

	Communication	Cultural conventions	Linguistic structures and features				Strategies	AusVELS EAL Stages	
			Text structure	Grammatical features	Vocabulary	Phonology		A1/BL/B1 SL/S1	A2/B2/S2
4	<ul style="list-style-type: none"> <li>Talks about a wider range of more complex meanings, characteristics such as the animals' relationship with people, relationships with other types of animals</li> <li>Understands complex questions about animals, their attributes and abilities</li> <li>Talks to clarify thinking and ideas</li> <li>Fluent when talking about new or more complex ideas</li> </ul>	<ul style="list-style-type: none"> <li>Manages interaction using appropriate interruptions/turn taking</li> <li>Competently uses social formulas to work collaboratively</li> <li>Justifies, negotiates, predicts, instructs and suggests</li> <li>Appropriately expresses and understands agreement, disagreement, humour</li> <li>'Conversational' fillers to interact – <i>Well ... I have to say ...</i></li> </ul>	<ul style="list-style-type: none"> <li>Extended, structured presentation of complex ideas, explanations and alternatives</li> <li>Range of techniques to signal turn-taking, pauses, intonation, questions</li> </ul>	<ul style="list-style-type: none"> <li>Modals, <i>maybe if we... we could</i></li> <li>Giving reasons – <i>so that, If we put them together</i></li> <li>More complex features – <i>people can enjoy the dolphins that do the tricks</i></li> </ul>	<ul style="list-style-type: none"> <li>Topic specific vocabulary relating to classification and groups of animals – <i>mammals, carnivores, habitat, reptiles, species</i></li> <li>Concepts such as location, shape, reality, classification</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>Pick up on more precise language from teacher or partner – <i>they are different</i></li> <li>Argue for own ideas</li> <li>Self-correct and reformulate</li> <li>Ask for a correct term</li> <li>Ask questions to clarify</li> </ul>		
3	<ul style="list-style-type: none"> <li>Talks about more complex ideas such as behaviour, habitat, diet</li> <li>Communication focuses more on concrete, here and now aspects of the task</li> <li>Asks questions of the teacher, or gives the teacher an instruction</li> <li>Understands more complex instructions and questions</li> <li>Fluent when talking about well-known ideas and expressing simple new ideas</li> </ul>	<ul style="list-style-type: none"> <li>Generally successfully argue for or justify their opinion</li> <li>Compares, explains, clarifies, identifies and describes</li> <li>Describe some cause and effect relationships</li> <li>Uses appropriate social/polite formulas</li> <li>Monitors others' response to what they are saying, and modifies to improve communication</li> </ul>	<ul style="list-style-type: none"> <li>Longer turns of several extended phrases and sentences</li> <li>Dialogue moves beyond the immediate context into student's extended experience</li> </ul>	<ul style="list-style-type: none"> <li>Pronouns to refer to vocabulary – <i>this thing, this, here</i></li> <li>Suggestions – <i>what about</i></li> <li>Some basic modals and conditionals – <i>we could</i></li> <li>More preposition confusion – <i>in the table</i></li> </ul>	<ul style="list-style-type: none"> <li>Topic specific language, naming animals and their body parts or features – <i>fur</i></li> <li>Concepts such as size, time, location, classification</li> <li>More specific verbs – <i>fly, hop, live</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>Stress and intonation to reinforce ideas or to direct</li> <li>Use circumlocution when lacking vocabulary – <i>this animal, it can ...</i></li> <li>Use common social and classroom formulas to facilitate the interaction, and to gain attention – <i>I forgot, I can't say it right</i></li> <li>Ask for clarification at appropriate moments – <i>you mean like this?</i></li> </ul>		
2	<ul style="list-style-type: none"> <li>Names less common animals, especially when linked to previous study</li> <li>Talks about physical features, including size, and food</li> <li>Takes part more actively in the conversation, but generally limited to answering questions</li> <li>Understands relatively complex questions when in clear context, but limited capacity to question or describe</li> <li>Limited ability to express new ideas</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</li> <li>Attempts explaining, justifying, suggesting or signalling intention</li> <li>Some social formulas, please, thank you</li> <li>Generally allows the discourse to be managed by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Conversation characterised by short interactive turns</li> <li>Dialogue generally confined to the immediate context</li> <li>Simple words and phrases to interact – <i>no put here, like this, yes like this</i></li> </ul>	<ul style="list-style-type: none"> <li>Formulaic phrases – <i>very good, like that</i></li> <li>Time markers – <i>next, then</i></li> <li>Concrete reference to objects used in the task, time – <i>this here, put this</i></li> <li>Use of <i>because</i> to explain cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>Some topic specific language, names of animals and basic attributes</li> <li>Basic verbs – <i>run, swim, eat, go</i></li> <li>Confusion with verb tenses – <i>he eat, they flies, giraffe have furs</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>Imitate or use key words or phrases from other speaker – <i>I putting these together because ...</i></li> <li>Borrow key words – <i>yes this cow</i></li> <li>Gestures to communicate more complex feelings or ideas</li> <li>Check ideas with teacher, ask for assistance – <i>what this? Can put here?</i></li> <li>Improve pronunciation after listening to another speaker</li> </ul>		
1	<ul style="list-style-type: none"> <li>Names some animals and talks about their physical features, colour, body parts</li> <li>Relies on teacher/partner to guide the interaction, suggest, give direction</li> <li>Takes part in, but doesn't direct the conversation</li> <li>Limited understanding of questions or directions without modelling</li> <li>Limited ability to ask questions beyond simple formulas</li> <li>Groups animals to basic instructions, but may not be able to explain why</li> <li>Pauses and hesitations</li> </ul>	<ul style="list-style-type: none"> <li>May agree with partner or teacher, even when they don't understand</li> <li>May use mime and gesture to signal preference, agreement, actions</li> <li>Limited verbal strategies to negotiate, initiate or maintain interaction</li> <li>Minimal verbal interactional skills for clarifying, describing, explaining</li> <li>Limited explanation of choices, opinions</li> <li>Knows when questions are being sked or suggestions made</li> </ul>	<ul style="list-style-type: none"> <li>Short utterances – <i>Yes horse, can run, no brown, what this?</i></li> <li>Dialogue relates only to the immediate context</li> <li>Interaction may be through gestures, facial expression</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic/ borrowed or 'echoed' phrases – <i>no/yes this, put here, no here, this dog, It has fur, can fly</i></li> </ul>	<ul style="list-style-type: none"> <li>Little topic specific language beyond some names of animals, colours, size</li> <li>Few verbs – <i>run, walk, fly, eat</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>Use key words used by teacher/partner, or echo what partner says – <i>can fly, eat grass</i></li> <li>Eye contact or gesture to ask for help</li> <li>Wait for the teacher to supply an appropriate word</li> <li>Use gesture and mime rather than talking – nodding, head shake, facial expression</li> <li>Watch what the teacher does and copy</li> </ul>		