**Pathway A Level A1 Speaking and listening**

**Informative text - Weekend recount**

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| **Student information** | The student is seven years old and was born in Iraq. His first language is Arabic. He did not attend school in Iraq. He has been in Australia for ten and a half months and has been attending an English language since he arrived. He is the youngest of four boys in his family. His father speaks fluent English and supports the student’s learning by listening to him read his ‘take home’ book and by focusing on the high frequency words he is learning. |
| **Task** | The student was asked to provide a personal recount of his weekend activities. This is a regular task for the class at the beginning of each week. The teacher supports the class in this task by providing models of relevant linguistic resources for the task, including, adverbial phrases of time (for example, *On the weekend…*), simple past tense forms (for example, *we went ..*), adverbial phrases of place (for example, *at the park*) and vocabulary about family members (for example *with my mother and father*) as well as modelling a recount of her own weekend activities. She provides pictures of weekend activities and allows the children to draw pictures of their weekend activities.  This task was conducted after the children had drawn pictures of their weekend activities undertaken in a small group so as to provide a supportive and familiar learning and teaching environment.  The teacher was assessing:   * the student’s ability to use spoken English to give some basic personal information, using learned formulas, for example *My name is...* * the student’s ability to use spoken English to recount a personal past event, specifically weekend activities, for example *On the weekend I went to the park.* * the student’s ability to expand on information when prompted by the teacher using visual cues or questions, such as *Who did you go with? What did you do at the park?* * the student’s use of simple subject-verb-object sentence patterns and the use of some grammatical patterns to create new meanings, such as saying *played,* or even *goed,* or *eated* * the student’s ability to produce intelligible pronunciation in English.   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 student can:** |
| 0:06-1:41 | **My name is Ahmed. I speak Arabic. Ah, my is, is seven years old. I like, mm I like banana, mm apples mm and oranges.**  Very good. Can you tell me what you did on the weekend?  **On Saturday I play volleyball. Ah, mm. On Saturday I play basketball.**  Who did you play with, Ahmed?  **With my brother.**  And where? Where did you play?  **In the park.**  At the park with your brother. Good. And what did you do on Sunday?  **Sunday. Play mm basketball.**  Again? So you played basketball on Saturday and on Sunday?  **On Sunday play soccer.**  Okay and what else did you do on Sunday?  **[unintelligible]**  Do you want to tell me anything else you did on the weekend? No? Okay. | * Distinguish English from other languages [(VCEALA012)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA012) * Demonstrate attentive listening behaviour [(VCEALC001](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC001)) * Respond simply to questions and prompts [(VCEALC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC002) * Use intelligible pronunciation but with many pauses and hesitations [(VCEALL028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL028) * Understand the tense of statements or instructions by using time references [(VCEALL021)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL021) * Construct simple subject–verb–object sentences that mostly use present tense [(VCEALL019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL019) * Recognise and use words from lexical sets related to immediate communicative need, interest or experience [(VCEALL026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL026) * Recognise ways intonation is used to enhance meaning or distinguish statements from questions [(VCEALL029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL029) * Communicate using short, learnt phrases [(VCEALL018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL018) * Use acceptable social formulas and gestures to interact appropriately in context [(VCEALA010)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA010) * Use non-verbal language to sustain interaction with others [(VCEALA009](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA009)) | |

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| This student’s performance in this task suggests that he is working within the range of Level A1 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 A1, consolidating A1 or at the A1 standard in Speaking and listening.  At **beginning Level A1** 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**   * will join in activities, watching and copying what other students do in the classroom but may not speak   **and/or**   * may not speak in the classroom except to same language peers.   At **consolidating Level A1** students**:**   * begin to understand that communication with teachers and peers needs to be conducted in English * begin to learn the very basic oral English needed to manage learning in an English-speaking classroom * through their first language experiences, understand that different forms of language are used in different situations and contexts * begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands * recognise the importance of non-verbal communication * begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English.   At [**Level A1 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 basic English in routine, familiar, social and classroom situations * follow and give simple instructions, exchange basic personal information, and negotiate well-known, predictable activities and contexts * begin to modify their responses and manner of interaction to match the responses of others and the context * use simple learnt formulas and patterns, and they create original utterances by substituting words. Their utterances are characterised by a short, simplified structure, simple subject–verb–object construction and overgeneralisation of rules. * use some basic communication and learning strategies to participate in and sustain interactions in English * recognise that intonation carries meaning, and they listen for key words and for repetition of words and phrases * use comprehensible pronunciation, stress and intonation * use classroom resources such as picture cards or other visual texts to help them communicate. | **Possible next steps for this student’s learning:**   * Using simple past tense in speech [(VCEALL020)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL020) * Reading aloud own weekend writing to practise pronunciation of familiar words and phrases [(VCEALL027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL027) [(VCEALL028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL028) * Independently constructing sentences that include the circumstances surrounding his weekend activities [(VCEALL018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL018) |
| **Pathways and transitions considerations:**  A Year 2 student working within the range of Level A1 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 the EAL curriculum in all language modes. |