

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