**Pathway B Level BL Speaking and Listening**

**Persuasive text- Children should learn how to swim**

| **Student information** | This student is 8 years and 11 months old. They have been in Australia for 4 months and attend an English language school in a Year 3 class. They were born in Afghanistan and their home language is Dari. They had Interrupted schooling in Afghanistan for about 1 year and had limited exposure to English prior to coming to Australia. |
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| **Task** | The student has been studying the beach in class. They have been reading and creating persuasive texts about being sun smart and learning to swim as part of learning about beach safety. They have also recently participated in school swimming lessons. 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) and negatives.   The student being assessed is having a conversation with their 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 – 01:34 | This term, we've been learning about an argument. We've been learning about the problem of why children should learn how to swim. Yes? And we have been learning about the beach and about the sea, all the sea creatures in the sea.  Can you tell me, what do you think? Should children learn how to swim, or should children not learn how to swim?  **Should children... Should children. How to swim?**  (Multicultural Education Aide translates)  **Because it is dangerous.**  Mmhmm. Yeah. So let's go back to the first one. So remember we said should means yes, children should learn and shouldn't means no, children should not learn. So which one do you think, should or shouldn't?  **Should.**  Should, well done. | * Demonstrate listening behaviour, attending to tone and intonation - using some appropriate body language, such as nodding or facial expressions, when listening [(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) * Check understanding of classroom English by asking for clarification from other home language speakers (MEA) [(VCEALA172)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA172) | |
| 01:34 – 02:04 | Okay. So now we are going to talk about why. Why should children learn how to swim? And we've got some pictures here to help you. Can you talk about the first one?  **Because it is dangerous if you cannot swim**.  Very good. Can you swim? Do you know how to swim, Kawsar**?**  **Yes.**  Yes. You went swimming with me, didn't you? We went to the pool. | * 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 - using formulas copied from teacher, peers or texts [(VCEALL175)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL175) | |
| 02:04 – 02:25 | Okay. Can you have a look at the next picture? Can you tell me another reason why it's important to learn to swim?  **Because it's strong.**  Yeah. Makes you strong.  **And exercise.**  And it's very good exercise. Yep. It's good for your body. Well done. | * Distinguish spoken English from other languages and attempt to respond using basic English [(VCEALA171)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA171) * Construct two- or three-word utterances, using common vocabulary and short formulaic expressions to communicate [(VCEALL173)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL173) | |
| 02:25 – 02:51 | And let's have a look at the last picture. Can you tell me one more reason why children should learn to swim?  **Because it is fun.**  It's fun**.**  Okay. Who can you have fun with? Who might you go swimming with?  **Mum and friends. Mum and dad, and teacher, brother.**  Very good. | * Beginning to using simple grammatical patterns, for example combining subject plus verb or verb plus object [(VCEALL175)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL175) * Use words from sets related to immediate communicative need, interest or experience such as family [(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) | |
| 02:51 – 04:02 | What did you like to do when we went swimming?  **Water**.  You liked the water. What did you like to do in the water?  **Play?**  Play. And when do you like to go swimming?  (Multicultural Education Aide translates)  **Friday.**  On Fridays. That's a good day. That's the holiday in Afghanistan. That's the day off. That's a good day to go swimming. And do you go swimming with your mum and dad?  **No.**  No. Do they know how to swim? Can your mum swim?  (Multicultural Education Aide translates)  **No**.  No. Okay. Do you want to go swimming again? Do you want to go to the pool again?  **Yes.**  Yes, okay. | * Beginning to participate in predictable social interactions [(VCEALA168)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA168) * Take turns to speak or listen during class interactions [(VCEALA169)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA169) | |

| 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 take part in classroom activities that require negotiation of familiar social situations and learning activities with the teacher or with friends [(VCEALC166)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC166) * Continue to practise constructing two- or three-word utterances, with teacher support [(VCEALL173)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL173) * Practise substituting new words in learnt structures to form original sentences [(VCEALL174)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL174) * Practise using simple grammatical patterns, for example constructing sentences by combining subject plus verb or verb plus object [(VCEALL175)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL175) |
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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. |