**Pathway A Level A2 Speaking and listening**

**Informative text - Recount of supermarket excursion**

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| **Student information** | The first student is six years and three months old and has been in Australia for four months. She is from the Philippines and speaks Filipino at home. She attended school for one year in the Philippines, where she had a little exposure to English. She has been in a Foundation class in an English language school for four months in Australia. She will exit into a mainstream school in a few weeks after completing this assessment task.  The second student is six years and two months old and has been in Australia for five months. She is from the Philippines and speaks Filipino at home. She did not attend school in the Philippines. She has been in a Foundation class in an English language school for four months in Australia. She will exit into a mainstream school in a few weeks after completing this assessment task as well. |
| **Task** | The students were asked to talk about their class excursion to a local supermarket which they attended the previous day. One student initiated the conversation and asked the questions, and the other student responded. The students have previously had individual conversations with the teacher about the excursion, talking about what they did and what they saw using photos from the excursion as prompts. The excursion is part of a unit of work the class is doing on ‘Food’. The students have been learning about different types of food, including fruit and vegetables. They are familiar with the structure of recounts as they talk about their weekend activities every week in class.  The teacher is assessing how well the students could engage in short structured interactions and exchange basic information, as well as their ability to use comprehensible pronunciation. In particular, the teacher wants to know how well the students could:   * communicate using basic English about a recent personal experience * participate in a sustained interaction * use basic learned formulae and other structures in their communication.   The words spoken by the student being assessed are in **bold**. |

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| **Time** | **Transcript** | | **This sample of student work demonstrates that the students can:** |
| 0:06-1:45 | Kylie, where in, we went yesterday?  **To Safeway.**  What we do, what did we do on Safeway?  **Miss Erin take a picture of us.**  What did we see on the Safeway?  **Bread, some sausage, chickens and meat, and and vegetables.**  What vegetables and fruit there?  **Oh, watermelon and mandarin, orange, carrots and broccoli.**  What did Grace show us?  **How to cut the pumpkin.**  When did, when do we went to the freezer? Is it hot or warm?  **Cold.**  What did we do next?  **We were, we buy some lollies and then we scan the lollypops and we give the money to the lady.**  Then what did we do?  **Sit on the chair and came back to school.** | * Demonstrate active listening and follow speech [(VCEALC083)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC083) * Negotiate familiar social and learning situations using language appropriate to the situation [(VCEALC085)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC085) * Recognise questions or statements through word order and vocabulary, as well as through intonation [(VCEALL099)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL099) * Respond appropriately in a range of common social and classroom situations [(VCEALC084)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC084) * Understand key information in a short spoken or multimodal text [(VCEALC087)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC087) * Use common time and sequence markers to link ideas in speech [(VCEALL098)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL098) * Initiate and maintain simple conversations with others [(VCEALA091)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA091) | |

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| This student’s performance in this task suggests that she is working within the range of Level A2 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 A2, consolidating A2 or at the A2 standard in Speaking and listening.  At **beginning Level A2** students:   * communicate effectively in English, using simple sentences and learned formulae * use comprehensible pronunciation, stress and intonation * can use some appropriate terms when requested, relying on non-verbals to indicate level of politeness in other pragmatic events * can join in well-rehearsed and well-known songs, by following peers and/or teacher * take part in everyday activities and routines, relying heavily on a supportive teacher or peer.   At **consolidating Level A2** students**:**   * can participate in routine exchanges like greetings and simple classroom routines without great difficulty * can generate own language beyond formulae and two-word utterances * will use approximations of structures as they test hypotheses * find discussions between teacher and learners at fluent speaker speed still too difficult for them to participate in.   At [**Level A2 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-a-early-immersion/curriculum/f-10) students:   * communicate in an expanding range of predictable social and learning situations * express ideas and identify key points of information in classroom discussions about familiar topics, and in new topics when they are well supported by visual material, an appropriate pace of delivery, and discussion that links their prior knowledge to the new context * follow a short sequence of instructions related to classroom procedures and learning activities * negotiate familiar social and learning situations, using English appropriate to the situation * adjust their speech choices in response to audience and topic * combine known conversational formulas and vocabulary, including some from texts read in class, and apply some grammatical rules to make original utterances of varying grammatical accuracy * sustain communication by negotiating turn-taking and by using strategies such as asking a speaker to repeat or to speak slowly or asking what a word means. | **Possible next steps for these students’ learning:**   * Learning and practising asking follow up questions to each other’s responses to add more details [(VCEALL099)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL099) * Learning to ask and respond to simple open-ended questions, including giving personal opinion on familiar experiences and events [(VCEALL100)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL100) [(VCEALL101)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL101) * Using past tense verbs in speech accurately [(VCEALL103)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL103) |
| **Pathways and Transitions considerations:**  A Foundation student who is working within the range of A2 in any one language mode is not ready to transition to the English curriculum regardless of their proficiency in the other two language modes. This student will continue on Pathway A of the EAL curriculum in all language modes.  A Foundation student should consistently demonstrate the final achievement standard in Pathway A (Level A2) in all three language modes before they transition to the English curriculum.  They will need to be equally capable across all three language modes to be able to meet the learning expectations in the English curriculum at the level taught to their mainstream peers, and without substantial language support.  They will need to be sufficiently proficient in understanding and using the academic language across the learning areas to participate in learning activities across the Victorian curriculum.  They will also need to be able to understand and use the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the Victorian curriculum increase, for example in Year 3 and 4. |