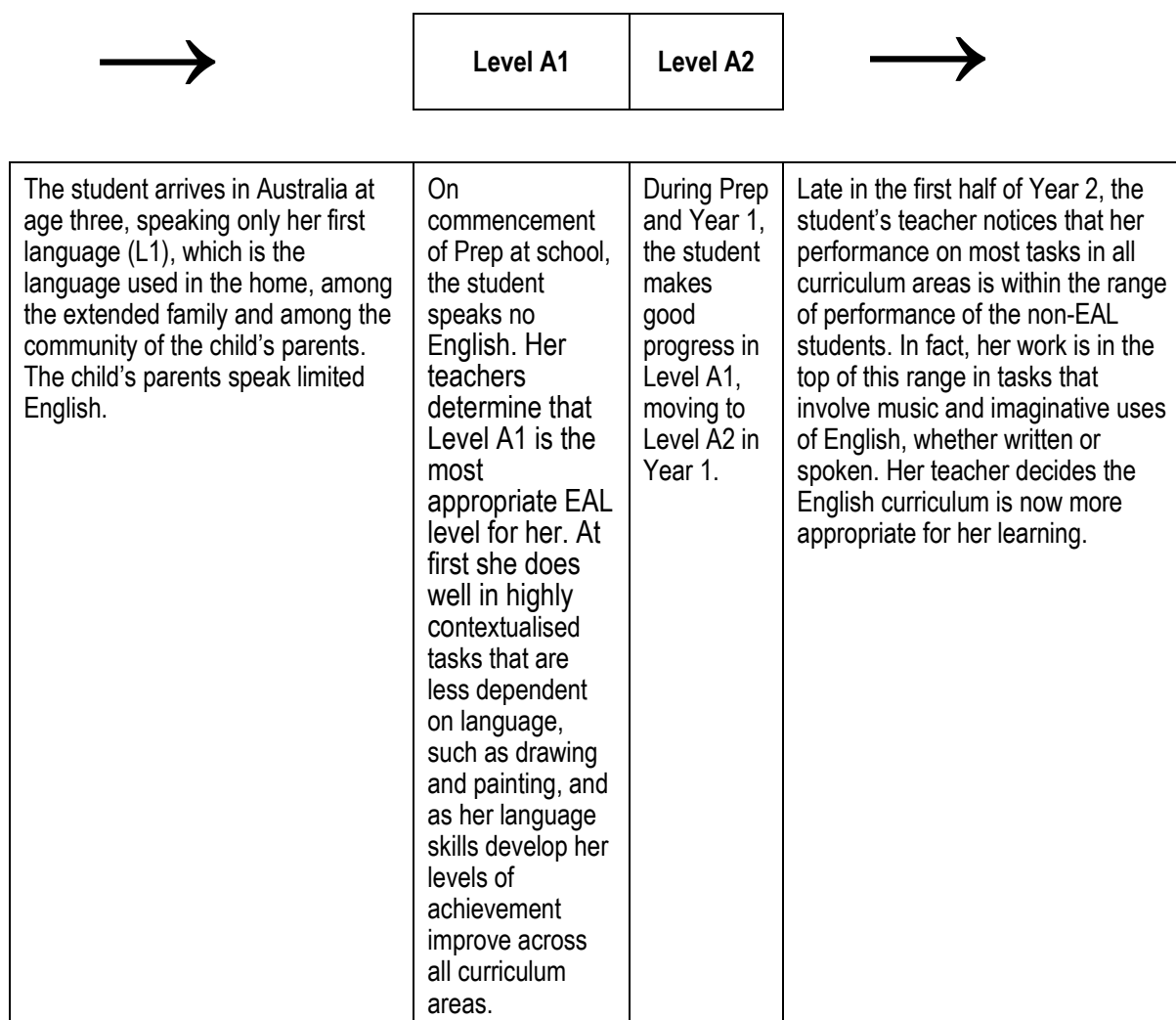


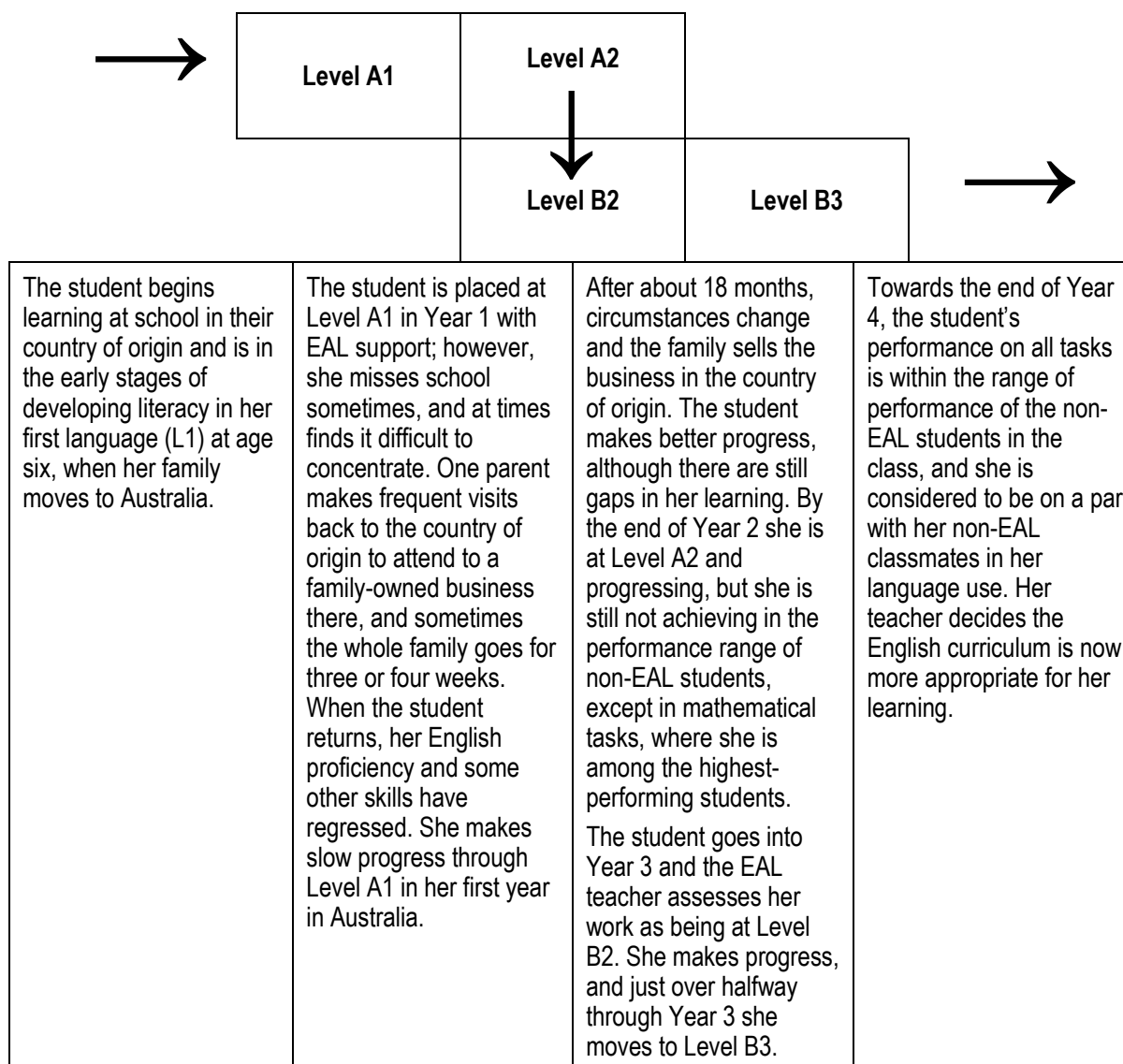
Sample progressions through the EAL Pathways

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.

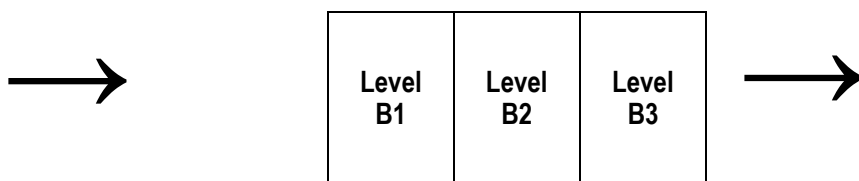
Sample 1: Early immersion



Sample 2: Early immersion

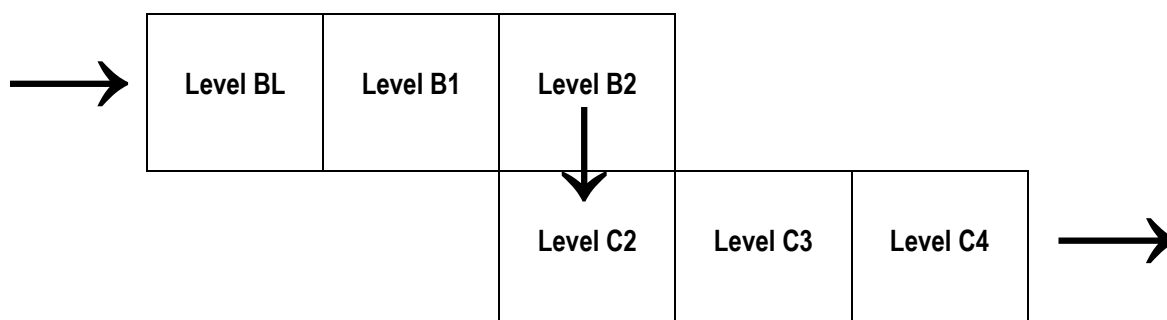


Sample 3: Mid immersion



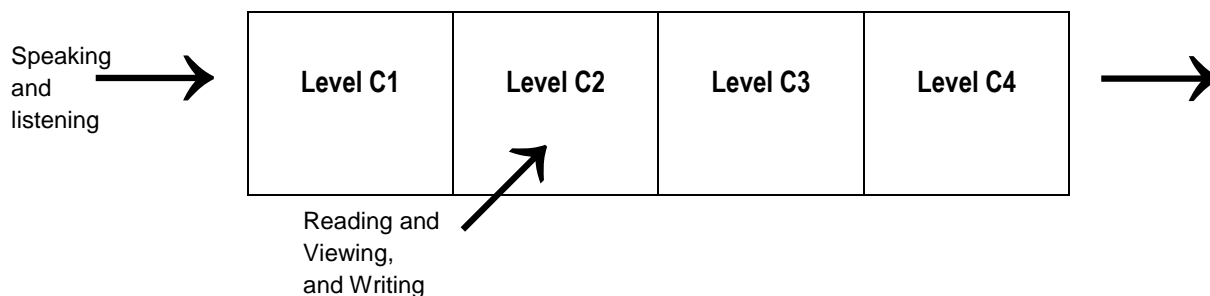
<p>The student attends school in his country of origin, making good progress and developing literacy skills.</p>	<p>The student arrives in Australia aged eight, and commences school midway through Year 3, speaking no English. He attends a New Arrivals English Language Centre, and makes good progress through Level B1 of the EAL curriculum.</p>	<p>On starting Year 4 at his regular primary school, he is assessed as working at very early Level B2 and given targeted EAL support. His class teacher uses EAL-informed strategies with him.</p>	<p>By Year 5 he has progressed to Level B3. While he continues to make progress, he is still considered in need of 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, his improvement is such that his teacher sees him as within the range of performance of the other children and he is moved to assessment on the English curriculum. While he is no longer considered an EAL learner, the school informs the secondary school he will attend of his learning background, and suggests monitoring his progress, in case the demands of secondary school prove more challenging than may be the case for other students.</p>
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Sample 4: Mid immersion



<p>The student doesn't attend school because of a civil war in his part of his country of origin. His mother and siblings flee when he is eight years old, and he lives in a refugee camp. 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 first language (L1).</p>	<p>The student arrives in Australia at age ten with his mother and siblings. He doesn't know his father's current circumstances. He attends a New Arrivals English Language School (ELS) and is learning at Level BL.</p>	<p>After a year in the ELS, he moves to his regular primary school and is placed in Year 6. He is assessed as working at early Level B2, although his writing is still at Level B1. He has targeted EAL support and an EAL-informed class teacher, and he 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 does well in classes with a practical dimension, such as Physical Education, Visual Arts and Music, as well as Mathematics when the focus is arithmetic, but he has difficulty with more abstract and language-focused learning areas such as English and History.</p>	<p>At the start of Year 9, the student is assessed as working at Level C3. He does well in practical subjects, especially sport, but progress in other learning 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 peers in tasks that are highly language-dependent and involve abstract content. 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 Grade 3, and gets very good results for written work, but has little opportunity to speak the language, though 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. Because of 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, and it takes a while to get used to Australian English. However, after a term in the English Language School she is ready to begin her regular 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 as well as her classmates, except for some noticeable language errors and a tendency to structure her writing as it would be in her first language.</p>	<p>By the beginning of Year 10, the student is working at Level C4, and she is becoming one of the highest achieving students in the class in most curriculum areas. Her teachers notice that while her work is of a high standard, there are some grammatical errors, and sometimes expressions are used inappropriately. She receives some EAL support with this, and by the end of Year 10 this is no longer seen as a significant issue.</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 school. She meets the eligibility criteria for the EAL study, and after discussion with her parents and teachers decides this is a good option for her. She also chooses to study her first language in the VCE, as she has continued formal learning of the language, and has achieved good results.</p>
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