**Pathway B Level BL Speaking and listening**

**Informative text - Discussing sea animals (2)**

|  |  |
| --- | --- |
| **Student information** | The student is eleven years and nine months old and was born in Sudan. His home language is Arabic. He has had two years of interrupted schooling in Sudan. He has been in Australia for four months and has been attending an English language school for twenty weeks. |
| **Task** | The class has been learning about sea creatures. They learned about the topic from posters, a big book, short documentaries from the internet and from reading a variety of class texts. There was also a rockpool incursion at the school. The students have learned the relevant vocabulary for naming and describing the animals and their habitats. There has been work on recognition of words and the writing of simple sentences using this vocabulary.  In this speaking and listening task the student was consolidating his understanding and showing the teacher what he had learned in the unit. In particular, the teacher was assessing how well the student could:  • follow simple instructions  • identify basic information about the animals they have been learning about  • respond to key words in spoken instructions  • demonstrate active listening, attending to words they hear and other features of spoken language, such as intonation  • clearly say the names of the animals  • clearly describe basic information about the animals and their habitats.  The words spoken by the student being assessed are in **bold**. The words spoken by other students are in *italics* and the teacher’s words are in normal font. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
| 0:06-0:30 | I’ll show you some of the animals and I’ll talk to you about the animal. Now this animal is a…?  **[together] …crab.**  And a crab has pincers, pincers. This animal is…  **Octopus.**  …an octopus and it has eight legs.  **Legs.** |  | |
| 0:31-1:18 | Tell us, this is…?  **This is a crab. Crab have fin… fins…**  P, pincers.  **…pincers. Crab…**  What are pincers? Where are the pincers? What are they? What do they do?  **Mm, she’s fights with it.**  Oh, okay, they fight with it, they eat. Yes.  **Mm, crab is funny. She’s food and…**  Seaweed.  **…seaweed in shell.**  On the shell there’s a seaweed crab.  **In the.**  Thank you. How does a crab move Lazarus?  **Move…**  *They move side.*  **…side.**  Sideways, yes. | * Use common descriptive language [(VCEALL177)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL177) * Use appropriate gestures and intonation for social interaction [(VCEALA170)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA170) * Create original expressions, substituting new words in learnt patterns or formulas [(VCEALL174)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL174) | |
| 1:19-3:20 | Now we’re going to play a guess which animal I’m thinking of, okay? So I’ll tell you, I won’t say the name of the animal. You have to guess the name of the sea animal, okay? Alright, I am very big, and I live in the sea, in the deep sea, and I have a tail that helps me swim and fins. I’m a very big animal. What is it Lazarus?  **Mm, whale.**  A…?  **Whale.**  A whale. I am a whale. Thank you. Now Meratu, you tell, Lazarus has to guess. You say ‘guess who’ to Lazarus.  *Okay. I have a long tail. I have a wings. I live in water. Who I am?*  **Um.**  **Sting… dStaaa ring… Mm**  **[together] Stingray.**  Very good, excellent Lazarus. Your turn Lazarus.  **I am half a leg. I live in water.**  Anything else? Anything else you can say?  **Sometime I am very dangerous.**  Mm hm. What do you think Meratu? Did you say, “Who am I?”  **Who am I? Octopus.**  *Octopus.*  Very good. Okay, thank you. Well done. | * Use words from sets related to immediate communicative need, interest or experience [(VCEALL180)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL180) * Use common descriptive language [(VCEALL177)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL177) * Rely on other speakers to scaffold, interpret, clarify or elaborate short, simple conversations [(VCEALC165)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC165) | |

|  |  |
| --- | --- |
| **Overall, this student can also:**   * Understand pronunciation and some non-verbal features [(VCEALL181)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL181) * Negotiate familiar social situations and learning activities with the teacher or with friends [(VCEALC166)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC166) * Respond to key words in a range of familiar and common spoken instructions [(VCEALL179)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL179) * Understand pronunciation and some non-verbal features [(VCEALL181)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL181) * Use words from sets related to immediate communicative need, interest or experience [(VCEALL180)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL180) * Distinguish spoken English from other languages and attempt to respond using basic English [(VCEALA171)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA171) * Participate in predictable social interactions appropriately [(VCEALA168)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA168) * Demonstrate listening behaviour, attending to tone and intonation [(VCEALC162)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC162) | **Possible next steps for this student’s learning:**   * Practising reading sentences about a sea animal to support oral language development [(VCEALL175)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL175) * Planning, practising and delivering an oral presentation about a sea animal [(VCEALL182)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL182) [(VCEALA170)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA170) * Recording own speech to review and listen for areas for improvement [(VCEALL183)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL183) |
| This student’s performance in this task suggests that he is working within the range of Level BL in Speaking and listening. The assessing teacher will need to consider a range of writing 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. | **Pathways and transitions considerations**  A Year 6 student working within the range of Level BL 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 B of the EAL curriculum in all language modes. |