Embedding career education in the Victorian Curriculum F–10

English as an Additional Language (EAL), Levels C2 and C3, Levels 9 and 10

An existing learning activity linked to a particular learning area or capability in the Victorian Curriculum F–10 can be easily adapted to incorporate career education, enriching students’ career-related learning and skill development.

1. Identify an existing learning activity

**Curriculum area and levels:** English as an Additional Language (EAL), Levels C2 and C3, Levels 9 and 10

**Relevant content description:** Prepare and deliver an oral presentation, after modelling and support ([VCEALC860](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC680))

**Existing activity:** Planning and presenting a dialogue between two people.

**Summary of adaptation, change, addition:** Planning and presenting a job interview between two students who adopt assigned roles.

2. Adapt the learning activity to include a career education focus

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| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher shares a range of vocabulary and phrases used in interactions between two people. These may include both informal and formal language including:* common greetings (Hello, how are you? What have you been up to lately? Thank you for your assistance. See you later.)
* features of language other than words (intonation, stress, rhythm, volume and tempo – also known as prosodic features).
 | Teacher leads brainstorming session to explore students’ understanding of what a job interview entails. If necessary, teacher elaborates on ideas supplied by students before introducing task of planning and presenting a job interview.Vocabulary, phrases and features of language used in interactions between two people at a job interview are modelled by teacher. This includes:* vocabulary (colleague, interview, application, consideration)
* common phrases (‘Lovely to meet you’, ‘Thank you for your time/consideration’, ‘Could you give me an example of your skill in…’, ‘We’ll be in touch’)
* considering how features of language other than words are influenced by role, audience and context.
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| Teacher assigns students to work in pairs. | Teacher instructs pairs of students to write a script for a job interview interaction using the **Who, Where, What** method.**WHO:** an interviewer and an applicant for a new position**WHERE:** a job interview**WHAT:** the applicant responds to the interviewer’s questions to convince them that they are the most appropriate candidate for the job.  |
| Teacher instructs pairs to write a dialogue between two people. Students may select their own setting and personas. Students construct a script together, which they then rehearse. | Teacher guides students to consider the roles and positions of power in these scenarios. How might the role or setting influence the language used by each of the speakers? How might their interactions be affected by the difference in status between the speakers? |
| Students edit their script, considering use of prosodic features, such as stress, timing, pauses and tone. | Teacher guides students to identify the vocabulary, phrases and prosodic features that need to be considered when participating in a job interview. Students also consider the impact of these features on their success in the interview. For example, long pauses or ‘false-starts’ (starting a sentence then going back to the start) may suggest a lack of confidence, which would hinder a person applying for a customer service role.  |
| Students present their dialogue to an audience of their teacher and peers  | Students present their scripts to the class. Students reflect on each other’s presentation in terms of whether this dialogue in its current form would have contributed to a good work outcome – e.g. Would the interviewee have got the job? Was that related to language use or something else? And if not, what needs to be improved? |

Considerations when adapting the learning activity

* Teachers may need to adapt the scripts for EAL learners. This could be through the production of a list of prompts that contains useful vocabulary and sentence starters.
* Teachers may extend students by adding a suggested complication to their scenarios. For example: The applicant is too nervous to answer the interviewer’s questions successfully – how do students convey these nerves using non-verbal communication?
* As a variation, the adaptation could be changed to feature a conversation between colleagues, using common work-related phrases modelled by the teacher.

Additional resources to help when adapting the learning activity

* [Employment vocabulary list](https://www.englisch-hilfen.de/en/words/jobs.htm)
* Youth Central, ‘[How to answer interview questions well](https://www.youthcentral.vic.gov.au/jobs-and-careers/job-interviews/how-to-answer-interview-questions-well)’

Benefits for students

Know yourself – self-development:

* Students consider the way their own choice of language and oral skills affects how their behaviour is interpreted by others.
* Students reflect on the qualities that contribute to potential success in a job interview or workplace scenario.
* Students work collaboratively with a peer to negotiate and complete a task.

Know your world – career exploration:

* Students become more familiar with work-related vocabulary and phrases, allowing them to understand pathways to work.

Manage your future – be proactive:

* Students can experiment with the language required in an actual interview scenario, in a safe environment. This equips students with skills to build their careers.
* Students learn and explore what sort of language and verbal communication skills are required for different work environments.