

Moreland University

M28U4A1 – Creating an Instructional Video

Students' Needs Assessment

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Background and Context

This instructional video will be getting created for a subpopulation of my class. They are six 5-year-olds in China. They are all native Chinese speakers, who also have regional dialects spoken at home. They are learning English as a second language. They have all been learning English at our school for either two or three years.

English is used as a primary method of instruction and interaction from teachers, which the native language of Mandarin Chinese used as a support when necessary, during units of inquiry and specialist subject classes. It is a largely English immersion environment.

Despite the environment at school, the students in this subgroup have little natural exposure to English at home. This has been enhanced however with resources, including stories, songs and videos sent home by teachers

At this time, August 2025, they are currently not attending the school's summer camp, whereas their classmates are. This means they are spending two months away from the English environment.

A goal is to provide opportunities for them to continue to practice their English while out of school.

Their English levels according to the frameworks are the same. In practice, they are all at a similar level, whereby they can understand English for daily life at school. With scaffolded support as necessary, they can engage with units of inquiry led in English, following concepts and expressing some of their own ideas with

support as necessary. They and parents have all requested that they want to build up their confidence and depth of speaking production.

CEFR Level Assessment

Assessed by teacher observation and discussion within the teaching team, a CEFR assessment for speaking production is below. The categories of 'Interviewing and being interviewed' and 'Transactions to obtain goods and services' were not included due to less applicability for a real-life context for this age group.

Otherwise, the assessment is comprehensive to ensure all areas, and all possible needs are covered.

The levels show up to what students are capable of with some challenge and support. If students are capable of the skills for a level with support, they are described as being at that level. If students are comfortable at one level, but the skills of the level above are still above what is attainable with support, they are noted as being at the lower of the two levels.

Spoken Interaction

A2

I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

Spoken Production

A2

I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job

Qualitative aspects of spoken language use

Range – B1

Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.

Accuracy – A2

Uses some simple structures correctly, but still systematically makes basic mistakes.

Fluency – B1

Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

Interaction – B1

Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.

Coherence – B1

Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Overall Spoken Interaction

B1 – Lower

Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.

Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)

Conversation

B1

Can enter unprepared into conversations on familiar topics.

Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.

Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.

Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

Informal Discussion (With friends)

B1

Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.

Can give or seek personal views and opinions in discussing topics of interest.

Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).

Can express belief, opinion, agreement and disagreement politely.

Goal -orientated cooperation

B1

Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.

Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.

Can invite others to give their views on how to proceed

Information Exchange

B1

Can find out and pass on straightforward factual information. Can ask for and follow detailed directions Can obtain more detailed information.

For most categories, teachers discussed that the B1 skill level had been obtained. In all these cases however, some support may still be needed for B1 level tasks to be completed. Where students have been described as at A2 level, they are comfortable with the A2 skills, but the B1 skill level still needs some progress towards.

Overall, then, we see that students are between the A2 and B1 levels, working towards confidently having the B1 skill.

In practice, students are currently developing the depth to which they are able to express their ideas during our class presentations and discussions. This includes consolidating their ability to structure what they want to say logically to make it easier to understand. They are gaining experience in discussing new topics as we have introduced these. Finally, they are growing more confident to converse in English with different teachers and classmates, both asking and answering questions. This represents what is generally expected and seen at B1 level. It hence lines up with the level assessment.

Key Student Needs to be Addressed

Looking at the CEFR level assessment, we see that students' key current needs relate to increasing their depth of spoken language expression, as well as the breadth of situations in which they can converse and express themselves. This lines up with the current wishes of the students and their families, to build up their confidence with spoken English.

To set needs to be addressed in the instructional video, we also note the current context, whereby students are away from school and have little opportunity for direct interaction. Practice of extended spoken production that they can do independently at home would hence seem appropriate.

With this considered, we focus on the following needs.

- Increasing length of spoken production, and ability to describe more ideas of thoughts in one stream of spoken production.
- Developing ability to give clear, logical structure in spoken production.
- Developing the ability to give concrete description.
- Developing the ability to describe their own thoughts and ideas.

Assignment in Instructional Video and Learning Objectives

In the previous semester, students began to enjoy using picture books to practice their English. They would discuss and describe what they could see in the pictures on the different pages. We also did class activities in which we would tell a story from the pictures, with students taking it in turn to describe what they can see on the different pages. This has worked to show students that while we are still learning to read, we can still use the pictures to imagine and tell our own story.

Due to the previous positive engagement with this activity, it can be used as the basis of the task that students will be set. Further challenge can be provided by students needing to go through an entire picture book on their own.

Students will be set the task of going through a picture book with the task of saying at least one thing they can see and one thing they think about what is happening on each page. This provides a foundational structure for how they can develop to telling a full story themselves. One thing they can see and one thing they can think is the minimum requirement. There is the opportunity for them to stretch themselves to do more should they wish and feel ready.

We note that they will be practicing longer production, as per the first need. The given structure for what to say on each page gives practice at structure in production as per the second need. They are practicing concrete description by saying what they can see as per the third need. Saying what they think on each page relates to the fourth need. To give a further opportunity to practice at sharing their own thoughts and ideas, as a final part of the task they will say why they like the book.

Learning Objectives:

(1) Describing what you can see.

“On every double page of the story, use a full sentence to say at least one thing you can see.”

(2) Describing what you think and why.

“On every double page, say one thing you think and why.”

“At the end, say why you like the book.”

Related CEFR ‘Can-do’ Statements:

Qualitative aspects of spoken language use

Fluency – B1

Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

Coherence – B1

Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Conversation

B1

Can express belief, opinion, agreement and disagreement politely.

Goal -orientated cooperation

B1

Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.

References

Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment – Structured overview of all CEFR scales*. Council of Europe.

<https://www.coe.int/en/web/common-european-framework-reference-languages/cefr-scales>