

	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"> <li>Discusses and plans before commencing the task, and uses extended talk to collaborate during the task</li> <li>May draw a plan or diagram to assist in getting ideas across</li> <li>Includes more complex design features and is able to communicate these to partner</li> <li>Talks to clarify thinking and ideas</li> <li>Fluently expresses ideas</li> </ul>	<ul style="list-style-type: none"> <li>Manages interaction using appropriate interruptions/turn taking</li> <li>Competent use of social formulas to work collaboratively to undertake a task</li> <li>Able to justify, negotiate, predict, instruct and suggest</li> <li>Gesture, facial expression to communicate agreement, disagreement, understanding</li> </ul>	<ul style="list-style-type: none"> <li>Can express complex ideas and alternatives, in an extended, structured text – <i>what if we first of all made a</i></li> <li>Monitors others response to what they are saying, and modifies to improve communication</li> </ul>	<ul style="list-style-type: none"> <li>Modals – <i>maybe if we</i></li> <li>Giving reasons – <i>because, so that, if we put this here, if you do that</i></li> </ul>	<ul style="list-style-type: none"> <li>Some topic related and technical vocabulary – <i>stairs, road, equal, weak, strong, stable</i></li> </ul>	<ul style="list-style-type: none"> <li>More successful use of stress and intonation, to signal agreement encouragement etc.</li> <li>Some first language influence apparent – <i>word endings, problematic sounds</i></li> </ul>	<ul style="list-style-type: none"> <li>Argue for own ideas</li> <li>Self-correct and reformulate</li> <li>Ask questions to clarify</li> <li>Redirect the task to improve the outcome – <i>what if ..., well I was thinking that</i></li> </ul>			
3	<ul style="list-style-type: none"> <li>Cannot yet manage a detailed explanation of what they want to do</li> <li>Some planning and discussion with partner, but difficulty in communicating complex ideas</li> <li>Communication focuses more on concrete, here and now aspects of the task</li> <li>Fluent when using well known language and expressing simple new ideas</li> </ul>	<ul style="list-style-type: none"> <li>Negotiation apparent, but limited</li> <li>Some mediation and planning, some instructing and justifying</li> <li>Generally successfully negotiate, persuade, and justify</li> <li>Signals intent to do something, can justify doing something</li> <li>Appropriate social/polite formulas</li> <li>Listens attentively</li> </ul>	<ul style="list-style-type: none"> <li>Longer turns of several extended phrases and sentences</li> <li>Asks for clarification at appropriate moments – <i>you mean like this?</i></li> <li>More precise directions for partner – <i>Put here, then can put sticky tape, no, like this</i></li> </ul>	<ul style="list-style-type: none"> <li>Pronouns to refer to vocabulary – <i>this thing, this, here</i></li> <li>Reference to some abstract ideas – <i>we could, what about</i></li> <li>Some basic modals and conditionals – <i>we could, if we put</i></li> </ul>	<ul style="list-style-type: none"> <li>Topic specific language, naming materials/features – <i>ramp, stairs</i></li> <li>Concepts – <i>strength, support, ramp, stairways</i></li> <li>Appropriate verbs – <i>stick, build</i></li> </ul>	<ul style="list-style-type: none"> <li>Sounds clear most of the time despite some difficulties</li> <li>Stress and intonation to reinforce ideas or to direct</li> <li>Noticeable influence of L1 stress, rhythm and phonology</li> </ul>	<ul style="list-style-type: none"> <li>Use circumlocution to talk around when lacking specific vocabulary</li> <li>Check ideas with partner by describing/showing and asking</li> <li>Use common social and classroom formulas to facilitate the interaction, and to gain cooperation <i>here we go, that good --I think we might have to, wait, that's too long</i></li> </ul>			
2	<ul style="list-style-type: none"> <li>Focuses on completing the task, without using much talk</li> <li>Understands relatively complex instructions, but limited capacity to instruct or describe</li> <li>Little or no pre planning or ongoing consultation between partners</li> <li>Interaction generally confined to asking partner to agree or disagree with something they have done</li> <li>Fluent in using well known and formulaic language</li> </ul>	<ul style="list-style-type: none"> <li>Routine turn taking, common formulaic expressions to participate in the interaction, <i>you here</i></li> <li>Minimal negotiation, persuading, explaining, instructing, justifying, suggesting or signalling intention</li> <li>Some social formulas, please, thank you</li> <li>Gestures to communicate more complex feelings or ideas</li> </ul>	<ul style="list-style-type: none"> <li>Conversation characterised by very short interactive turns</li> <li>Dialogue generally confined to the immediate context</li> <li>Simple words and phrases to interact: <i>no like this, don't put here, cut, hold it</i></li> </ul>	<ul style="list-style-type: none"> <li>Formulaic phrases – <i>we need to make a bridge</i></li> <li>Time markers, <i>next, then, after that,</i></li> <li>Concrete reference to immediate objects, in real time, <i>this here</i></li> </ul>	<ul style="list-style-type: none"> <li>Some topic specific language, <i>sticky tape, blocks, paper, bridge, make, stick, build</i></li> </ul>	<ul style="list-style-type: none"> <li>Stress to reinforce meaning, or differentiate statement and question</li> <li>Mostly intelligible pronunciation</li> <li>Significant first language influence on phonemes, stress</li> </ul>	<ul style="list-style-type: none"> <li>Imitate or use key words from other speaker – <i>use sticky tape, yes use sticky tape</i></li> <li>Use eye contact, and gesture</li> <li>Check ideas with partner by showing what they want to do</li> <li>Use turn taking strategies – <i>What you think? This good?</i></li> <li>Improve pronunciation after listening to another speaker</li> </ul>			
1	<ul style="list-style-type: none"> <li>Reliance on conversational partner to manage and set direction, or may complete the task with little interaction</li> <li>Not able to negotiate or plan the task with partner</li> <li>Limited comprehension of instructions and directions</li> </ul>	<ul style="list-style-type: none"> <li>Deference to teacher/partner suggestions, direction</li> <li>May agree with partner or teacher, even when they don't understand</li> <li>May use mime and gesture to signal preference, agreement</li> <li>Few verbal strategies to negotiate, initiate or maintain interaction</li> <li>Strategies for gaining partner compliance or attention limited</li> </ul>	<ul style="list-style-type: none"> <li>Interaction limited to short, monologic utterances, agreeing/ disagreeing – <i>me no, do this, yes good</i></li> </ul>	<ul style="list-style-type: none"> <li>One or two word utterances or formulaic phrases – <i>no/yes this, put here, no here, cut paper, do this here</i></li> </ul>	<ul style="list-style-type: none"> <li>Little topic specific language</li> <li>Vocabulary related to the immediate task – <i>here, this, no, yes, not this</i></li> </ul>	<ul style="list-style-type: none"> <li>Mostly intelligible</li> <li>Some sounds and words/phrases difficult to identify</li> <li>Obvious first language influence on phonemes, stress</li> </ul>	<ul style="list-style-type: none"> <li>Complete the task individually, or agree to what a partner says or does</li> <li>Use key words used by partner, or echo what partner says – <i>give glue, yes glue</i></li> <li>Use gesture and mime</li> </ul>			