**Pathway B Level BL Speaking and listening**

**Persuasive text- Children should be sunsmart (1)**

| **Student information**  | This student is 12 years and 7 months old. They have been in Australia for 6 months and had limited exposure to English before then. They attend an English language school in a Year 3-6 class. They are in grade 6. They were born in Tanzania and their home language is Swahili. The student did not consistently attend school prior to coming to Australia and had very limited exposure to English prior to coming to Australia. |
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| **Task**  | Students have been studying the beach in class. As part of this unit of work, they have been reading and creating persuasive texts about sun safety and water safety. In this speaking and listening task the student was consolidating their understanding and showing the teacher what they had learned in the unit. In particular, the teacher was assessing how well the student with support and scaffolding could:* give an opinion on a designated topic
* provide statement of position, some reasons and evidence
* use text connectives, conjunctions (because and so), negatives
* provide a summary of argument and re-statement of position.

The student being assessed is having a conversation with their class teacher.The words spoken by the student being assessed are in **bold**.  |

| **Time**  | **Transcript** | **This sample of student work demonstrates that the student can:** |
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| 00:05 – 00:31 | 00:05 – 04:13I'm going to ask you about being sunsmart. Children should be sunsmart. What do you think? Yes or no?**Yes.**Do you want to say children should be sunsmart?**Children should be sunsmart.** | * Demonstrate listening behaviour, attending to tone and intonation [(VCEALC162)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC162)
* Respond appropriately verbally or non-verbally when spoken to [(VCEALC163)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC163)
* Distinguish spoken English from other languages and attempt to respond using basic English [(VCEALA171)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA171)
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| 00:31 – 01:34 | Okay. And can you give me a reason? Firstly.**First an umbrella. Umbrella is sun. Because sun, we go on down.**So if the sun goes down on the umbrella, and someone is underneath the umbrella, what happens? What happens?**Neck.**You can show me with your hands.**Neck.**The neck? Yes.**And fa...**Do you mean face? The face?**Yeah.** | * Negotiate familiar social learning activities with the teacher by giving simple responses, such as nodding or saying ‘yes’, ‘no’ or short learnt phrases [(VCEALC166)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC166)
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| 01:34 – 01:58 | So the sun does not get the neck and face? Is that right?**Yeah.**Can you say that? The sun.**The sun.**Does not.**Does not.**Get**.****Get.**On the skin.**On the skin.**On the neck.**On the neck.**And on the face.**Face.** | * Rely on other speakers to scaffold, interpret, clarify or elaborate short, simple conversations [(VCEALC165)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC165)
* Use a small range of learnt word patterns for appropriate purposes - using formulas copied from teacher [(VCEALL175)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL175)
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| 01:58 – 03:42 | Can you give me a second reason? So secondly. Another picture.**Them...**Do you remember the word for them?**Yeah.**Point. Point to the picture. Okay. What are they called?**Glasses.**Sunglasses.**Sunglasses.****Sunglasses. And...**What do they do?**Sunglasses. Sun. Because sun is not come go on.**Yes. Well done. Sun will not come on? You can point. Point, point. The sun will not come on your?**Eyes.**Eyes. Well done. The sun will not come on your eyes if you wear the? Do you remember again? Sun...**Sunglasses.**Well done. What does the sun do to your eye?**Sun, do not come to there. Eyes.** | * Participate in predictable social interactions appropriately by demonstrating a range of appropriate interactive behaviour, including listening, responding and turn-taking [(VCEALA168)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA168)
* Use basic verb forms in context - using ‘no’ or ‘not’ with adjectives or nouns to express negative forms [(VCEALL176)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL176)
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| 03:42 – 04:35 | One more.**Het.**Okay. Finally? What can you say?**Final. Het****And sun. The sun is not come... and neck.**So neck is safe? Yep.**Yeah. And...**Do you remember?**Face?**Face, well done. Face will not get sun. Is that right?**Yeah.**Can you say that? The face will not get the sun.**The face is not come the sun.**Very good. | * Create original expressions, substituting new words in learnt patterns or formulas [(VCEALL174)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL174)
* Use words from sets related to immediate communicative need, such as referring to charts to select words required [(VCEALL180)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL180)
* Beginning to use comprehensible pronunciation for familiar words [(VCEALL182)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL182)
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| This student’s performance in this task suggests that they are working within the range of Level BL 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 BL, consolidating BL or at the BL standard in Speaking and Listening. At **beginning Level BL** students**:*** have very little or no oral English and do not respond meaningfully to English

**and/or*** may spontaneously repeat words or phrases without understanding their meaning

**and/or*** may not speak in the classroom except to same language peers

**and/or*** may initially attempt to communicate with the teacher using their home language

**and/or*** will join in activities, watching and copying what other students do in the classroom but may not speak

**and/or*** are likely to listen to extended texts in English with visual support.

At **consolidating Level BL** students:* are settling into situations where English is the dominant language
* begin to understand that communication with teachers and peers needs to be conducted in English
* begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English
* begin to learn the very basic oral English needed to manage learning in an English-speaking classroom, where the teacher adapts spoken texts to assist the students
* begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands
* recognise the importance of non-verbal communication
* understand that different forms of language and levels of politeness are used in different situations and contexts through their home language experiences.

At[**Level BL Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10#level=BL)students:* communicate simply but effectively in familiar, social and classroom contexts, using simple formulaic and some creative structures
* learn through English that is well supported by context
* contribute relatively complex ideas through simple English, and use simple English to respond to the ideas of others
* produce short oral utterances in English characterised by varying grammatical accuracy, simple subject–verb–object construction and over-generalisation of rules
* use common adjectives and adverbs to describe or add emphasis
* use repetitive grammar patterns copied from stories, songs, rhymes or other short texts
* demonstrate comprehensible pronunciation, stress and intonation that carries elements of home language pronunciation
* use some basic communication strategies, asking for repetition, and questioning to check, clarify or confirm understanding
* use some basic strategies to initiate and sustain simple conversations in English, restating, repeating or re-pronouncing as appropriate.
 | **Possible next steps for this student’s learning:** * Continue to participate in familiar social and learning situations, where they can practise negotiating activities with the teacher or with friends [(VCEALC166)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC166)
* Explicitly practise creating original expressions by substituting new words in learnt patterns or formulas [(VCEALL174)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL174)
* Learn and practise using basic adjectives and adverbs [(VCEALL177)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL177)
* Continue to practise pronunciation of familiar and new words [(VCEALL182)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL182)

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| **Pathways and transitions considerations** A student who has achieved the BL standard will continue on Pathway B to Level B1 of the EAL curriculum.At the end of Year 6, all students who are working within the BL range or who have achieved the BL standard will transition to Pathway C in Year 7. Under very limited circumstances, a Year 6 student may continue on Pathway B in Year 7 and 8 if:* there is continuity in the school program from primary to secondary, for example, a middle years EAL program in a F-10 school
* it is developmentally appropriate for the individual learner.
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