

	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Phonology		A1, B1, B2, C1	A2, B2, C2	
4	<ul style="list-style-type: none"> <li>Instructs without always being led by teacher questioning, or copying key words used by the teacher</li> <li>Use talk to clarify thinking and ideas</li> <li>Fluently and confidently express ideas</li> <li>Less reliant on gesture and mime</li> <li>Describes the process more precisely and accurately</li> <li>Uses typical classroom language, incidental comments and observations</li> </ul>	<ul style="list-style-type: none"> <li>Manages interaction using appropriate interruptions/turn taking, with teacher and/or partner – <i>then you like, put ...</i></li> <li>Competent use of social formulas to instruct – <i>that's correct, very good</i></li> <li>Fluent use of appropriate fillers, to smooth the conversation, add subtle meaning – <i>um well, you have to, not really</i></li> </ul>	<ul style="list-style-type: none"> <li>Fluent use of features of procedural text</li> <li>Explain the process in clearly signalled sections, using time markers, connectives – <i>Well first you ..., after that, take that corner and put it over there</i></li> </ul>	<ul style="list-style-type: none"> <li>Instructional language in appropriate tense – <i>take the paper, turn over</i></li> <li>Understands more difficult teacher questions – <i>Should I fold it to this line?</i></li> <li>Generally correct use of imperatives – <i>make the face, take the paper, turn over</i></li> </ul>	<ul style="list-style-type: none"> <li>Fluent use of topic related and technical vocabulary – <i>crease, part, corner, to the top</i></li> <li>Adverbs of time, to sequence the process – <i>Now you, after that</i></li> </ul>	<ul style="list-style-type: none"> <li>Overall confident pronunciation, some individual issues, word endings or problematic sounds – <i>dey for they</i></li> <li>Successful use of stress and intonation to carry additional meaning, signal agreement encouragement</li> </ul>	<ul style="list-style-type: none"> <li>Self-correct and reformulate</li> <li>Monitor others response to what they are saying, and modify to improve communication – <i>no, do the same thing on the other side</i></li> </ul>			
3	<ul style="list-style-type: none"> <li>More fluent and correct novel structures, not as many formulas</li> <li>Uses gestures for only the most difficult to explain parts of the process</li> <li>Generally still reliant on the teacher to guide the interaction – <i>What do I do next?</i></li> <li>Understands relatively complex questions and comments</li> </ul>	<ul style="list-style-type: none"> <li>Some social formulas to monitor, correct, commend – <i>Yes, that's correct, yeah, now it's done</i></li> <li>Listens and watches to monitor the success of instructions</li> <li>Fluent when using well known language and expressing simple known ideas</li> </ul>	<ul style="list-style-type: none"> <li>Longer turns of several extended phrases and sentences – <i>after that fold another one smaller</i></li> <li>Confident use of well-known features – <i>and after that you, no like that</i></li> </ul>	<ul style="list-style-type: none"> <li>Greater use of grammatically correct chunks to describe simple aspects of the process – <i>Next it fold it down</i></li> <li>Novel constructions – <i>you draw it the eyes</i></li> <li>Simply structured sentences – <i>draw the eyes and nose and mouth</i></li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of adverbs of time – <i>now you have to, first, next, after that</i></li> </ul>	<ul style="list-style-type: none"> <li>Sounds clear most of the time despite some errors with less well known words</li> <li>Less obvious influence of first language on intonation, stress and rhythm</li> <li>Stress and intonation to reinforce ideas or direct – <i>no not there</i></li> </ul>	<ul style="list-style-type: none"> <li>Use circumlocution to talk around when lacking specific vocabulary</li> <li>Use common social and classroom formulas to facilitate the interaction, and to gain attention – <i>look at me</i></li> <li>Take cue from the teacher when asking or answering questions</li> <li>Ask for clarification</li> <li>Self-correct – <i>mouse, no mouth</i></li> </ul>			
2	<ul style="list-style-type: none"> <li>Instructions limited to formulaic or modelled structures</li> <li>Takes part actively in the instructional process, but largely dependant on teacher to lead by asking questions to clarify</li> <li>Understands most teacher questions and comments when in context</li> <li>Uses gestures when instructional language not known</li> </ul>	<ul style="list-style-type: none"> <li>Routine turn taking, common formulaic expressions to participate in the interaction – <i>T: What happens next? S: Next draw nose</i></li> <li>Gestures to communicate more complex ideas or processes</li> <li>Stages the instructions in manageable chunks</li> </ul>	<ul style="list-style-type: none"> <li>Conversation characterised by short interactive turns – <i>Do I fold it this way? No, like this</i></li> <li>Teacher uses questioning to move the process forward – <i>What do I do now?</i></li> </ul>	<ul style="list-style-type: none"> <li>Use of imperative form of key verbs – <i>fold, draw</i></li> <li>Concrete reference, – <i>you fold it here, this here</i></li> <li>Novel constructions to convey difficult actions – <i>a bit more far, fold is here, you big triangle</i></li> <li>Simple extended formulaic words and phrases to interact, – <i>no not like that – like this</i></li> </ul>	<ul style="list-style-type: none"> <li>Some topic specific language – <i>fold, turn,</i></li> <li>Some time conjunctions – <i>first, after that, next</i></li> </ul>	<ul style="list-style-type: none"> <li>Mostly intelligible pronunciation, particularly with well-known words, phrases</li> <li>Some sounds and words difficult to identify</li> <li>Significant first language influence on stress, rhythm and phonology</li> </ul>	<ul style="list-style-type: none"> <li>Use words that teacher uses when asking for clarification – <i>Do I fold it like this? Yes, fold like this, next</i></li> <li>Check ideas with teacher</li> <li>Improve pronunciation after listening to another speaker</li> <li>Rephrase ideas if not understood the first time – <i>fold like a triangle -- no a big triangle, not little one</i></li> <li>Access assistance from the written process</li> </ul>			
1	<ul style="list-style-type: none"> <li>Shows understanding of the task and the need to instruct</li> <li>Limited ability to provide verbal instructions</li> <li>Falls back on showing the process rather than explaining it</li> <li>Can understand most simple instructions and questions, but only in direct context</li> <li>May agree with partner or teacher, even when they don't understand</li> </ul>	<ul style="list-style-type: none"> <li>Shows deference to teacher/partner suggestions, direction</li> <li>Shows some frustration with not being able to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>Generally conveys a logical sequence of instructional steps</li> <li>Limited verbal participation</li> </ul>	<ul style="list-style-type: none"> <li>One or two word utterances or formulaic phrases, often cueing from teachers input – <i>turn over, fold here, like this</i></li> </ul>	<ul style="list-style-type: none"> <li>Limited vocabulary beyond some basic verbs – <i>draw, do (like this)</i></li> <li>Some basic nouns – <i>paper, dog, ears, eyes</i></li> <li>Limited sequential language, adverbs of time – <i>now, after, next</i></li> </ul>	<ul style="list-style-type: none"> <li>Generally intelligible, some sounds, words and phrases difficult to identify</li> <li>Marked first language influence on intonation, stress and rhythm</li> <li>May need more than one attempt at pronouncing a new word</li> </ul>	<ul style="list-style-type: none"> <li>Imitate or use key words or phrases from other speaker – <i>yes fold</i></li> <li>Ask teacher to watch the process – <i>look, like this</i></li> <li>Try to take over the teachers paper to show what needs to be done</li> <li>Use gesture and mime, nodding for agreement</li> <li>Wait for teacher to supply a word or phrase</li> </ul>			