


VicTESOL Professional Learning Event

EAL Frameworks '101': A Beginner's Guide to the Victorian EAL Framework Curriculum

SAMPLE UNIT OF COMPETENCY: From 22484VIC Cert I EAL (Access)

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Unit Code	VU22591	
Unit Title	Participate in short simple exchanges	 Competency = outcome
Unit Descriptor	<p>This unit describes the skills and knowledge required by EAL learners to participate in short, simple conversations which involve the exchange of personal information, and make and respond to simple requests and inquiries directly related to immediate personal and social needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 1 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of Speaking 1+ and Listening 1+. 	

**How this unit
relates to
language,
literacy and
numeracy
descriptors**

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to participants wishing to develop **speaking and listening skills** in English to satisfy **immediate personal needs** in conversations and transactions in **familiar and mostly predictable contexts**, such as socialising / community events, shopping, commuting, health, school / college.

Is this unit what the student needs?



INTEGRATION TIP

In elective units you will also find these words in the Application of the Unit:

This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.

Element

Elements describe the **essential outcomes** of a unit of competency. Elements describe **actions or outcomes that are demonstrable and assessable.**

1 Exchange greetings and personal information



Elements = tasks

What we get our students to do

Performance Criteria

Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify **the standard for the element**. Where bold italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1.1 Use ***greetings*** and make ***introductions*** in ***short simple exchanges*** with another person

1.2 Respond to ***inquiries about personal information and interests***

1.3 Inquire about personal information and interests of the other person

1.4 Give ***simple explanations*** of personal information

1.5 Respond to and make ***requests for repetition or clarification*** as required

1.6 Use simple ***closings***

Performance Criteria = required components of a task

How we judge success


BOLD PHRASES

See Range Statement = guides you with contexts, examples and breadth

- 2 Make and respond to simple requests or inquiries
 - 2.1 Use ***polite language forms or expressions*** to initiate and respond to simple requests or inquiries
 - 2.2 Use ***questions to make simple requests*** or ***inquire about goods and services***
 - 2.3 State ***need*** and give simple explanations
 - 2.4 Respond to requests for repetition or clarification or further explanation
 - 2.5 Use appropriate closings
 - 2.6 Evaluate effectiveness of the transaction with a ***support person***

Required Knowledge and Skills

This describes the **essential** skills and knowledge and their **level** required for this unit.



To be able to do the tasks and demonstrate the outcomes, these skills and knowledge are required and need to be assessed

Not all are relevant to every element, but they must be assessed as part of the whole unit – mapping is the key to ensuring you do this

LEVEL – what underpinning knowledge and skills make this “exchange” at Cert I level?

In the EAL Framework, Required Knowledge and Skills are divided into two:

- Required *linguistic* knowledge and skills
- Required *sociolinguistic and cultural* knowledge and skills

Required **Linguistic** Knowledge and Skills:

- a **limited** number of **simple** words, phrases and expressions related to immediate needs in familiar transactions and social situations
- **simple**, every day adjectives to make simple requests, **such as**
 - *Can I have the big one?*
- **simple** time and place words and phrases, such as
 - adverbial time expressions *every day, last year*
 - *before, after, here, there*
- a **limited** range of simple high frequency connectives, such as
 - *and, so, or, but, when, because*
 - to give simple explanations *My son is sick so I will be late*
- a **limited** range of simple discourse markers, such as
 - *next, then, after*
- a **limited** range of common high frequency verb tense forms, such as
 - simple present
 - simple past
 - simple imperative
 - future with will, for example *I will study English*
 - future with going to, for example *I am going to class*
 - verbs to describe routines, for example *I go, I do, I check*
- simple relationships expressed by subordination, such as in *when* and *if* clauses for example *If I study English, I will get a job*
- simple personal singular pronouns, such as *I, you he/she*

Words like **SIMPLE**
and **LIMITED**
indicate breadth

This part of the unit gets down to nitty gritty of language – what tenses, what vocabulary, what structures etc.

Use this to help you pitch your delivery and assessment at the right level

Helps you determine what resources are suitable

INTEGRATION TIP

Many of these are **COMMON ACROSS** units in the Certificate level

- simple possessive adjectives, such as *my, your, his/hers*
- simple questions and statements, such as
 - to exchange information
 - to make inquiries
 - to help the listener to interpret the utterance
 - to seek clarification, repetition or explanation, for example *I don't understand. You mean...?*
- simple frequently used modifying words and phrases, such as *nearly, very, almost*
- some simple phrasal verbs, such as *get off, pick up, pull up*
- use simple paralinguistic features, such as body language
 - to interpret and convey meaning
 - to open and close exchanges
 - to acknowledge understanding
- intonation of questions, statements and commands, such as to convey feelings
- use pronunciation, stress and intonation which is generally intelligible with high frequency words in familiar, supportive contexts

Required **Sociolinguistic and Cultural** Knowledge and Skills:

- common polite expressions, such as *please, thank you, excuse me, could you*
- a limited range of common colloquialisms, such as *no worries, see ya!*

Range Statement

The Range Statement **relates to the unit of competency as a whole**. It **allows for different work environments and situations that may affect performance**. Bold italicised wording in the Performance Criteria is detailed below.

Greetings and ***introductions*** may include:

- formulaic expressions, **such as**
 - *Good morning / afternoon / evening / night*
 - *How do you do?*
 - *Pleased to meet you*
- questions and answers about health and wellbeing, such as
 - *Hi, how are you? Fine thanks, and you?*
- introductions using appropriate forms, such as
 - *Hi, I'm Lan. I'm a new student.*
 - *This is Amina and this is Ali. They are joining our class.*
 - *My name is Mrs Lopez. I'm Ana's mother.*

Short simple exchanges may include:

- casual conversations, such as
 - with class members, teachers
 - with other community members
- enrolment interviews

RANGE STATEMENT

- Gives examples
- Indicates breadth
- Allows for contextualisation

Inquiries about personal information and interests may include:

- questions about background information, such as
 - *When did you come to Australia?*
 - *Where did you come from?*
 - *Where do you live now?*
 - *Do you have / Have you got any children?*
- requests eliciting work or study details, such as
 - *Tell me about your work and study*
 - *How do you come to class / college / the centre?*
- statements to elicit information about interests or simple opinions, such as requests for repetition or clarification
 - *Tell me what you like to do in your free time*
 - *How do you like our weather?*

Simple explanations may include:

- giving reasons why using *because*, including negative form, such as
 - *I came to Australia because there is a war in my country*
 - *I live in St Albans because my sister is there*
 - *I didn't finish school because I got a job*
 - *I don't like the cold weather because I always feel sick*
 - *I can't come to school because my son is sick*

Requests for repetition or clarification may include:

- to confirm times and dates, such as
 - *Are you coming to class next week?*
 - *Which day / What time will you be coming?*
- asking someone to repeat or restate information, such as
 - *I don't understand, could you explain it again please?*
 - *Can you repeat that?*
- strategies for clarification, such as
 - *How do you spell that?*
 - *Can you spell your name, please*
 - *Can you write it?*
- using simple body language, such as gestures and facial expressions to assist communications

Closings may include:

- formulaic expressions, such as
 - *I'd better go*
 - *See you later / tomorrow / next Monday*
 - *Have a good weekend*
- expressions of gratitude, such as
 - *Thank you very much for your help*

Polite language forms or expressions

may include:

- polite expressions to start a request, such as
 - *Excuse me. Can you help me?*
 - *Would you mind helping me to...?*
- use of conditional, such as
 - *Could you tell me...?*
 - *Could you show me...?*
- polite expressions to reassure, such as
 - *Sure*
 - *Certainly*
 - *Of course*

Questions to make simple requests

may include:

- to seek permission, such as
 - *Can I make a photocopy here?*
 - *Can I leave at two o'clock?*
- to make a purchase, such as
 - *Can I try it on?*
 - *Do you have a larger size?*
- to make a polite request, such as
 - *Can you shut the window, please?*

Inquire about goods and services may include:

- using *can* or conditional, such as
 - *Can I open a bank account, please?*
 - *Could you tell me if you have this in size 12?*
 - *I would like to enrol in another class*
- questioning using simple structures, such as
 - *Do you have size 12?*
 - *Are you open on Sunday?*

Need may include:

- using *must* or *have to*, such as
 - *I must pick up my daughter from school*
- using *need*, such as
 - *My mother needs something for headaches*
 - *I need to change my address details*
 - *I need a photocopy, please*
- simple statements, such as
 - *I have a dentist appointment*
- specific requests of some importance, such as
 - *Can I see the principal, please? I have a letter about my son*

Support person may include:

- peer
- teacher / teacher aide
- mentor
- bilingual aide
- a family member or other person who speaks the same language

Evidence Guide

The evidence guide **provides advice on assessment** and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

IMPORTANT

Assessment **must** confirm the ability to:

- use familiar conventions and linguistic knowledge to
 - use and respond to simple spoken English on a limited range of familiar topics such as personal details, daily routines and simple requests for goods and services beyond basic needs in simple face-to-face conversations with **one other person**
 - initiate and conclude a conversation on a **limited range** of familiar topics
 - use strategies to get the interlocutor to repeat or explain words and phrases

You need to map these to your assessment tool

Can also indicate breadth of evidence

Context of and specific resources for assessment

Assessment must ensure:

- assessment tools developed for this unit utilise **resources** from the student's immediate context which are familiar and culturally sensitive
- **access** to a range of print or online EAL resources, such as
 - bilingual resources
 - a bilingual dictionary, and/or an English-English dictionary
- **support** for the learner takes into consideration the following factors
 - need for a **sympathetic speaker / interlocutor** using clear, slow and repeated speech
 - utterances will be limited in length and complexity
 - **visual and paralinguistic support** should be provided
 - **dependence on context** to understand meaning
 - **need for clarification** when meaning is not understood, repetition, restatement, gestures
 - learner will have **developing** sociolinguistic and cultural **knowledge**
 - **common errors will occur** in verb tenses, agreement, some pronouns
 - speaking will usually be characterised by **hesitations** and **circumlocutions** and **strongly influenced by L1**
 - assessment should take into account **intelligibility over pronunciation.**

SUPPORT

Helps teachers determine accuracy levels etc.

RESOURCES

A guide to the supports and resources needed for assessment.

**Method(s) of
assessment**

The following are **suggested** assessment **methods** for this unit:

- direct **observation** of performance
- **role plays**
- additional **verbal questioning** to confirm linguistic, sociolinguistic and cultural knowledge used in short simple oral communication

**Suggests methods of
assessment that might
be most suitable for this
unit**