

	Communication	Cultural conventions	Linguistic structures and features				Strategies	AusVELS EAL Stages		
			Text structure	Grammatical features	Vocabulary	Phonology		A1, B1, B1 SL, S1	A2, B2, S2	
4	<ul style="list-style-type: none"> Talks about a wider range of more complex meanings, characteristics such as the animals' relationship with people, relationships with other types of animals Understands complex questions about animals, their attributes and abilities Talks to clarify thinking and ideas Fluent when talking about new or more complex ideas 	<ul style="list-style-type: none"> Manages interaction using appropriate interruptions/turn taking Competently uses social formulas to work collaboratively Justifies, negotiates, predicts, instructs and suggests Appropriately expresses and understands agreement, disagreement, humour 'Conversational' fillers to interact – <i>Well ... I have to say ...</i> 	<ul style="list-style-type: none"> Extended, structured presentation of complex ideas, explanations and alternatives Range of techniques to signal turn-taking, pauses, intonation, questions 	<ul style="list-style-type: none"> Modals, <i>maybe if we... we could</i> Giving reasons – <i>so that, If we put them together</i> More complex features – <i>people can enjoy the dolphins that do the tricks</i> 	<ul style="list-style-type: none"> Topic specific vocabulary relating to classification and groups of animals – <i>mammals, carnivores, habitat, reptiles, species</i> Concepts such as location, shape, reality, classification 	<ul style="list-style-type: none"> Overall confident pronunciation, some individual issues, word endings or problematic sounds – <i>dey for they</i> Successful use of stress and intonation to carry additional meaning, signal agreement encouragement 	<ul style="list-style-type: none"> Pick up on more precise language from teacher or partner – <i>they are different</i> Argue for own ideas Self-correct and reformulate Ask for a correct term Ask questions to clarify 			
3	<ul style="list-style-type: none"> Talks about more complex ideas such as behaviour, habitat, diet Communication focuses more on concrete, here and now aspects of the task Asks questions of the teacher, or gives the teacher an instruction Understands more complex instructions and questions Fluent when talking about well-known ideas and expressing simple new ideas 	<ul style="list-style-type: none"> Generally successfully argue for or justify their opinion Compares, explains, clarifies, identifies and describes Describe some cause and effect relationships Uses appropriate social/polite formulas Monitors others' response to what they are saying, and modifies to improve communication 	<ul style="list-style-type: none"> Longer turns of several extended phrases and sentences Dialogue moves beyond the immediate context into student's extended experience 	<ul style="list-style-type: none"> Pronouns to refer to vocabulary – <i>this thing, this, here</i> Suggestions – <i>what about</i> Some basic modals and conditionals – <i>we could</i> Some preposition confusion – <i>in the table</i> 	<ul style="list-style-type: none"> Topic specific language, naming animals and their body parts or features – <i>fur</i>, Concepts such as size, time, location, classification More specific verbs – <i>fly, hop, live</i> 	<ul style="list-style-type: none"> Sounds clear most of the time despite some errors with less well known words Less obvious influence of first language on intonation, stress and rhythm Stress and intonation to reinforce ideas or direct – <i>no not there,</i> 	<ul style="list-style-type: none"> Stress and intonation to reinforce ideas or to direct Use circumlocution when lacking vocabulary – <i>this animal, it can ...</i> Use common social and classroom formulas to facilitate the interaction, and to gain attention – <i>I forgot, I can't say it right</i> Ask for clarification at appropriate moments – <i>you mean like this?</i> 			
2	<ul style="list-style-type: none"> Names less common animals, especially when linked to previous study Talks about physical features, including size, and food Takes part more actively in the conversation, but generally limited to answering questions Understands relatively complex questions when in clear context, but limited capacity to question or describe Limited ability to express new ideas Fluent in using well known and formulaic language 	<ul style="list-style-type: none"> Routine turn taking, common formulaic expressions to participate in the interaction Attempts explaining, justifying, suggesting or signalling intention Some social formulas, please, thank you Generally allows the discourse to be managed by the teacher 	<ul style="list-style-type: none"> Conversation characterised by short interactive turns Dialogue generally confined to the immediate context Simple words and phrases to interact – <i>no put here, like this, yes like this</i> 	<ul style="list-style-type: none"> Formulaic phrases – <i>very good, like that</i> Time markers – <i>next, then</i> Concrete reference to objects used in the task, time – <i>this here, put this</i> Use of <i>because</i> to explain cause and effect 	<ul style="list-style-type: none"> Some topic specific language, names of animals and basic attributes Basic verbs – <i>run, swim, eat, go</i> Confusion with verb tenses – <i>he eat, they flies, giraffe have furs</i> 	<ul style="list-style-type: none"> Mostly intelligible pronunciation, particularly with well-known words, phrases Some sounds and words difficult to identify Significant first language influence on stress, rhythm and phonology 	<ul style="list-style-type: none"> Imitate or use key words or phrases from other speaker – <i>I putting these together because ...</i> Borrow key words – <i>yes this cow</i> Gestures to communicate more complex feelings or ideas Check ideas with teacher, ask for assistance – <i>what this? Can put here?</i> Improve pronunciation after listening to another speaker 			
1	<ul style="list-style-type: none"> Names some animals and talks about their physical features, colour, body parts Relies on teacher/partner to guide the interaction, suggest, give direction Takes part in, but doesn't direct the conversation Limited understanding of questions or directions without modelling Limited ability to ask questions beyond simple formulas Groups animals to basic instructions, but may not be able to explain why Pauses and hesitations 	<ul style="list-style-type: none"> May agree with partner or teacher, even when they don't understand May use mime and gesture to signal preference, agreement, actions Limited verbal strategies to negotiate, initiate or maintain interaction Minimal verbal interactional skills for clarifying, describing, explaining Limited explanation of choices, opinions Knows when questions are being sked or suggestions made 	<ul style="list-style-type: none"> Short utterances -- <i>Yes horse, can run, no brown, what this?</i> Dialogue relates only to the immediate context Interaction may be through gestures, facial expression 	<ul style="list-style-type: none"> Formulaic/ borrowed or 'echoed' phrases – <i>no/yes this, put here, no here, this dog, It has fur, can fly</i> 	<ul style="list-style-type: none"> Little topic specific language beyond some names of animals, colours, size Few verbs – <i>run, walk, fly, eat</i> 	<ul style="list-style-type: none"> Generally intelligible, some sounds, words and phrases difficult to identify Marked first language influence on intonation, stress and rhythm May need more than one attempt at pronouncing a new word 	<ul style="list-style-type: none"> Use key words used by teacher/partner, or echo what partner says -- <i>can fly, eat grass</i> Eye contact or gesture to ask for help Wait for the teacher to supply an appropriate word Use gesture and mime rather than talking – nodding, head shake, facial expression Watch what the teacher does and copy 			