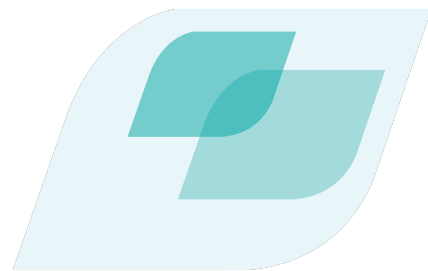


VicTESOL Webinar: VCE EAL Listening – How to teach and assess

April Edwards
La Trobe University
VicTESOL Webinar 2020




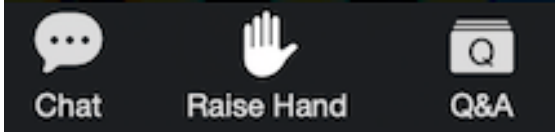
Thank you for joining us for this webinar. The webinar will begin at 5.00pm (Australian Eastern Daylight Time).

During the webinar:

- Use the chat function to post questions relating to technical difficulties.
- Use the chat function to post responses to the activities when instructed by the presenter.
- Use the Q&A function to ask questions relating to the presentation.
- Please email victesol@victesol.vic.edu.au for general inquiries or for assistance during the webinar.

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Interactive protocols for this webinar

- When you see this icon  on a slide in this PPT you will be asked to contribute to the online chat.
- On your screen you will click on the chat in the menu bar. The chat function is a speech bubble


- If questions arise for you during the webinar you can add them to the **Q & A** function and they will be answered at the end of the presentation.

Participant survey data

Teaching experience:

- English/EAL & English only.

Interests related to this PD:

- class tasks Years 10-12
- specific listening skills development
- question types

Aims

1. Identify assessable skills in a VCE EAL listening task.
2. Consider possible skills-based classroom and homework activities within (and beyond) Outcomes.
3. Facilitate teacher/student creation of listening tasks utilising question types.

Existing resources - EAL Developmental Continuum

 **VICTORIA**
State Government

Education and Training

Search this site 

[Home](#) > [For Schools](#) > [English as an Additional Language](#)

Secondary Years 7-10 - Speaking and Listening Stage S2

Indicators of progress – Stage S2: Texts and responses to texts

At the end of Stage S2, students can routinely use spoken English to do the following things:

Receptive

This section:
↑ **English as an Additional Language**

[EAL Learners in mainstream schools](#)

[Newly arrived students](#)

[Support for refugee students](#)

The EAL Developmental Continuum P-10

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Secondary Years 7-10 - Speaking and Listening Stage S4

Indicators of progress – Stage S4: Texts and responses to texts

At the end of Stage S4, students can routinely use spoken English to do the following things:

Receptive

- demonstrate essential understanding of a wide range of mainstream spoken

This section:
↑ **English as an Additional Language**

[EAL Learners in mainstream schools](#)

[Newly arrived students](#)

[Support for refugee students](#)

The EAL Developmental Continuum P-10

Existing resources - English/EAL combined classes



VCE English and English as an Additional Language - Unit 3 Sample course plan

Units 1–2 (accredited 2016-2020)

Units 3-4 (accredited 2017-2020)

In many schools it is the practice that English classes contain a small number of English as an Additional Language (EAL) students.

EAL students in combined English/EAL classes may require additional teaching time to work on developing skills that first language learners acquire in earlier years of schooling. Provision of this additional support is a school decision; it could be provided by the English teacher or an EAL specialist as an additional timetabled lesson or lessons each week.

The following sample course plan has been designed to support teachers of combined English and EAL classes. The sample course plan illustrates a possible sequence of teaching based on the following types of activities:

Existing resources - Teacher advice

Victorian Certificate of Education

ENGLISH AND ENGLISH AS AN ADDITIONAL LANGUAGE

ADVICE FOR TEACHERS

Accreditation Period

Units 1 and 2

2016–2021

Units 3 and 4

2017–2021

Which questions should we be asking?

Detailed example

LISTENING COMPREHENSION: TV NEWS BULLETIN AND RADIO BROADCAST

1. Select a TV news bulletin and a radio broadcast on the same issue.
2. Divide the students into small groups.
3. Play the news bulletin to the class, asking each group to identify the issue, point of view and main points.
4. Play the radio broadcast to the students, asking each group to identify the point of view and main points.
5. Distribute a worksheet to students with a range of comprehension questions. Replay each of the texts twice. Allow the groups enough time between each replay to write down notes and answer the questions on the worksheet.
6. As a whole class, elicit answers to the questions. As students give answers, the teacher writes sample answers on a board or screen using a data projector, based on the students' responses. The teacher identifies and explains the features required for each answer. The teacher also plays elements of the text and/or shows transcripts of the text revealing the information that is needed to answer the answers.



English/EAL Study Design 2016-2020

Units 1 & 2

“Assessment tasks for Outcomes 1 and 2 must be in written form. **For EAL students at least one text** provided for assessment” of Outcome 1 and 2 “**should be in spoken form or have a spoken component to allow for the assessment of listening skills**”.

(VCAA, 2014)

Unit 3

(VCAA, 2014)

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Produce an analytical interpretation of a selected text, and a creative response to a different selected text.	40	<p>An analytical interpretation of a selected text in written form or A creative response to a selected text in written or oral form with a written explanation of creative decisions and how these demonstrate understanding of the text.</p>
Outcome 2 Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.	<div>10</div> <div>30</div>	<p>A demonstration of understanding of two to three texts that present a point of view on an issue through:</p> <ul style="list-style-type: none"> • short-answer responses • note-form summaries. <p>An analysis and comparison of argument and the use of persuasive language in the same two to three texts, in written form.</p> <p>Texts must include written and visual material and have appeared in the media since 1 September of the previous year.</p>
Outcome 3 Comprehend a spoken text.	20	<p>Comprehension of a spoken text through:</p> <ul style="list-style-type: none"> • short-answer responses • note-form summaries.
Total marks	100	

English/EAL Study design 2016-2020

Unit 4

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

All students

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.	60	A detailed comparison in written form of how two selected texts present ideas, issues and themes.
Outcome 2 Construct a sustained and reasoned point of view on an issue currently debated in the media.	10 30	<p>A written statement of intention to accompany the student's own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language.</p> <p>A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year. The issue does not have to be the same as the issue selected for study in Outcome 2, Unit 3.</p>
Total marks	100	



?

(VCAA, 2014)

Final exam

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)


Aural and written examination

Wednesday 30 October 2019

Reading time: 9.00 am to 9.15 am (15 minutes)

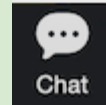
Writing time: 9.15 am to 12.15 pm (3 hours)

QUESTION AND ANSWER BOOK



<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Percentage of total marks</i>
A – Listening to texts	2	2	20
B – Analytical interpretation of a text	28	1	40
C – Argument and persuasive language	2	2	40
			Total 100

What knowledge is required for this listening task?



Enter your ideas in the Chat box!

(Cambridge University Press, Date unknown)

VCE EAL Listening exam is a valid assessment tool overall

2019 EAL EXAM Q&AB

2

As a test it is put together well because...

- The context/background is provided.
- Each question (test item) is separate in its aim.
- Only requires short answers linked directly to the aural text (Bachman, 1990).
- Reduces variability in answers between test takers (Buck, 2009) so it is easier to mark.
- Integrative - tests a variety of a student's listening skills at once. (Bachman, 1990 & Buck, 2009).

SECTION A – Listening to texts

Instructions for Section A

You will hear two texts. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.

Listen carefully to each text and then answer the following questions.

Section A is worth 20 per cent of the total marks for the examination.

TEXT 1

Background information

Tom and Tina are secondary school students. They meet outside the student centre and discuss a fancy-dress party.

Question 1 (10 marks)

- a. Give **two** reasons why Tina may not attend the fancy-dress party. 2 marks

- b. Give **two** reasons why Tom thought about dressing up as a fireman. 2 marks

You may make notes
in this space.

Students need knowledge of the listening task construct for the final exam

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Aural and written examination

Wednesday 30 October 2019

Reading time: 9.00 am to 9.15 am (15 minutes)

Writing time: 9.15 am to 12.15 pm (3 hours)

QUESTION AND ANSWER BOOK

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B – Analytical interpretation of a text	28	1	40
C – Argument and persuasive language	2	2	40
			Total 100

- Approximately **3.5-4.00 minutes** in length
- Either a **monologue or a dialogue**. If a dialogue it will be between a male and a female speaker (Rose & McLoughlin, 2020).
- Consist of **short answer questions and possibly a table**.
- Provides aural examples of **Standard Australian English**.
- To date (2017-2019) final exam texts included: **radio interviews, conversations between friends and neighbours, motivational speakers, an online chat**.

1.

Identify assessable skills in a VCE EAL listening task

Part A Text 1 - Background information

“Tom and Tina are secondary school students. They meet outside the student centre and discuss a fancy-dress party.”

(VCAA, 2019)

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Aural and written examination

Wednesday 30 October 2019

Reading time: 9.00 am to 9.15 am (15 minutes)

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QUESTION AND ANSWER BOOK

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B – Analytical interpretation of a text	28	1	40
C – Argument and persuasive language	2	2	40
			Total 100

2019 VCE EAL Aural & Written Exam, Part A Text 1 Questions (VCAA, 2019)

1a - Give **two** reasons why Tina may not attend the fancy dress party.

1b - Give **two** reasons why Tom wants to dress as a fireman.

1c - Tina guesses that Tom is going as a clown because he makes her laugh with his sense of humour. Give two examples of Tom's sense of humour.

1d - Tina's father changed the rules of Tina's "princess game". How did Tina feel about the change of the rules? Support your answers with **one** piece of evidence from the text.

1e - After the conversation about the "princess game", Tina is still undecided about going to the fancy dress party. In the table below, give one example of language use and one example of delivery showing that she is still undecided.

1.

Identify assessable skills in a VCE EAL listening task

1. Choose one of the following question: **1a or 1b**
2. Listen to the aural text and answer that question (and others if you wish).
3. When prompted, post the challenges you had in answering the question.



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Aural and written examination

Wednesday 30 October 2019

Reading time: 9.00 am to 9.15 am (15 minutes)

Writing time: 9.15 am to 12.15 pm (3 hours)

QUESTION AND ANSWER BOOK

Section	Number of questions	Number of questions to be answered	Percentage of total marks
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2019 VCE EAL Aural & Written Exam, Part A Text 1 Questions (VCAA, 2019)

1a - Give **two** reasons why Tina may not attend the fancy dress party.

1b - Give **two** reasons why Tom wants to dress as a fireman.

1c - Tina guesses that Tom is going as a clown because he makes her laugh with his sense of humour. Give two examples of Tom's sense of humour.

1d - Tina's father changed the rules of Tina's "princess game". How did Tina feel about the change of the rules? Support your answers with **one** piece of evidence from the text.

1e - After the conversation about the "princess game", Tina is still undecided about going to the fancy dress party. In the table below, give one example of language use and one example of delivery showing that she is still undecided.





In the chat, post what you found challenging about this task.

1a - Give **two** reasons why Tina may not attend the fancy dress party.

It was silly/kids stuff; it was family dinner night.

1b - Give **two** reasons why Tom wants to dress as a fireman.

The costume was ½ price.
He wanted to be one when he was a child.



Question	Possible answers
1a - Give two reasons why Tina may not attend the fancy dress party.	It was silly/kids stuff; it was family dinner night.
1b - Give two reasons why Tom wants to dress as a fireman.	It was ½ price He wanted to be one when he was a child.
1c - Tina guesses that Tom is going as a clown because he makes her laugh with his sense of humour. Give two examples of Tom's sense of humour.	He used to hose his family. He jokes about his homework. He rescued his toys.
1d - Tina's father changed the rules of Tina's "princess game". How did Tina feel about the change of the rules? Support you answers with one piece of evidence from the text.	She didn't like the rules being changed because, the focus was on her father. As she said "It wasn't about me anymore" OR "He had more fun than me" OR "I wasn't the boss anymore"
1e - After the conversation about the "princess game", Tina is still undecided about going to the fancy dress party. In the table below, give one example of language use and one example of delivery showing that she is still undecided.	'Maybe' - slower pace 'It might be fun' - modality "I'll have to think about it" faster pace to show some enthusiasm but no convinced.



In the chat, post what was challenging for you about this task.

Tom - Hi Tina! How are you?

Tina - I'm ok. How about you? You look cheerful as ever.

Tom - Ha ha! Well there is no point in being miserable. Unless, like me, you haven't done your Maths homework!

Tina - Tom, have you seen this poster about a fancy dress party?

Tom - No, I never read the notice board but...I've heard about it. Everybody's talking about it. Are you going?

Tina - What is it? I've never heard of this in my country.

Tom - Never heard of a fancy dress party? Wow! Ha ha!

Tina - Just asking.

Tom - I'm sorry, let me explain. It's just a dance but instead of wearing our best party clothes we get dressed up in costumes.

Tina - Ohhh, a costume party. Yeah, we have them but just for kids. I hate all that silly stuff. I won't go.

Tom - Come on it'll be great! It's silly but it fun seeing all the costumes.

Tina - I don't think I can. It's a Thursday night. We always have a big family dinner that night. You know, with grandparents, uncles, aunties and cousins - a family night.

Tom - But, it is only one night. Surely your Mum and Dad would let you miss one family dinner? Anyway, you will never guess what I am going as.

Tina - Haaa! A clown? You always make us laugh!

Tom - Ha, ha! No, guess again.

Tina - I have no idea. Where do you get the costumes?

Tom - There is a great shop in the city where you can hire the costumes. I went with my friends, Dylan and Connor, on the weekend. It was hard to choose. Dylan chose a great pirate costume, that even even had a toy parrot. You know, that talks. And this toy parrot actually talks! You know, the ones that talk? Connor chose a soldier costume and there was a fantastic fireman costume for ½ price.

Tina - Let me guess, you're going as a fireman?

Tom - I was very attracted to the fireman costume. I always wanted to be fireman when I was a kid. I used to walk around with the fireman's helmet on. My parents had to hide the hose because I would spray everything! And everyone! Ha, Ha! They called me fireman Tom!

What really is “listening” in the VCE EAL context?

Reading comprehension - supports some prediction but can also distract as students read and listen and write all at the same time.

Knowledge of genre - eg. Several of the aural texts from 2017-2019 are **conversational** - this means that a lot of information is **repeated or redundant. Information can also change quickly too.** However, in a test situation **all information seems important.** So we are also testing **an ability to discriminate.**

Working memory ability due to lack of visual cues - working memory is used to support listening comprehension which makes comprehension and task completion challenging (Ur, 1984).

Knowledge of the demands of each question type from literal through to inferential questions*.

Not a sequential process - students need to read, listen, identify, extract, note take refer back to notes together with questions and finally formulate one word and/or full, comprehensible sentences that may or may not require an embedding of quotes in such responses.

Highly complex process that can be practiced but not rehearsed (not unlike *Argument* and *Persuasive language* - Section C in the final exam)

Reading and listening comprehension overlap (somewhat) (* the DET Literacy Toolkit has EAL annotations)

Similar

- Vocabulary knowledge
- Word reading fluency
- Phonological & phonemic awareness
- Prior experience of text & context
- Working memory of written and verbal information
- Visual memory
- Capacity to focus

(Wolf, et.al. 2018)

- Opportunities for clarification (when speaking in real life)

Different

- Listening cannot be referred back to in the future unless recorded
- Requires strong working verbal memory
- Conversational grammar is short and unique
- Real-life spoken text changes in real-time based on speaker's and listeners responses to each other*

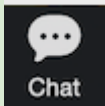
*These lists are not exhaustive, only a guide

2. Consider skills-based classroom and H/W activities linked to Outcomes.

Ask students to “**listen to a range of spoken texts and use active listening strategies** to understand **information, ideas and opinions** presented in texts.

Select texts (that should come) “from a **range of contexts, such as conversations, narratives, speeches, interviews, lectures, radio**. Some spoken texts may be supported by written or visual material, such as **television news reports**”.

(VCAA, 2014)



Which audiovisual materials do you already use in your VCE classes?

Reading and Creating & Reading and Comparing texts

Themes and context

- Interviews with author/director
- Podcasts/reviews of novel/play/film/poems
- Youtube clips on socio historical context or film versions of novels.

Creative texts

- Audiobooks - select small passages of dialogue to analyse
- Recordings of excellent creative EAL student sample responses

Comparative or analytical EAL or English essay samples

- Podcast with an introduction explaining why the essay is a quality response and follow on with the quality EAL sample essay recorded. Ask students to read the transcript and listen to it for a range of tasks.

Analysing and presenting argument - perfect opportunities!

- “the **ways authors construct arguments to position audiences**, including through reason and logic, and **persuasive use of** written, **spoken** and visual **language**”
- “the features of written, **spoken and multimodal texts** used by authors to position audiences, such as appeals, repetition, and **vocabulary choice**”
- “the conventions of **oral presentations** including(the impact) of **intonation, stress, rhythm, pitch, timing, volume, gesture** and eye-contact”
- Suitable texts include “**letters to the editor, opinion and comment pieces, reviews, speeches, advertisements, essays, radio or TV excerpts**”

(VCAA, 2014 & 2015).

English/EAL study design 2016-2020 (Unit 3)

Key listening **knowledge** & **skills**

- **Comprehension** (of written and aural texts)
- **Structure of the spoken text** based on genre (interview vs speech vs conversation)
- **Word choice** based on context and individual responses
- **Delivery** - intonation, stress, rhythm, pitch, timing, volume, gesture and eye contact according to text and context
- **the conventions of spelling, punctuation and syntax of Standard Australian English** (in their written responses)
- **identify/extract, write down/notetake** both literal and inferred (direct and indirect) meaning
- **use context** to support their understanding of the text
- **identify and explain**
 - the **relationship** between the speaker/s and their audience
 - the **purpose** of the spoken text
 - the speaker's **views and attitudes** and how these affect the structure, language and delivery
- **use references** (quotes) to demonstrate understanding
- **use written and visual material to support [] understanding** of the spoken text

Presenting an argument

Statement of intention (mixed class)

- Offer a sample recorded to practice note-taking and as a means to support prediction, intended audience or how the text may present.

Language Analysis and Oral Presentations

- Record successful student oral presentations or persuasive texts.
- Offer a transcript first to read and then listen. Students can annotate and analyse for tone/delivery/humour; identify linguistic features that present persuasive devices eg. what language will indicate opinion vs fact, for example. Body language can also be analysed if an audiovisual version of an oral presentation is provided.

Narrow listening tasks

- Allow students to listen to short excerpts of different audio texts on the same topic to build vocabulary (Harmer, 2015, p.339)
- Start with topics familiar to students and over time introduce more challenging or unfamiliar topics (Krashen, 1996).
- Useful when introducing socio historical texts/topics (both written and aural).
- Offering several recordings of oral presentations recorded or recordings of persuasive texts on the same topic will offer opportunities to focus on grammatical features and word choice utilised in different ways to support arguments.

Other class or homework tasks

Keep listening logs - the skills are not limited to outcomes

Students select areas that they need to focus on based on personal goals, such as paralinguistics*.

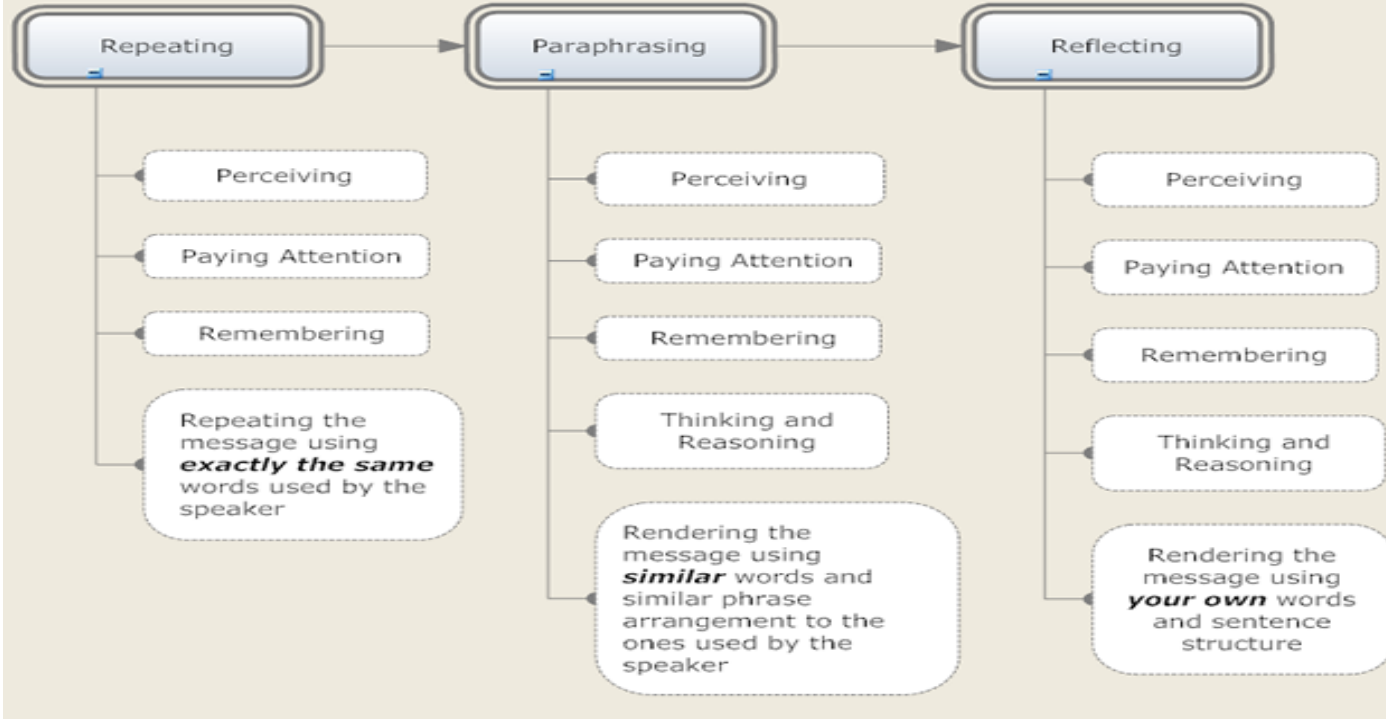
Then they note down different conversations or listening experiences they have each day and comment on those areas.

Alternatively, they just rate them in terms of how easy or difficult it was to understand and identify what was challenging for them generally or based on their goals.

(Kemp, 2010 in Harmer, 2015, pp. 337)

[illegible]

Degrees of Active Listening



Or active listening journals

(Beckham, I. date unknown)

Viewing and listening tasks

Silent viewing (for language identification)

Watch a video without sound and rely on non verbal communication to predict verbal communication.

Or divide the class in ½ (viewing & non-viewing) Those watching describe what is happening and what might be said.

Partial viewing

Cover parts of the screen and students guess the people and context.

Pictureless listening

Put the sound on only and guess what the context and speakers look like.

Subtitles

Put them on and students read for fluency. Or put on one in the students' home language without sound and they have to translate into English and then compare how tone and gesture may change.

Reliability is very important for assessment but not for class and homework tasks.

SAC Context - Day, time, place - same for all

Administration - Typically, the text, or texts, should be played through twice with a pause in between the first and second playing of each text.

Timeframe - for SAC - 40 -60 minutes

However, as homework or in class tasks multiple listening to texts is encouraged for the broad range of skills development required. Students can keep time open and as a teacher you can offer multiple opportunities to experience a text on many different levels.

(Chang & Read, 2006)

So what else do they need to know?

Symbols for note taking

$=$	equals/is equal to/is the same as
\neq	is not equal to/is not the same as
\equiv	is equivalent to
\therefore	therefore, thus, so
\because	because
$+$	and, more, plus
$>$	more than, greater than
$<$	less than
$-$	less, minus
\rightarrow	gives, causes, produces, leads to, results in, is given by, is produced by, results from, comes from
\nearrow	rises, increases by
\searrow	falls, decreases by
\propto	proportional to
\npropto	not proportional to

(UNSW, 2019)

Note taking
is also
important*

*Not assessed in the final exam.
Notes must link to key words in the questions though.

Effective speakers use many types of listening

Interactive Listening - involved in a dialogue, listening to another person speaking to decide if and how we will react to it.

Critical Listening - evaluating the message based on evidence or prior experience to decide whether is is right or wrong

Appreciative Listening - a focus on speech, song or music to then form a response based on how much we like or dislike it

→ ***Transactional Listening:*** access information through listening to the news, announcements, lectures, speeches, interviews, radio etc.

Transactional listening **requires a series of** receptive skills*



Predictive (context and at word or sentence level).

General comprehension (gist of whole text)

Identification and extraction (expressions or 1-2 words).

Deduction - Meaning of words based on context - overall context, sentence level context or based on what information has come before.

Inferential skills - draw conclusions based on what is heard (words and paralinguistic features ie. 'delivery')

(Harmer, 2005).

Level	Possible tasks*
Predictive	Provide background information for an audio/audiovisual text and ask students to predict text type, issues that may arise and if they have personal experience related to the topic and how it may differ in their country. ie. garage sales (Part 2 of 2019 exam) may not exist, for example.
General comprehension	Watch a news report and complete a mix 'n' match that orders the sequence of information. Then provide another version of the same news topic without visuals as the information will be similar but not necessarily in the same order (Harmer, 2015, p. 143) and complete the same mix 'n' match task. Discuss why information may be ordered differently.
Identification and extraction	Practice one question type at a time /jigsaw the questions. Eg. filling in a table that identifies keywords or synonyms for each question. Then in pairs, with a transcript, discuss how reached this conclusion. Eg. which signal words/expressions indicated that the information was to be presented/heard.
Deduction	Select a short aural text with key colloquial phrases written down upfront. In pairs listen for them and try to guess what they mean. eg. 'selling like hot potatoes' or she is 'getting carried away' based on sentence/paragraph context.
Inferential skills	Ask students to create true/false questions based on the speaker's attitude or opinion. Eg. <i>Tina expresses her feelings about the dress-up party <u>strongly</u>*. True or false.</i> Students then justify their true/false statements. Multiple choice questions can have similar function.

For many more tasks...

**SEE THE SLIDES FOLLOWING THE *REFERENCES LIST*
IN THIS PPT**

Paralinguistic skills (students need a knowledge of the way words are delivered)

Such forms of communication can provide a change in meaning, a more nuanced meaning or express emotion. For example,

- **sigh** - to express annoyance, frustration, disapproval, reluctance
- **silence** - to express disapproval, lack of comprehension, processing of information
- **pauses** - to wait for a response, to change topic or reflect on an idea
- using **filler sounds/words** such as ‘um’, ‘ah’ or ‘well...’ to give speaker time to think
- changing **pace** - slowing down a word to make clear, emphasise or be sarcastic
- change **volume** or **pitch** - saying it louder for emphasis or softer to conceal; at a higher or lower pitch to express fear, anxiety, excitement etc.
- **word choice/modality** combined with one of the above eg. Tina “*Maybe*” + slow pace to express apprehension.
- **humour** - to improve a relationship; create a bond; demean someone; tease; recall a common experience (Hay, 1997).
- **body language (stance, gestures & facial expressions)** - myriad of functions (not yet assessed in final exam but useful to explore for engagement)

Class tasks - *Paralinguistics*

- Take any sentence in a text and see if the meaning can be changed by intonation, stress or pitch. Or in a transcript ask student to use capital letters where the stress lies. eg “ I want to call him NOW, not LATER!”
- Identify the question key words and write down as many ways to deliver associated vocab & expressions eg. ‘make excuses’ vs ‘disagree’, for example.
- Take a photo on iPad/phone of an object/screenshot a Facebook post and express 2 differing opinions on it focussing on paralinguistic forms (recorded).
- Role play an extract from a novel/of a scene from a play, film passage in a text and ask students to try to replicate and then change the stress and intonation.
- Complete a table or ask students to make one to identify words and delivery (ensure the words align with the paralinguistic feature as in final exam mistakes have been made) (Rose & McLoughlin, 2020).
- Ask students to write a follow up dialogue between the same two characters from a play or novel the next day. They must embed different specific paralinguistic features. Or create dialogues based on situations from everyday life and change the context.
- Share brief audiovisual texts in home language and how body language differs.

Paralinguistic features are used differently across and between cultures

‘Silence’ indicates...

- Doubt or apprehension
- Processing (thinking time)

*in some Asian countries, “silence guarantees you a second place” it is preferred to showing one’s ignorance (Lim, 2002, p. 77).

Or it could indicate acceptance or be offered as a sign of respect, for example.

Filler words/sounds (Ummm, ahhh, well) indicate...

- Doubt
- Disagreement
- Processing (thinking time)

*Always different in each language and across countries. Eg. In Spanish it may be ‘ehhh’ (Spain) or ‘po’ (Chile).

Plurilingualism as tool to comprehend and infer meaning

“Using a plurilingual approach, EAL/D students learn by understanding and analysing content and language. A plurilingual connects to EAL/D students’ entire repertoire of meaning making.

(DET, 2019)

- **Prior knowledge** of Audience, Purpose & Context as these can vary
- **Knowledge of language** (vocabulary, grammar, expression and how they differ in meaning between cultures)
- **Metalinguistic skills** (strategies used to think and talk about written or oral interactions (Bialystok, 1986) in English but using their home language where possible*.
- **Identification of differences between language and context** eg. when and how to express surprise or give a strong opinion in English vs L1, for example.

*In fact, use of home language to discuss tasks that clarify vocabulary, expressions, paralinguistics, metalinguistic strategies.

To begin differentiation for levels of listening

S2.3 - prediction, text structure, general comprehension, role plays on familiar topics, identification and extraction. Knowledge of all listening metalanguage.

“they extract some specific information from accessible audio-visual texts” and “demonstrate some understanding of the structure and features of extended texts” (S2.3 - DET, 2017)

S4.2 - prediction, general comprehension, role plays on familiar and unfamiliar topics, identification and extraction, deduction and inference.

“They experiment with differences between formal and informal register according to the audience and purpose, variations in intonation, rhythm, and stress, and the use of language to convey different shades of meaning when giving talks to convey opinions and emotions, rather than a focus only on the content to be delivered.” (S4.2 Achievement in speaking and listening) (DET, 2017)

***Use S4 level students to explain the choices they make to answer higher level listening questions both between each other and to those at lower levels**

Always facilitate metacognitive strategy sharing

Always offer collaborative moments to discuss how they reached the conclusions they did at any stage of the listening task.

Offer multiple listening of the same text with a different focus. Then allow students to share their strategies with others regularly. If a combined class this can be done in online forums such as GoogleDocs, class Wikis, EAL blogs or forums.

Offer opportunities to listen to 'micro texts' ie a sentence or paragraph only, to focus on key skills and identify strategies together.

Identification of correct vocabulary:

Describing to another student how to determine a juncture (2 words that sound the same but have a different meaning) based on the sentence or previous/following sentence. For example,

"a name" or "an aim"

"that stuff" or "that's tough"

"fork handles" or "four candles"

Model metacognition using metalinguistic skills

“Explicitly model, using self-talk strategies for effective listening together with suggested VCAA strategies, such as:

- a. Tuning-in activities to focus and remove other distractions (*Mmm. I can't concentrate when there is too much noise. It makes me think of other things and feel nervous*)
- b. highlighting key words in comprehension questions to support understanding of the purpose for listening - (*What do I need to do to help me predict? Ah yes, highlight the key words. I remember last time I did this with the XXX text it helped me visualise the context*)
- c. using contextual information to support understanding and make predictions
- d. using written and visual material, where available, to support understanding
- e. listening for key words, ideas and gist
- f. paraphrasing and summarising to confirm meaning
- g. noting both the words used and the delivery
- h. using opportunities to re-listen to a text to check for meaning”.

(VCAA, 2016)

Productive skills

Students need to also consider possible language forms and features for their **written responses**

The responses to the questions will ask students to:

- Identify
- Explain
- Describe
- Provide an example/evidence

(Ticking Mind. 2017)

The responses will relate to how or what the speakers are expressing in terms of:

- Ideas
- Opinions
- Attitudes
- Motivations
- Emotions

3. Facilitate teacher/student creation of listening tasks utilising question types to assess capabilities.

The questions types students will encounter in the final exam include:

- Short answer
- Evidence/Quote
- Table completion

They range from basic identification & extraction to deduction and inference.

Students should have opportunities to generate their own questions for texts as they then show knowledge of listening levels and question types.

Short answer questions - 2 types

1. Single word response (synonym or key word that is retrieved)
2. Longer response (2-3 sentences requiring an extraction of information or identification of delivery).

Short answer questions - guidelines

1. **Direct question** - use 'what', 'where' or 'when' for recall/general comprehension
2. **Indirect question** - Begin with 'Give 1 reason' or 'Give 2 examples of' or 'Describe the situation/use of humour'
3. Questions **should appear in order of difficulty** (Brady & Kennedy, 2019, p.50)
4. Questions **should appear in chronological order** (Bachman, 1990)

Reflection: Which audio texts do you already have that you could create questions for?
Which texts could you ask students to create questions for?

A response using a quote

Use **text from the question** and **signal words** to present the quote.

Questions 1d - Tina's father **changed the rules** of Tina's "princess game". **How did Tina feel** about the change of the rules?
Support your answers with **one** piece of evidence from the text.

She didn't like the rules being changed because the focus was on her father. **As she said** "It wasn't about me anymore" OR
"He had more fun than me" OR
"I wasn't the boss anymore"

S2.3 might need CLOZE sentences

*Eg. According to Tina she felt _____ because she didn't like the change
_____. As she said '_____'.*

Table types - evidence/quotes + delivery*

Background



- d. Give two words or phrases that describe Jenny and Peter's interaction. Support your answer with an example of language use and an example of delivery from the text.

4 marks

Word or phrase 1 _____

Word or phrase 2 _____

Example of language use	Example of delivery

- e. After the conversation about the 'princess game', Tina is still undecided about going to the fancy-dress party. In the table below, give one example of language use and one example of delivery showing that she is still undecided.

2 marks

Example of language use	Example of delivery

(VCAA, 2018)

(VCAA, 2019)

Often related to extraction of evidence and paralinguistic features or use of humour. Note how such questions provide background information. In pairs, higher level EAL students could complete the background and lower level the table task.

Knowledge of Multiple Choice questions is also helpful to build specific listening skills and knowledge

For example, if students need to build or further develop their understanding of paralinguistic features they can create their own multiple choice questions for their own texts or one supplied by the teacher.

Eg. To indicate that Tina was unsure about going to the party she:

1. Sighed
2. Changed the pace of her speech and used a modal verb
3. Used a filler word

Or, allow for practice in writing their own questions for any oral text in any Outcome to be familiar with the demands of the skills they require to demonstrate.eg. which is the most appropriate expression to indicate an opinion not a fact will be introduced.

Conclusion

The exam task proposes to focus on aural form and meaning however it is also assessing...

- **Vocabulary & expression** - testing linguistic knowledge in reading as well as listening skills.
- **Multiple lower and higher order skills** within some questions - Prediction and general comprehension through to deduction and inference.
- **Knowledge of question types** - what is required for each type and the associated language demands
- Focus on **accurate written responses** which affect successful completion; an issue noted by the Chief Examiner in the 2019 final exam - recent VicTESOL “Meet the Assessors” PD (Rose & Mcloughlin, 2020).

Conclusion

Students should:

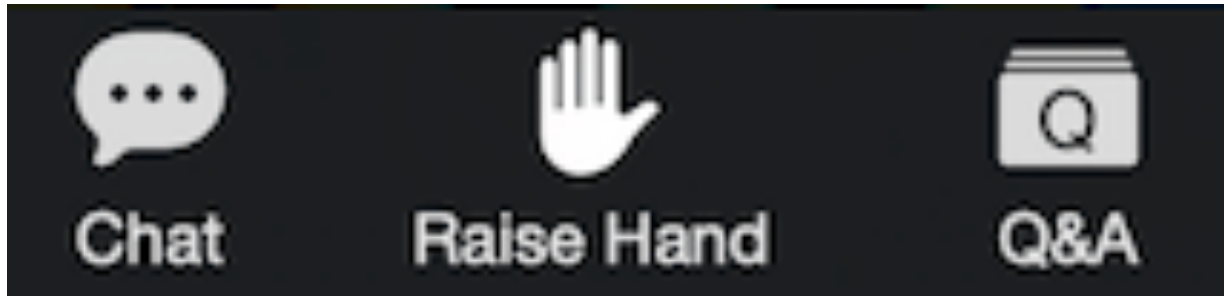
- **Develop knowledge of both reading, writing and listening skills** required and have the metalanguage to describe it
- **Set own personal goals related to those skills** with explicit links to the key skills and knowledge of the VCAA descriptors
- Have **practice tasks that link to the differing levels of listening** (general comprehension through to inference) including being able to answer and create questions and answers
- Have access to **opportunities to describe their thought processes** around task creation or responses to oral texts (online or face-to-face)
- **Be critical in all their daily listening events** through listening logs to heighten awareness of genre. (including use of texts based on their interests).

Additional resources (see after 'References')

The slides that follow on from the *References* slides in this PPT expand on:

1. Skills/challenges identified in Section 1 of the PPT by participants.
2. Class/homework tasks - literal to inferential listening skills
3. Question types - breakdown

Q & A



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Additional resources

The following slides below are a compilation of the participant responses from the VicTESOL PD that this PPT relates to as well as an expansion on teaching techniques and questions types. The following sections are provided as a means to target individual needs/differentiate as well to scaffold listening skills development. The sections are as follows:

1. Skills identified in the 2019 VCE EAL Aural exam Section A - Part 1
2. Additional class/homework tasks - literal to inferential
3. Question types - guidelines

1.

Skills identified by participants in Part A - Text 1

The next 3 slides provide participant responses regarding the challenges faced when listening to the 2019 Part A Text one aural task.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Aural and written examination

Wednesday 30 October 2019

Reading time: 9.00 am to 9.15 am (15 minutes)

Writing time: 9.15 am to 12.15 pm (3 hours)

QUESTION AND ANSWER BOOK

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Percentage of total marks</i>
A – Listening to texts	2	2	20
B – Analytical interpretation of a text	28	1	40
C – Argument and persuasive language	2	2	40
			Total 100

General observations - Participant responses

Our challenges:

- The aural text pace is very fast paced.
- This was a conversational text but other texts such as speeches or motivational speakers would be much harder to follow.
- Unsure about the order of the information.

Question 1a - Participant responses

(VCAA, 2019)

“Give two reasons why Tina may not attend the fancy dress party.”

Our challenges:

- It took a long time for the key information to appear in the text so waiting a while to be able to answer the first question
- Needed to sort information as decision is expressed and then doubt about going later on. Which information is the best choice.

Question 1b - Participant responses

“Give two reasons why Tom thought about dressing up as a clown.”

Our challenges:

- Needed to visualise costumes and Tom being naughty with the hose.
- In doubt about the correct response
- Found it hard to note most important information
- Missed key information such as the costume being ½ price

2. Additional class/homework tasks - literal to inferential

The following slides provide definitions for differing levels of listening and then expand on the teaching techniques offered in the webinar. These activities are provided as a means to target individual needs as well as to scaffold tasks for a range of learners. It is recommended that students identify both group and individual areas to work on through goal setting tasks.

Receptive skills - *Predictive*

Before hearing the text, ideas will come to mind in the listener based on prior knowledge. As the text progresses the listener subconsciously decides whether the text matches their prediction. These mental processes are influenced by exposure to both the text and content and prediction continues to change for the listener during the act of listening.

(Harmer, 1990, p.144)

Create a role play using context and key terms for inspiration then match to aural text to compare how their choice of expression and vocabulary matches the real text

TEXT 1

Background information

Joe Ryan, who is a second-year professional hockey player, has been invited to talk with the recruits (new players) about his experience as a first-year player.

Question 1 (10 marks)

a. Why is Joe surprised that he was chosen to talk with the recruits? Give **one** reason.

1 mark

b. What does Joe see as the purpose of his talk with the recruits? Give **one** example of language use or delivery to support your answer.

2 marks

You may make notes in this space.

Class tasks - *Prediction*

- Provide background information for an audio/audiovisual text and ask students to predict based on what they already know about the topic and how it may differ in their country. It may not exist, for example.
- Discuss typical issues that may arise for this topic/context (Harmer, 2015, p.336) that may impact on the content.
- Provide visuals or practice visualisation to support the context further.
- Ask students to justify their predictions based on the questions asked in the test before listening to the aural text.
- Consider how different people might respond in that context based on role/personality/attitude/age eg. mother vs angry teenager.
- Ask students to explain what the general trajectory of the aural text might be ie. what do they expect will be addressed and when (text structure/genre)
- When listening to the text and stop at certain points to ask students to predict what might be said next.

Class tasks - *Prediction*

- Follow up with pair and whole class discussion about whether their predictions matched the text structure or responses.
- Storytelling - provide the background information for 2 listening tasks on the same topic and ask students to predict what will be said.
- Compare predictions to text responses.
- Following on allow for hypothesis '*What would happen if...*' and rewrite the conversation (Ur, 1993) to explore how attitude or responses can change results.

Receptive skills - *General comprehension*

An ability to get the gist of the conversation. This knowledge requires an understanding of the text type being listened to including the predicted structure or sequence of information and how the Audience, Purpose and Context affect delivery.

(Harmer, 1990, p.144)

Class tasks - *General comprehension*

- Summarise what has been said in dot points.
- Watch a news report and complete a mix 'n' match that orders the sequence of information. Then provide another version of that news topic without visuals as the information will be similar but not necessarily in the same order (Harmer, 2015, p. 143) and complete the same task. Discuss why it may have been presented in a different order (genre, stakeholders status etc.)
- Allow students to follow up an interview or news report with 'radio phone ins' to each other. They consider the key ideas and how they are delivered. Students clarify any misunderstandings.
- Based on personal interests transcribe a radio interview with favorite Australian soccer player, for example, and explain what the key messages are. Students devise 'who' 'what' 'where' questions to give to other students to revise and respond to.

Receptive skills - *Identification and extraction*

Normally, L1 listeners discard information that they find irrelevant when listening to a real or recorded text. Key vocabulary or synonyms are identified and rendered in written form based on key words in the questions. Sometimes it is the use of key expressions or signal words that support identification of information. However, in an exam setting this is not possible as all information may appear important and the questions or answers may not always be in chronological order.

(Harmer, 1990, p.144)

Class tasks - *Identification and extraction*

- Discuss the context and possible content.
- Practice one question type at a time /jigsaw the questions. eg. each group fills in a table that identifies keywords or synonyms for each question. Then in pairs, with a transcript, discuss how they reached this conclusion.
- Listen to a text and identify signal words or expressions that may indicate a link to the key question words. Eg '*I hate...*'
- Practice how to note-take using the key words to ensure brief.
- Create a follow up task based on personal goals. Eg. if a student struggles with discrimination of similar sounding words or paralinguistics features, ask them to make a multiple choice to share with the class based on the same listening task and the words or sounds that could be confused.

(Harmer, 1990, p.152)

Receptive skills - *Deduction*

Being able to identify information related to a question based on logical relationships between speaker responses and the key terms in the question.

Being able to exclude information as it has no logical relationship to a question.

Being able to add two pieces of information together to draw a conclusion.

Class tasks - *Deduction*

Class tasks:

- Select a text and create multiple choice questions that provide alternatives to the key words in the questions.
- Select short text with key colloquial phrases provided upfront and in pairs listen for them in an aural text and try to guess what they could mean eg. 'selling like hot potatoes' or she is 'getting carried away' based on sentence/ paragraph context. Students justify responses.
- Collaboratively identify an issue in the media or society and assign differing speakers/stakeholders to students to interview each other. Students then explain which attitudes are expressed and how.
- They can record the interview and then create questions for viewers in which they have to exclude key information and justify why they did not need it as it is irrelevant and/or kept it to be able to draw conclusions.
- Listen for tonal shifts that may indicate a change of heart/idea (Rose & McLoughlin, 2020) and how it is logically relevant or not to a question.

Receptive skills - *Inferential*

The linguistic style of the speaker, the register (formal or informal) and attitudes expressed through word choice or delivery all influence how implied information is conveyed and whether the speaker is successful in conveying that meaning to the listener. An ability of inferential meaning is often, but not always, highly defined by common cultural understandings of how people express themselves.

Class tasks - Inferential

- Select a text and create multiple choice questions that provide alternatives to the key word or skill (or ask students to do the same). Eg. *Tina expresses her feelings about the rule changes through A- complaining about the rules, B- describing how much she dislikes change*
- Ask them to create true/false questions based on the speaker's attitude or opinion. Eg. *Tina expresses her feelings about the dress-up party strongly*. True or false.*
- Watch a scene from a play/film with the sound down and students invent the dialogue and paralinguistic features to express attitudes or emotions (Wessels, 1998).
- Offer vox pop interviews (monologues on the same topic) and mix 'n' match opinions with follow up discussion about the functional grammar and paralinguistics (see next slide). This will place focus on stress, intonation or use of specific language forms (Harmer, 1990, p.197) that infer meaning.

Paralinguistic skills (students need a knowledge of the way words are delivered)

Such forms of communication can provide a change in meaning, a more nuanced meaning or express emotion. For example,

- **sigh** - to express annoyance, frustration, disapproval, reluctance
- **silence** - to express disapproval, lack of comprehension, processing of information
- **pauses** - to wait for a response, to change topic or reflect on an idea
- using **filler sounds/words** such as ‘um’, ‘ah’ or ‘well...’ to give speaker time to think
- changing **pace** - slowing down a word to make clear, emphasise or be sarcastic
- change **volume** or **pitch** - saying it louder for emphasis or softer to conceal; at a higher or lower pitch to express fear, anxiety, excitement etc.
- **word choice/modality** combined with one of the above eg. Tina “*Maybe*” + slow pace to express apprehension.
- **humour** - to improve a relationship; create a bond; demean someone; tease; recall a common experience (Hay, 1997).
- **body language (stance, gestures & facial expressions)** - myriad of functions (not yet assessed in final exam but useful to explore for engagement)

Class tasks - *Paralinguistics*

- Take any sentence in a text and see if the meaning can be changed by intonation, stress or pitch. Or in a transcript ask student to use capital letters where the stress lies. eg “ I want to call him NOW, not LATER!”
- Identify the question key words and write down as many ways to deliver associated vocab & expressions eg. ‘make excuses’ vs ‘disagree’, for example.
- Take a photo on iPad/phone of an object/screenshot a Facebook post and express 2 differing opinions on it focussing on paralinguistic forms (recorded).
- Role play an extract from a novel/of a scene from a play, film passage in a text and ask students to try to replicate and then change the stress and intonation.
- Complete a table or ask students to make one to identify words and delivery (ensure the words align with the paralinguistic feature as in final exam mistakes have been made) (Rose & McLoughlin, 2020).
- Ask students to write a follow up dialogue between the same two characters from a play or novel the next day. They must embed different specific paralinguistic features. Or create dialogues based on situations from everyday life and change the context.
- Share brief audiovisual texts in home language and how body language differs.

Paralinguistics - Intonation & tag questions

Tag questions are placed at the end of a statement.

For example,

*It's hot, **isn't it?***

*You've been to Brisbane, **haven't you?***

The intonation lowers to request the listener agree or raises in English to request confirmation. However, in Spanish this is the opposite!

Class task:

Offer tag questions with varied intonation and ask students to identify the function (eg. agreement or confirmation)

DET Literacy Toolkit for reading skills

“The main strategies that are generally viewed as supporting comprehension are:

EAL annotations
exist for each phase
of reading.

- Activating and using prior knowledge to make connections
- Predicting
- Visualising
- Asking and answering questions
- Summarising
- Synthesising
- Critical thinking”

(DET, 2020)

3. Additional class/homework tasks - literal to inferential

The following slides expand on multiple choice guidelines. Students can use them to create their own questions for their peers and as a form of assessment to indicate a thorough knowledge of listening skills from prediction and general comprehension through to literal and inferential meaning. The other question types are embedded into this PowerPoint presentation in slides 48-53.

Multiple choice question guidelines

Multiple choice questions have two parts:

1. a stem that identifies the question or problem
2. a set of possible answers that contain 1. the best answer and 2. a number of distractors (answers that are not possible).

(University of Waterloo, 2020)

Multiple choice - guidelines cont.

Multiple choice questions should:

- Avoid negatives as they confuse students
- Not use the same vocabulary in the stem and the answers
- Try not to use technical language as the assessment is on listening, not reading/vocabulary knowledge.

(University of Waterloo, 2020)

Possible answers in the question should...

- Be 3-4 options maximum
- All have a similar length
- Align grammatically with the stem
- Appear in a logical order
- Only offer one best answer

(University of Waterloo, 2020)

Note: Students can create questions that offer common mistakes for them or the group in previous listening tasks as a reminder of how to improve.

Linked resources

Study Design, Sample course plan and Advice to teachers can be found on the same page:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/index.aspx>

The audio for the 2019 examination:

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/English-as-an-Additional-Language.aspx>

S4 - Listening and speaking

<https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/s4speaklistiop.aspx>

S2 - Listening and speaking

https://docs.google.com/presentation/d/18xUegQPmdquk17QO2nlwC6y-G6WGaT_yHPq59vCYVh4/edit#slide=id.g7186b4585e_0_21

DET Literacy Toolkit - EAL

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/reading-and-viewing-and-eald-learners.aspx>