’re guessing that the purpose is to…  **Yeah.**  draw sympathy to the character?  **Yeah, yeah, yeah.**  So what about the colour do you think arises that feeling in the viewer?  **Yeah, yeah, yeah.**  What’s in the colour? What about the colour?  **Yeah, that’s what I’m saying. The colour makes like…**  Well what about the colour? Like which part of the colour? Can you give a bit more [overtalking]?  **Oh yeah, you know the part that is a bit dark.**  A bit dark?  **Yeah. It just feels like, because the guy, he doesn’t, he doesn’t wears like proper clothe, you know, nice ones. He wears like dirty ones.**  Okay.  **So he puts a bit dark, so I think the colour and the picture makes people a bit, feel sad.**  For him?  **Yeah.**  Sure. You’ve already quite a few times, most of you as a group, you’ve equated equality with fairness, you’ve come up with idea of fairness in terms of having ability to educate ourselves. Would that be a correct conclusion?  **Yeah.**  As one conclusion? | * Use longer descriptive phrase [(VCEALL691)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL691) * Contribute to effective group work [(VCEALC678)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC678) | |
| 4:14-5:06 | **I think this picture shows to people that no one cares about poor people, like we cannot see any equality in this world.**  So what, okay, very good.  **Yeah.**  So what in the picture shows you carelessness? So what you’re saying, carelessness, so which part of the picture? What about this painting shows carelessness?  **The whole picture, like you can see there’s like some rich people, or maybe well, good people, is studying there. And you can see poor guy is just watching them, so he’s, I think the whole picture shows that, yeah.**  The whole picture?  **Yeah.**  Sure, sure. Okay, very good. So we’ve come up with some key ideas here, okay, we’ve recapped. We’ve come up with some key ideas. Equality, poverty, social justice which mentioned. We’ll discuss that shortly as well. | * 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) | |

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| **Overall, this student can also:**   * Listen for specific information, using question, preview and prediction strategies [(VCEALC677)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC677) * Negotiate with peers and teachers in familiar informal and formal classroom situations [(VCEALC674)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC674) * Interpret the main idea in texts, with some support [(VCEALC676)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC676) * Use pronunciation and non-verbal features to support communication [(VCEALL694)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL694) * Develop non-verbal communication skills [(VCEALA682)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA682) | **Possible next steps for this student’s learning:**   * Asking open-ended questions to encourage students to provide longer responses [(VCEALL691)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL691) * Providing opportunities for the student to discuss informal and formal topics and develop confidence when speaking [([VCEALC673)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC673)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC679) * Developing personal word lists to build vocabulary knowledge; provide students with time to quiz each other and regularly review their lists [(VCEALL692)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL692) * Analysing symbolism in other texts, for example, the use of colour in advertisements [(VCEALA718)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA718) |
| This student’s performance in this task suggests that he 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. | **Pathways and transitions consideration:**  A 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. |