

| | 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"> • Able to instruct with longer comprehensible turns and few prompts • Uses talk to clarify thinking and ideas • Fluently and confidently expresses ideas • Describes the process more fluently, precisely and accurately • Manages disagreement or disputes over rules | <ul style="list-style-type: none"> • Logical and structured instructions • 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 or correct – <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"> • Uses features of instructional text – <i>If you have two number the same or two cards the same ... two pairs you can take them out</i> • Explains the process in clearly signalled sections, using time markers, connectives – <i>Well first you ..., after that, take that last corner and put it over there</i> | <ul style="list-style-type: none"> • Understands more difficult teacher questions – <i>What happens if I get a joker?</i> • Generally correct use of imperatives – <i>You can take one card, then put the pair down</i> • Uses 'if' to indicate a hypothetical situation – <i>if you have a pair</i> | <ul style="list-style-type: none"> • Fluent use of topic related vocabulary – <i>names of cards, point, turn</i> • Adverbs of time, to sequence the process – <i>Now you, after that, continue</i> | <ul style="list-style-type: none"> • Overall confident pronunciation, some individual issues, word endings or problematic sounds – <i>pish for fish</i> • Successful use of stress and intonation to carry additional meaning, signal agreement encouragement | <ul style="list-style-type: none"> • Self-corrects and reformulates • Monitors others response to what they are saying, and modifies to improve communication | | |
| 3 | <ul style="list-style-type: none"> • Instructs without always being led by teacher questioning, or copying key words used by the teacher • Uses gestures or mime for only the most difficult parts of the process • Less reliant on teacher to prompt for the next part of the process • Understands relatively complex questions and comments • More fluent and correct novel structures, not as many formulas | <ul style="list-style-type: none"> • Stages the instructions in manageable chunks • Some appropriate social formulas to monitor, correct, command – <i>Yes, that's correct, yeah</i> • Listens and watches to monitor the success of instructions | <ul style="list-style-type: none"> • Longer turns of several extended phrases and sentences – <i>after that put on table</i> • Confident use of well-known features to guide the interaction – <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 take another card</i> • Simply structured sentences – <i>Then you look at your cards and ask</i> • Novel constructions – <i>No take it this one</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 my turn</i> | <ul style="list-style-type: none"> • Uses circumlocution to talk around when lacking specific vocabulary • Uses common social and classroom formulas to facilitate the interaction, and to gain attention – <i>look at me</i> • Takes cue from the teacher when asking or answering questions • Asks for clarification • Self-corrects | | |
| 2 | <ul style="list-style-type: none"> • Takes part actively in the instructional process, but still reliant on the teacher to question or prompt • Can understand most simple instructions and questions in context • Instructions limited to formulaic or modelled structures • Uses gestures and mime when instructional language not known • Fluent when using well known language and expressing simple known ideas | <ul style="list-style-type: none"> • Instructions may not be in manageable chunks or in logical order • Routine turn taking • Common formulaic expressions to participate in the interaction • Reliance on formulaic polite language • Gestures to communicate more complex ideas or processes | <ul style="list-style-type: none"> • Conversation characterised by short interactive turns – <i>T: What do I do next? S: Next take card</i> • Teacher uses questioning to move the process forward – <i>What happens now?</i> | <ul style="list-style-type: none"> • Imperative form of key verbs – <i>take, play</i> • Concrete reference, – <i>you put it here, this here</i> • Simple formulaic words and phrases to interact, some extended: <i>no not like that – like this</i> | <ul style="list-style-type: none"> • Some topic specific terms – <i>cards, game, play</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"> • Uses words that teacher uses when asking for clarification – <i>Do I take another card? Yes, take another card</i> • Checks ideas with teacher • Improves pronunciation after listening to another speaker • Rephrases ideas if not understood the first time | | |
| 1 | <ul style="list-style-type: none"> • Shows understanding of the task and the need to instruct • Largely dependent on teacher to lead by asking questions to prompt or to clarify • Limited ability to provide verbal instructions • Falls back on gesture and mime to show how to play the game rather than explaining it • May agree with partner or teacher, even when they don't understand • Long breaks and pauses in instructions | <ul style="list-style-type: none"> • Difficulty in providing logical or ordered steps in instructions • Deference to teacher/partner suggestions, direction • Sometimes 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 • Mainly uses gestures, short formulaic phrases or single words utterances – <i>no, ask me</i> | <ul style="list-style-type: none"> • One or two word utterances or formulaic phrases, – <i>take card, ask me, down</i> | <ul style="list-style-type: none"> • Little vocabulary beyond some very basic verbs – <i>play, ask</i> • Some basic nouns – <i>card, table</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"> • Imitates or use key words or phrases from other speak – <i>Yes, say 'go fish'</i> • Asks teacher to watch the process – <i>look, put like this</i> • Tries to take over the teacher's cards to show what needs to be done • Uses gesture and mime, nodding for agreement • Agrees to teacher statements even if they are not understood | | |