**Pathway B Level BL Speaking and listening**

**Informative text - Discussing sea animals (1)**

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| **Student information**  | The student is eleven years and eight months old and was born in Kenya. Her home language is Oromo which is a language spoken mainly in southern Ethiopia, and also in parts of Kenya and Somalia. She has had four years of interrupted schooling and cannot read or write in her home language. She has been in Australia for ten months and attended an English language school for nine and a half months.  |
| **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. They have worked on recognising vocabulary and writing simple sentences using the target vocabulary.In this speaking and listening task the student was consolidating her understanding and showing the teacher what she 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.  |

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| **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.**  |  |
| 0:31-3:03 | **But when…**What’s this?*Octopus.***Octopus. How…?**This, you say, “This is…”**Eight eggs, it has eight eggs.**Legs.**Legs, and it lives in water and sometimes live in the sand, and it can stick in the rock.**Yes, it sticks on the rocks because it has these suckers, yes?**Yes.** Is this the dangerous animal?**Yes.***No.***It, when it was, when is, it scared it change colours, greens or yellow.**Oh, are they all dangerous, all octopus?**No.**And it has…?**Eight leg.***Eight legs.*Eight legs, and Meratu was saying something very interesting, that it lives…*In the water.***In water.****Rock and sand.**Yeah.**Water.**And what did you say about this, that it…?**Stick.**That it sticks. It has suckers, sticks. And then we were talking about the dangerous octopus, yes? **Yes.**Because the rock pool visitor showed us an octopus that is dangerous because it has, why is it dangerous?**Because it has…***Change colour.***…change colours and it, when just scare it change colours and when, when is scared it change colour. Green, blue and…**Do you remember the name of it?**The name of it is…**Blue…**Blue…****Blue octopus.**…ring octopus.**Octopus.**Good. And it is dangerous because it changes colour, but is that what’s dangerous? **No.**What’s dangerous about it? What does it do? It gives…**It…**P… Do you remember that word? Poison.**Poison.****Poison.**Can you say that?**Poison.****Poison.**Poison. Poison, and that can kill us, yes? **Yes.**It’s very strong poison.  | * 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)
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| 3:04-4:00 | Can you just choose any of these sea animals?**Yeah, turtle.**Okay, this is a turtle.**Turtle. It has four legs and it, it lives in the water and it swims very well. And some turtle lives in the sand, and when turtle have baby to put in egg, when have egg, put in the sand and then put sand and then the birth come and go in the water. And some turtle come back to, and some turtle go when the turtle babies come out scare some bad in the water.**Oh, so you know lots about the turtle and the mother turtle and the eggs?  | * Use common descriptive language [(VCEALL177)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL177)
* Use a small range of learnt word patterns for appropriate purposes [(VCEALL175)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL175)
* Create original expressions, substituting new words in learnt patterns or formulas [(VCEALL174)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL174)
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| 4:01-6:01 | Now we’re going to play a guess, 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? *Whale.*A…?**Whale.****Yeah, 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…***Sting…****[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 a small range of learnt word patterns for appropriate purposes [(VCEALL175)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL175)
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| **Overall, this student can also:** * Identify basic items of information in short spoken texts [(VCEALC167)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC167)
* Use words from sets related to immediate communicative need, interest or experience [(VCEALL180)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL180)
* 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 appropriately verbally or non-verbally when spoken to [(VCEALC163)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC163)
* Participate in predictable social interactions appropriately [(VCEALA168)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA168)
* Distinguish spoken English from other languages and attempt to respond using basic English [(VCEALA171)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA171)
* Use comprehensible pronunciation for familiar words [(VCEALL182)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL182)
* Rely on other speakers to scaffold, interpret, clarify or elaborate short, simple conversations [(VCEALC165)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC165)
 | **Possible next steps for this student’s learning:** * 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)

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| This student’s performance in this task suggests that she 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. |