**Pathway B Level BL Speaking and Listening**

**Persuasive text- Children should be sunsmart (2)**

| **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, supported in their home language by a multicultural education aide.  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 – 00:23 | Today we're going to talk about, should children be sunsmart? Okay?  **Yeah.**  So, can, you're going to tell us what you know about that. So, should children be sunsmart?  **Should childrens be sun smart?** | * Respond appropriately non-verbally when spoken to - indicating agreement or non-agreement through body language or simple utterances such as ‘yes’ or ‘no’ [(VCEALC163)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC163) * Understand pronunciation and some non-verbal features - imitating the teacher’s speech [(VCEALL181)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL181) | |
| 00:23 – 00:36 | Do you think they should?  (Multicultural Education Aide translates)  **Yes.**  Yes, they, yes they should?  **Yeah.** | * Distinguish spoken English from other languages and attempt to respond using basic English [(VCEALA171)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA171) | |
| 00:36 – 02:03 | Okay. Can you tell us reasons why you think they should be sunsmart? You can use your pictures to help you.  (Multicultural Education Aide translates)  **Hat.**  (Multicultural Education Aide translates)  **Hat.**  What does the hat do?  **Hat...**  A hat because...  **Because sun, and you go down.**  So the sun goes down?  **Yeah.**  And if you have the hat, what happens here and here?  (Multicultural Education Aide translates)  **Because sun...**  (Multicultural Education Aide translates)  **Yeah.**  [Multicultural Education Aide] In English.  **Because sun, it's very...**  Very...  **Dangerous.**  Oh wow! That's a big word. Well done. So very hot and dangerous, yes?  **Yeah.** | * Rely on other speakers to scaffold, interpret, clarify or elaborate short, simple conversations [(VCEALC165)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC165) * Demonstrate listening behaviour, attending to tone and intonation [(VCEALC162)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC162) * 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) | |
| 02:03 – 03:14 | Okay. Can you give us another reason why children should be sun smart?  **Umbrella.**  Okay. Tell us about the umbrella.  **Umbrella, or, sun, because umbrella, and....**  Does umbrella stop the sun?  **Yeah.**  (Multicultural Education Aide translates)  **Because sun can go down.**  So, the sun can go down?  **Yeah.**  On the umbrella.  **Yeah.**  So, stop the sun, does not get on your, what's this? Do you remember that word?  (Multicultural Education Aide translates)  **Body.**  [Multicultural Education Aide] Hmm?  **Body.**  [Multicultural Education Aide] Body?  Body. Oh, well done! Body. | * Beginning to respond appropriately verbally when spoken to [(VCEALC163)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC163) * Identify basic items of information in short spoken texts - answering specific questions about the spoken text based on familiar question stems such as ‘What is…’ [(VCEALC167)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC167) * Create original expressions, substituting new words in learnt patterns or formulas [(VCEALL174)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL174) * Attempt basic self-correction - attempting to self-correct pronunciation when the listener does not understand the word being spoken [(VCEALL178)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL178) | |
| 03:14 – 04:25 | Okay. And one more reason. Maybe up here.  **That one.**  [Multicultural Education Aide translates]  **Glass.**  (Multicultural Education Aide translates)  **Sunglasses.**  Mm hmm**.**  (Multicultural Education Aide translates)  **Because sun, not...**  What does the sun do to your eyes?  **Because sun not come the eyes.**  Mm hmm. So, you need to wear sunglasses?  **Yeah.**  To be safe?  **Yeah.**  From the sun? Okay. Very good.  [Multicultural Education Aide translates]  **Sunglasses, because sun is not come to, to the, eyes.**  Well done. | * Beginning to participate in predictable social interactions appropriately - demonstrating a range of appropriate interactive behaviour, including listening, responding and turn-taking [(VCEALA168)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA168) * Construct two- or three-word utterances, with the support of actions, gestures or visuals - pointing, miming or gesturing to supplement speech [(VCEALL173)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL173) * Use words from sets related to immediate communicative need, interest or experience - referring to charts or vocabulary lists to select words required for communicative needs [(VCEALL180)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL180) | |

| 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:**   * Explicitly teach and practise questions to ask for repetition, check meaning or elicit help [(VCEALC164)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC164) * Participate in a range of classroom activities with the teacher or with friends to practise negotiating social situations and learning activities [(VCEALC166)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC166) * Explicitly teach simple language structures and practise substituting new words into the learnt patterns or formulas to create original expressions [(VCEALL174)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL174) * Continue to build vocabulary, using charts or vocabulary lists for reference [(VCEALL180)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL180) * Continue to practise pronunciation of familiar 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. |