

Sample progressions through the English as an Additional Language (EAL) pathways

The variety of prior learning and life experiences of EAL students, together with their individual differences, mean there are many possible progressions through the EAL pathways. These samples illustrate some of the possibilities, but the nature of each student's progression depends on their individual circumstances, as well as the support and opportunities they are given.

Sample 1: Early immersion

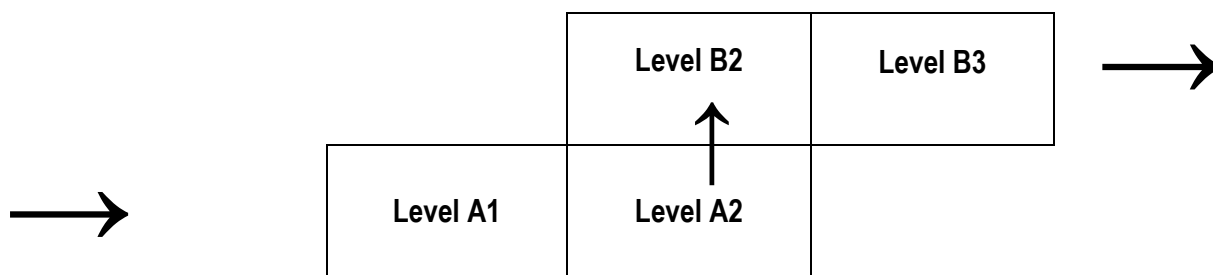


Level A1	Level A2
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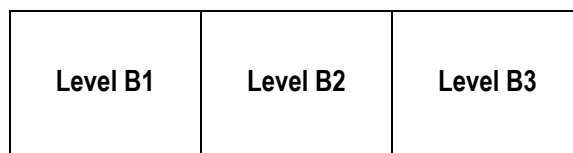
<p>The student arrives in Australia at age three, speaking only her home language. Her parents speak minimal English.</p>	<p>On commencement of Prep at school, the student speaks no English. She is placed at Level A1. The student is able to engage in contextualised tasks, such as drawing and painting. As her language skills develop, her levels of achievement improve across all curriculum areas.</p>	<p>During Prep and Year 1, the student acquires English language skills that allow her to move from Level A1 to Level A2 during Year 1.</p>	<p>Late in Year 2, teachers notice that the student is able to perform within the range of her English-speaking peers on most tasks in all curriculum areas. Her teacher decides the English curriculum is now more appropriate for her learning.</p>
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Sample 2: Early immersion



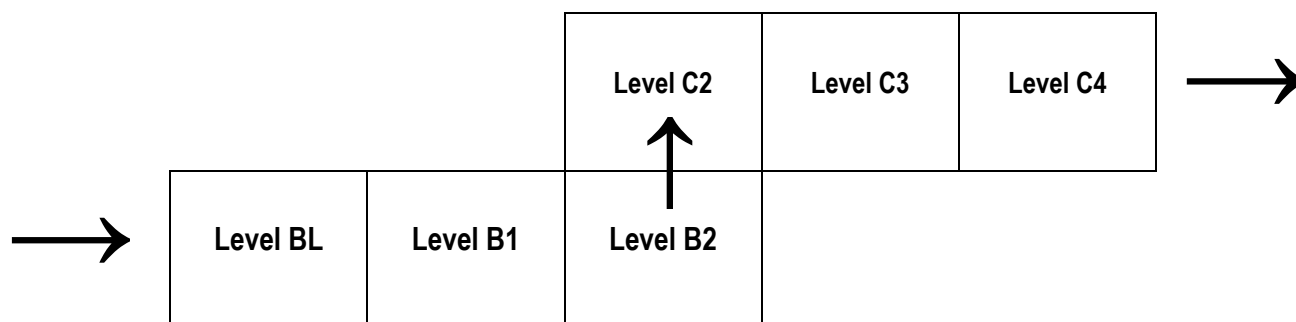
<p>The student begins learning at school in her country of origin and is in the early stages of developing literacy in her home language at age six when her family moves to Australia.</p>	<p>The student is placed at Level A1 in Year 1 with EAL support; however, she often misses school. Her schooling is interrupted because one of her parents makes regular visits back to their country of origin and the student also goes for extended periods of time. When the student returns, her English proficiency and some other skills have regressed. She makes slow progress through Level A1.</p>	<p>After about 18 months, circumstances change and the student attends school more regularly. She makes better progress, although there are still gaps in her learning. By the end of Year 2 she is at Level A2 and progressing, but she is still not achieving in the performance range of her English-speaking peers, except in mathematical tasks. The student goes into Year 3 and she is placed at Level B2. She makes progress, and just over halfway through Year 3 she moves to Level B3.</p>	<p>Towards the end of Year 4, the student's performance in all tasks is within the range of performance of her English-speaking peers. Her teacher decides the English curriculum is now more appropriate for her learning.</p>
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Sample 3: Mid immersion



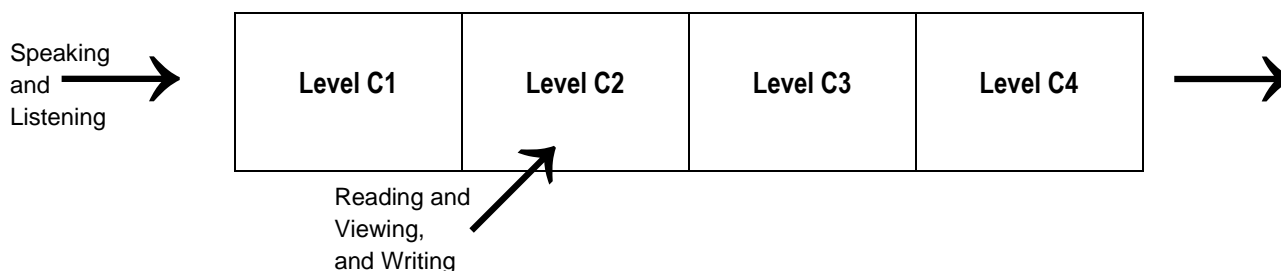
<p>The student attends school in his country of origin and develops some literacy skills.</p>	<p>The student arrives in Australia aged eight, and commences school midway through Year 3, speaking no English. He attends an English Language School, and makes progress through Level B1.</p>	<p>On starting Year 4 at his primary school, the student is assessed as working at very early Level B2 and given targeted EAL support.</p>	<p>By Year 5 the student has progressed to Level B3. While he continues to make progress, he still requires EAL support when he starts Year 6 because of the more complex demands of the final year of primary school.</p>	<p>By midway through Year 6, the student's improvement indicates that he is within the range of performance of his English-speaking peers. He is moved on to the English curriculum.</p> <p>When he moves into secondary school, his teachers are informed that his learning needs still require monitoring and that support should be provided where necessary.</p>
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Sample 4: Mid immersion



<p>The student doesn't attend school because of a civil war taking place where he lives in his country of origin. When he is eight years old, he flees to a refugee camp with his mother and siblings. He attends one-hour school classes three times per week, with unqualified teachers. He learns to memorise the written form of some everyday words in his home language.</p>	<p>The student arrives in Australia at age ten with his mother and siblings. He doesn't know whether his father is alive. He attends a English Language School (ELS) and is learning at Level BL.</p>	<p>After one year in the ELS, the student moves to primary school and is placed in Year 6. He is placed at early Level B2, although his writing is still at Level B1. He has targeted EAL support and makes steady but slow progress through Year 6. Although he is still learning at Level B2 at the end of Year 6, his writing has improved to match his other English language skills.</p>	<p>The student moves to secondary school, where he is assessed as working at low Level C2. He is able to engage in practical classes such as Physical Education, Visual Arts and Music, as well as Mathematics. He has difficulty with more abstract and language-focused curriculum areas such as English and History.</p>	<p>At the start of Year 9, the student is assessed as working at Level C3. He continues to achieve in Physical Education, but his progress in other curriculum areas is slow. Nonetheless, by the end of the year he is considered to have made progress in his English language skills.</p>	<p>By Year 10 the student has moved to Level C4 but is still at the lower levels of achievement among his English-speaking peers. In practical subjects, and especially in Physical Education, he is one of the highest-achieving students; however, by the end of Year 10 he is still among the lowest-achieving students in abstract and language-intensive tasks.</p>	<p>The student is offered a place in a specialist sports program at a neighbouring school as part of a VCAL program for Year 11. He is enthusiastic about this option and accepts the offer. The program offers literacy support and other, more practical options that could lead to TAFE studies or further academic study.</p>
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Sample 5: Late immersion



<p>The student attends school for eight years in her country of origin. She is highly motivated and does well academically. She learns English, beginning in Year 3, and reaches standard for written work but has little opportunity to speak the language, although she often listens to English pop music and sometimes watches a children's television program in English on the internet.</p>	<p>When the student arrives in Australia at age 14, she attends an English Language School (ELS). Due to her prior knowledge of English her written language skills are at Level C2, but her lack of experience in speaking means that in speaking tasks she is working at Level C1. However, after one term in the ELS she is ready to begin secondary school, where she starts Year 8 at the beginning of Term 4.</p>	<p>The student is still at Level C2 at the beginning of Year 9, but her speaking skills have become more evenly matched to her written language skills. By Term 2 she is working at Level C3 across all modes, and she is completing some tasks to the same standard as her English-speaking peers.</p>	<p>By the beginning of Year 10, the student is working at Level C4 and is becoming one of the highest achieving students in the class in most curriculum areas. She continues to receive some EAL support, and by the end of Year 10 any inconsistencies in her English-language use have been remedied.</p>	<p>The student is able to move into a VCE program, choosing her subjects based on her interests and considering the implications of subject choices for her study plans beyond secondary school. She meets the eligibility criteria for the EAL study. She chooses to study her home language for the VCE, as she has continued formal learning of the language and performs at a high standard.</p>
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