

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