Northern Territory Government

ESL
Early Childhood and Primary Learners

Listening	Speaking	Reading	Writing

Learners demonstrating evidence of Beginning Level 1

L BL1.1
Communication
watch, listen and interpret the speaker's verbal and non-verbal cues in social and classroom situations, if these match those of their own culture
L BL1.2
Socio-cultural understandings
join in some activities when SAE is used but do not speak
L BL1.3
Language structures and features
follow gestures and some isolated words
L BL1.4
Learning-how-to-learn
imitate and rely heavily on gestures and visual support.

S BL1.1
Communication
watch and imitate some social and classroom activities, but do not speak in SAE
S BL1.2
Socio-cultural understandings
follow non-verbal responses and gestures in a face-to-face situation, if these match their own culture
S BL1.3
Language structures and features
respond non-verbally to some simple directions and repeated questions given with gestures
S BL1.4
Learning-how-to-learn
watch, listen and use visual cues for understanding in face-to-face situations.

R BL1.1
Communication
recognise some SAE words and show interest in print inside and outside school
R BL1.2
Socio-cultural understandings
indicate that print carries a message
R BL1.3
Language structures and features
interpret pictures, and show early reading behaviours
R BL1.4
Learning-how-to-learn
rely on visual support and role play 'reading' SAE texts using pictures, visual cues and sometimes in L1.

W BL1.1
Communication
communicate ideas through drawings and early writing behaviours
W BL1.2
Socio-cultural understandings
recognise that speech can be written down, with inconsistent interpretations of their own 'writing' attempts
W BL1.3
Language structures and features
show limited awareness of direction and spacing conventions
W BL1.4
Learning-how-to-learn
copy symbols, and sometimes experiment with drawing and 'writing'.

Learners demonstrating evidence of Beginning Level 2

L BL2.1
Communication
recognise common phrases in known contexts, and follow simple SAE given slowly, using gestures and repetition
L BL2.2
Socio-cultural understandings
join in routines with limited understanding of SAE social conventions, common greetings and courtesy phrases
L BL2.3
Language structures and features
respond to some simple directions, statements and sound patterns
L BL2.4
Learning-how-to-learn
rely on gestures, visual cues, repetition and understandings in L1.

S BL2.1
Communication
use gestures and isolated words to express needs and respond to simple directions and questions
S BL2.2
Socio-cultural understandings
sometimes join in shared structured classroom oral activities involving songs and stories
S BL2.3
Language structures and features
use words, phrases and some repetitive simple sentence patterns, pronouncing some SAE words so that they can be understood
S BL2.4
Learning-how-to-learn
watch, imitate, repeat, use gestures and rely on the SAE speaker to support/interpret when speaking in SAE.

R BL2.1
Communication
recognise some familiar words and phrases, and sometimes respond appropriately to simple texts read to them
R BL2.2
Socio-cultural understandings
recognise that print has consistent meaning and SAE texts have structure
R BL2.3
Language structures and features
recognise key words and know basic features of print
R BL2.4
Learning-how-to-learn
model 'reading' on others, 'read' with the teacher and use visual cues to support their reading.

W BL2.1
Communication
communicate ideas through drawings, copied writing and attempts at own writing
W BL2.2
Socio-cultural understandings
contribute to group text writing and show awareness that print has a consistent message
W BL2.3
Language structures and features
sometimes respond in writing, complete modelled sentences using known language and some writing conventions of SAE
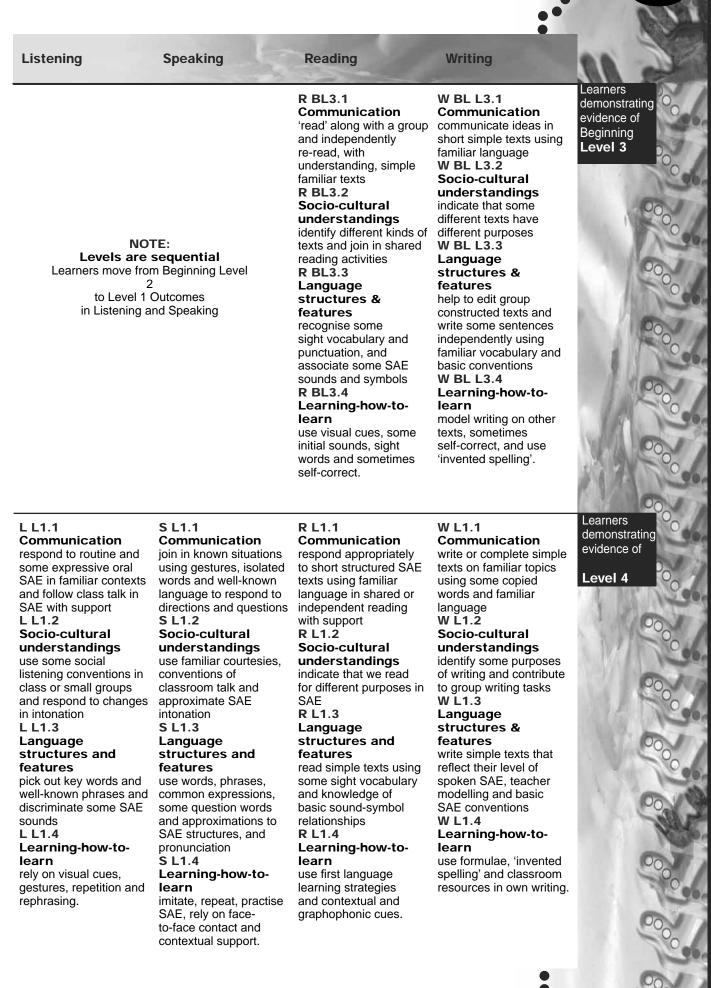**W BL2.4**
Learning-how-to-learn
copy from classroom resources, ask for help and experiment with writing.

Listening	Speaking	Reading	Writing

R BL3.1
Communication
'read' along with a group and independently re-read, with understanding, simple familiar texts

R BL3.2
Socio-cultural understandings
identify different kinds of texts and join in shared reading activities

R BL3.3
Language structures & features
recognise some sight vocabulary and punctuation, and associate some SAE sounds and symbols

R BL3.4
Learning-how-to-learn
use visual cues, some initial sounds, sight words and sometimes self-correct.

W BL L3.1
Communication
communicate ideas in short simple texts using familiar language

W BL L3.2
Socio-cultural understandings
indicate that some different texts have different purposes

W BL L3.3
Language structures & features
help to edit group constructed texts and write some sentences independently using familiar vocabulary and basic conventions

W BL L3.4
Learning-how-to-learn
model writing on other texts, sometimes self-correct, and use 'invented spelling'.

NOTE:
Levels are sequential
Learners move from Beginning Level 2
to Level 1 Outcomes
in Listening and Speaking

L L1.1
Communication
respond to routine and some expressive oral SAE in familiar contexts and follow class talk in SAE with support

L L1.2
Socio-cultural understandings
use some social listening conventions in class or small groups and respond to changes in intonation

L L1.3
Language structures and features
pick out key words and well-known phrases and discriminate some SAE sounds

L L1.4
Learning-how-to-learn
rely on visual cues, gestures, repetition and rephrasing.

S L1.1
Communication
join in known situations using gestures, isolated words and well-known language to respond to directions and questions

S L1.2
Socio-cultural understandings
use familiar courtesies, conventions of classroom talk and approximate SAE intonation

S L1.3
Language structures and features
use words, phrases, common expressions, some question words and approximations to SAE structures, and pronunciation

S L1.4
Learning-how-to-learn
imitate, repeat, practise SAE, rely on face-to-face contact and contextual support.

R L1.1
Communication
respond appropriately to short structured SAE texts using familiar language in shared or independent reading with support

R L1.2
Socio-cultural understandings
indicate that we read for different purposes in SAE

R L1.3
Language structures and features
read simple texts using some sight vocabulary and knowledge of basic sound-symbol relationships

R L1.4
Learning-how-to-learn
use first language learning strategies and contextual and graphophonic cues.

W L1.1
Communication
write or complete simple texts on familiar topics using some copied words and familiar language

W L1.2
Socio-cultural understandings
identify some purposes of writing and contribute to group writing tasks

W L1.3
Language structures & features
write simple texts that reflect their level of spoken SAE, teacher modelling and basic SAE conventions

W L1.4
Learning-how-to-learn
use formulae, 'invented spelling' and classroom resources in own writing.

	Listening	Speaking	Reading	Writing
Learners demonstrating evidence of Level 2	**L L2.1** **Communication** follow some social and controlled classroom SAE with modelling, scaffolding or presentation in sequenced steps **L L2.2** **Socio-cultural understandings** respond appropriately in simple SAE exchanges including changes in intonation **L L2.3** **Language structures & features** respond to simple SAE vocabulary and structures in familiar controlled exchanges and distinguish SAE sounds **L L2.4** **Learning-how-to-learn** use contextual cues and first language to follow communication in everyday classroom routines and sometimes seek help from others.	**S L2.1** **Communication** communicate verbally/ non-verbally in social, expressive and learning situations, make requests and sometimes initiate action **S L2.2** **Socio-cultural understandings** use acceptable social language in known contexts **S L2.3** **Language structures & features** use and manipulate simple structures and features of SAE to interact in familiar controlled contexts **S L2.4** **Learning-how-to-learn** rely on gestures, listener's scaffolding and repetition to clarify meaning.	**R L2.1** **Communication** read, with understanding, short texts based on simple familiar content, vocabulary and language structures **R L2.2** **Socio-cultural understandings** indicate differences between narrative and factual texts which relate to own knowledge or experience **R L2.3** **Language structures & features** read texts with basic print conventions, using sight and oral vocabulary, and basic SAE structures **R L2.4** **Learning-how-to-learn** use support from class-based resources, sound/ symbol and visual cues to predict and confirm meaning in SAE.	**W L2.1** **Communication** write short, simple, coherent texts containing a few ideas related to task/topic and showing organisation of subject matter with modelled support **W L2.2** **Socio-cultural understandings** indicate that SAE written texts are organised and presented in specific ways according to topic and purpose **W L2.3** **Language structures & features** use basic sentence structures including features of learned oral and written SAE **W L2.4** **Learning-how-to-learn** take some risks, ask for SAE vocabulary, apply limited sound/symbol and visual cues in spelling.
Learners demonstrating evidence of Level 3	**L L3.1** **Communication** respond to contextualised SAE in predictable social and learning situations **L L3.2** **Socio-cultural understandings** identify some oral text types, respond to social cues, and interpret intonation and stress **L L3.3** **Language structures and features** respond to controlled spoken SAE including teacher structured SAE **L L3.4** **Learning-how-to-learn** seek repetition/ clarification and visual support to extend their understanding of oral texts.	**S L3.1** **Communication** communicate and learn through SAE in predictable situations and construct sequenced oral texts using limited SAE **S L3.2** **Socio-cultural understandings** use aspects of spoken SAE language behaviour when communicating and learning at school, with varying accuracy in intonation **S L3.3** **Language structures and features** manipulate learned structures and features to make original utterances, characterised by simplified language and varying grammatical accuracy **S L3.4** **Learning-how-to-learn** practise, take some risks, initiate talk with support.	**R L3.1** **Communication** read with understanding texts containing predictable structures and everyday language **R L3.2** **Socio-cultural understandings** identify that SAE texts may be organised in different forms and that written SAE differs from spoken SAE **R L3.3** **Language structures and features** cue into basic SAE text organisation and features **R L3.4** **Learning-how-to-learn** use a range of strategies and cues to make sense of unfamiliar words in texts.	**W L3.1** **Communication** write simple creative and informational texts in response to classroom tasks **W L3.2** **Socio-cultural understandings** use common text types and begin to use features of written rather than spoken SAE **W L3.3** **Language structures and features** use basic SAE language features and structures in a variety of simple cohesive texts **W L3.4** **Learning-how-to-learn** use vocabulary resources and modelling to experiment with planning, writing and redrafting.

Listening	Speaking	Reading	Writing	
L L4.1 **Communication** make some inferences, identify main ideas and connect ideas and details in extended talk in familiar language across the curriculum **L L4.2** **Socio-cultural understandings** recognise purposes of oral texts and respond to different registers **L L4.3** **Language structures and features** follow some colloquialisms, idioms and complex vocabulary/ structures in extended talk **L 4.4** **Learning-how-to-learn** clarify meaning with the speaker or others.	**S L4.1** **Communication** express ideas and details in connected speech in predictable social and learning situations across the curriculum **S L4.2** **Socio-cultural understandings** use basic SAE register features, including intonation, in familiar formal and informal situations **S L4.3** **Language structures and features** adapt available SAE vocabulary and some complex structures for expanded talk with some grammatical accuracy, pronunciation and stress **S L4.4** **Learning-how-to-learn** access and incorporate SAE into own oral repertoire from a range of oral and written sources.	**R L4.1** **Communication** read a range of texts, identify main ideas and specific information and make some inferences in structured activities **R L4.2** **Socio-cultural understandings** identify text purposes and compare their own culture, knowledge and experience to information in the text **R L4.3** **Language structures and features** interpret simple and some complex texts from a range of text types, recognising key words and the organisation of information in a text **R L4.4** **Learning-how-to-learn** use a range of strategies for working out meanings of words.	**W L4.1** **Communication** use a basic repertoire of text types (creative and informational) across the curriculum, for a given audience **W L4.2** **Socio-cultural understandings** adapt writing to topic requirements and reader's needs **W L4.3** **Language structures and features** write a variety of texts with some accuracy in text features, organisation, cohesion and imagery **W L4.4** **Learning-how-to-learn** plan, write, apply spelling, access vocabulary, edit and reflect on the process.	Learners demonstrating evidence of **Level 4**
L L5.1 **Communication** follow social SAE easily, follow main ideas in discussions and extended talk, and identify relevant information from subject-specific talk **L L5.2** **Socio-cultural understandings** identify some interpersonal, expressive and cultural aspects that affect SAE use **L L5.3** **Language structures and features** identify key oral structural and language features of more complex texts **L L5.4** **Learning-how-to-learn** rely on speakers' explanations.	**S L5.1** **Communication** participate actively in social, expressive and informational contexts and elaborate ideas with support **S L5.2** **Socio-cultural understandings** use appropriate SAE in formal and informal situations, applying some cultural conventions **S L5.3** **Language structures and features** demonstrate control over basic oral vocabulary and language structures with uneven accuracy of grammatical features in complex talk **S L5.4** **Learning-how-to-learn** use knowledge of oral and written SAE to sustain and monitor spoken SAE.	**R L5.1** **Communication** read a range of familiar and unfamiliar literary, factual and electronic media texts drawing inferences, with support **R L5.2** **Socio-cultural understandings** identify text purpose and how information is organised and presented in SAE texts and some cultural perspectives **R L5.3** **Language structures and features** interpret a range of complex texts, cueing into key organisational and language features **R L5.4** **Learning-how-to-learn** apply strategies to comprehend and learn at whole text, sentence and word levels.	**W L5.2** **Communication** write personal, creative and informational texts across the curriculum, incorporating language and ideas from different sources, with support **W L5.2** **Socio-cultural understandings** apply register and socio-cultural knowledge adjusting writing formats to contexts, purposes and audiences, with support **W L5.3** **Language structures and features** write coherent texts with consistent grammatical accuracy, flexibility and control over imagery, key organisational and language features **W L5.4** **Learning-how-to-learn** plan and edit writing to improve range and expression of written texts.	Learners demonstrating evidence of **Level 5**

Listening	Speaking	Reading	Writing

Learners demonstrating evidence of

Level 6

L L6.1
Communication
follow informal and formal SAE in many social and classroom situations

L L6.2
Socio-cultural understandings
infer some intentions, cultural nuances, humour and metaphors with support

L L6.3
Language structures and features
follow extended oral texts from a range of registers, demonstrating increased knowledge of vocabulary and complex structures

L L6.4
Learning-how-to-learn
reflect on and assess content for relevance and accuracy.

S L6.1
Communication
communicate effectively in familiar formal and informal social and learning contexts

S L6.2
Socio-cultural understandings
adapt language to their own and their listeners' needs

S L6.3
Language structures and features
speak fluently and with some control over subject-specific registers and complex structures

S L6.4
Learning-how-to-learn
plan, reflect and use different sources to improve language.

R L6.1
Communication
read various authentic, lengthy, factual and literary texts, with support, for interpretations beyond literal levels

R L6.2
Socio-cultural understandings
relate SAE text format, structure and language choice to purpose and audience

R L6.3
Language structures and features
interpret complex language used in a range of accessible and challenging texts

R L6.4
Learning-how-to-learn
monitor reading and select strategies suited to the text and task.

W L6.1
Communication
write an extensive range of personal, imaginative and informational texts across the curriculum

W L6.2
Socio-cultural understandings
adapt writing for audience and purpose

W L6.3
Language structures and features
write coherent texts demonstrating a wide range of SAE structural features to link ideas

W L6.4
Learning-how-to-learn
plan, review and redraft writing.

Listening

OUTCOMES

Learners demonstrating evidence of **Beginning Level 1**

L BL1.1 Communication

watch, listen and interpret the speaker's verbal and non-verbal cues in social and classroom situations, if these match those of their own culture

L BL1.2 Socio-cultural understandings

join in some activities when SAE is used but do not speak

L BL1.3 Language structures and features

follow gestures and some isolated words

L BL1.4 Learning-how-to-learn

imitate and rely heavily on gestures and visual support.

INDICATORS

Learners demonstrating evidence of **Beginning Level 1** for example

Communication

- ask others for clarification in L1
- link actions and illustrations to spoken vocabulary
- respond non-verbally to simple directions or questions
- interpret gestures and intonation watch and imitate teachers and others.

Socio-cultural understandings

- attend for short periods to simple stories, songs, classroom activities, with visual support, eg gestures, illustrations
- apply first language conventions, attitudes, beliefs to school situation, eg avoiding eye contact, not responding to questions
- listen to teacher use of SAE social courtesies.

Language structures and features

- show understanding of some SAE words and phrases
- show some understanding of greetings.

Learning-how-to-learn

- ask other first language speakers for clarification
- rely on gestures, visual aids to understand SAE talk
- expect others to repeat SAE.

Note: ESL learners in 'Two-Way Learning Schools' will be developing their literacy skills in their first language at the same time as they are learning oral SAE skills. For reading and writing in SAE they should begin at ESL Level 1, as they will have understandings about literacy in their first language.

Early Childhood and Primary Learners

ESL

Listening

OUTCOMES

Learners demonstrating evidence of **Beginning Level 2**

L BL2.1 Communication
> recognise common phrases in known contexts, and follow simple SAE given slowly, using gestures and repetition

L BL2.2 Socio-cultural understandings
> join in routines with limited understanding of SAE social conventions, common greetings and courtesy phrases

L BL2.3 Language structures and features
> respond to some simple directions, statements, and sound patterns

L BL2.4 Learning-how-to-learn
> rely on gestures, visual cues, repetition and understandings in L1.

INDICATORS

Learners demonstrating evidence of **Beginning Level 2** for example

Communication

- show understanding of simple oral SAE through action, illustration, drama, matching and response to questions
- indicate likes, dislikes about oral story, non-verbally.

Socio-cultural understandings

- respond appropriately to some different kinds of oral language, eg story, directions
- respond non-verbally to tone of voice, some intonation patterns and body language related to classroom activities.

Language structures and features

- respond to some SAE structures, patterns, eg simple statements, questions, phrases
- recognise and respond to some content words, eg nouns, verbs, some adjectives, familiar statements and questions.

Learning-how-to-learn

- rely on gestures and visual cues
- rely on others to repeat or paraphrase SAE to help own understanding
- use bilingual support to connect SAE words with first language concepts.

OUTCOMES
Beginning Level 3

NOTE:

Although Listening and Speaking has no Beginning Level 3, levels **ARE** in sequence.

Learners move from Beginning Level 2 to Level 1 ESL Outcomes in Listening and Speaking.

Listening

OUTCOMES

Learners demonstrating evidence of **Level 1**

L L1.1 Communication
respond to routine and some expressive oral SAE in familiar contexts and follow class talk in SAE, with support

L L1.2 Socio-cultural understandings
use some social listening conventions in class or small groups and respond to changes in intonation

L L1.3 Language structures and features
pick out key words and well-known phrases and discriminate some SAE sounds

L L1.4 Learning-how-to-learn
rely on visual cues, gestures, repetition and rephrasing.

INDICATORS

Learners demonstrating evidence of **Level 1** for example

Communication

- respond to simple, routine instructions, with minimal support
- show understanding of simple SAE stories and texts, eg through action, matching illustrations, sequencing pictures
- join in shared group activity/response
- respond appropriately to simple questions relating to class activities.

Socio-cultural understandings

- respond to tone of voice, feelings, simple humour
- use some SAE social listening courtesies
- respond to changes in intonation
- show SAE language listening behaviour, eg attend, concentrate, look at speaker.

Language structures and features

- distinguish some sound units of SAE, eg consonant blends, short vowels, diphthongs
- pick out key words and phrases from teacher talk, film and TV programs or tapes.

Learning-how-to-learn

- watch others and use visual cues, gestures and repetition to understand
- ask first language speakers to explain, clarify or rephrase.

Listening

OUTCOMES

Learners demonstrating evidence of **Level 2**

L L2.1   Communication
follow some social and controlled classroom SAE with modelling, scaffolding or presentation in sequenced steps

L L2.2   Socio-cultural understandings
respond appropriately in simple SAE exchanges including changes in intonation

L L2.3   Language structures & features
respond to simple SAE vocabulary and structures in familiar controlled exchanges and distinguish SAE sounds

L L2.4   Learning-how-to-learn
use contextual cues and first language to follow communication in everyday classroom routines, and sometimes seek help from others.

INDICATORS

Learners demonstrating evidence of **Level 2** for example

Communication

- respond to controlled classroom SAE, if supported by modelling/scaffolding and presented in sequenced steps
- follow simple instructions, relying on key words and context
- identify single items of information from short spoken texts, eg number, colour and name
- respond appropriately non-verbally to comments, eg indicate non-comprehension, smile on greeting
- show understanding of text, eg identify characters, match vocabulary and pictures, participate in role plays, listen for main idea, with support
- make some simple inferences, with assistance.

Socio-cultural understandings

- show appropriate SAE language listening behaviour, eg courtesies, not interrupting
- recognise that some words, gestures or intonations may be inappropriate or unsuitable in certain contexts
- distinguish SAE from other languages, eg attempt to respond in SAE on hearing SAE
- respond to intonation changes and effects of rhyme, rhythm, moods/feelings, humour.

Language structures and features

- discriminate many SAE sounds
- respond to key words in a range of common spoken instructions
- understand a range of tag questions.

Learning-how-to-learn

- check meaning by asking questions to clarify and confirm
- rely partly on first language speaker to interpret, explain
- rely on emphasis, intonation, repetition and contextual cues when listening to spoken language or texts read aloud.

Listening

OUTCOMES

Learners demonstrating evidence of **Level 3**

L L3.1   Communication
respond to contextualised SAE in predictable social and learning situations

L L3.2   Socio-cultural understandings
identify some oral text types, respond to social cues, and interpret intonation and stress

L L3.3   Language structures and features
respond to controlled spoken SAE including teacher-structured SAE

L L3.4   Learning-how-to-learn
seek repetition/clarification and visual support to extend their understanding of oral texts.

INDICATORS

Learners demonstrating evidence of **Level 3** for example

Communication

- follow SAE in some known classroom/social situations, eg teacher explanation in familiar language, short sequence of instructions related to classroom activities
- indicate understanding of sequence in short spoken text, eg by ordering illustrations
- identify key points of information from short spoken texts or classroom talk.

Socio-cultural understandings

- identify oral text types, eg stories, poems, procedures
- respond to humour and jokes in SAE
- respond to intonation, stress and volume
- use some SAE conventions for listening, eg attention to speaker.

Language structures and features

- pick out key words and points on a topic
- recognise basic structures, eg statements, questions, negatives
- attempt to use some complex structures, eg modal verbs, comparison and contrast
- use some contractions, eg I'm, you're
- recognise some text connectives, time forms, question words and locational phrases
- show understanding of some learning area vocabulary.

Learning-how-to-learn

- ask speaker to repeat and/or speak slowly
- predict or infer meaning from context
- ask for explanation from other first language speaker, eg ask what words mean
- follow selected, sequenced, scaffolded information in specialist learning areas on familiar topics.

Listening

OUTCOMES

Learners demonstrating evidence of **Level 4**

L L4.1   Communication
make some inferences, identify main ideas and connect ideas and details in extended talk in familiar language across the curriculum

L L4.2   Socio-cultural understandings
recognise purposes of oral texts and respond to different registers

L L4.3   Language structures and features
follow some colloquialisms, idioms and complex vocabulary/structures in extended talk

L L4.4   Learning-how-to-learn
clarify meaning with the speaker or others.

INDICATORS

Learners demonstrating evidence of **Level 4** for example

Communication

- follow teacher talk in formal learning contexts with contextual support, eg modelling, scaffolding, visual aids
- follow and respond to teacher questions on familiar topics
- listen for relevant information in a spoken text when questions are given beforehand
- distinguish between suggestions and directives
- identify main ideas from a spoken text.

Socio-cultural understandings

- follow and access some colloquialisms, idioms, cultural references and humour expressed in SAE
- identify purposes of oral texts, eg narration, procedure, recount, report, description, discussion
- respond appropriately in different classroom activities, eg participate in discussion, formal instruction, listening to a guest speaker.

Language structures and features

- follow a range of vocabulary including some subject specific words
- follow and respond to simple open ended questions, eg how/why questions
- respond appropriately to structures such as questions, statements and negation through word order and vocabulary rather than intonation, eg 'Do you...?' 'What is ...?'
- follow instructions that include sequential text connectives, eg first, then, after that ....

Learning-how-to-learn

- ask SAE speakers to repeat, paraphrase or explain
- acquire new vocabulary from classroom and outside sources.

Listening

OUTCOMES

Learners demonstrating evidence of **Level 5**

L L5.1   Communication
follow social SAE easily, follow main ideas in discussions and extended talk and identify relevant information from subject-specific talk

L L5.2   Socio-cultural understandings
identify some interpersonal, expressive and cultural aspects that affect SAE use

L L5.3   Language structures and features
identify key oral structural and language features of more complex texts

L L5.4   Learning-how-to-learn
rely on speakers' explanations.

INDICATORS

Learners demonstrating evidence of **Level 5** for example

Communication

- listen for relevant information in an extended spoken text when questions are given beforehand
- identify specific information from announcement, news broadcast, narrative and interview
- indicate when the same ideas are expressed in different words
- show understanding of extended talk and narration by retelling, identifying inaccuracies and identifying characters and relationships
- connect main ideas and details of spoken texts and make inferences and comparisons, with support.

Socio-cultural understandings

- recognise social and verbal cues which require a response
- interpret meaning and feeling from intonation, volume, stress, repetition, or pacing
- follow everyday idioms and colloquialisms
- use a range of SAE listening behaviours, eg eye contact, distance, use of gestures.

Language structures and features

- discriminate most SAE sounds and show awareness of mispronunciation
- recognise direct and reported speech
- interpret and respond to the use of conditionals, eg 'if' clauses.

Learning-how-to-learn

- identify content words and sequence words to follow an extended text
- listen for final sounds in consonant clusters, eg to identify plurals and/or tense markers.

Listening

OUTCOMES

Learners demonstrating evidence of **Level 6**

L L6.1 **Communication**
follow informal and formal SAE in many social and classroom situations

L L6.2 **Socio-cultural understandings**
infer some intentions, cultural nuances, humour and metaphors with support

L L6.3 **Language structures and features**
follow extended oral texts from a range of registers, demonstrating increased knowledge of vocabulary and complex structures

L L6.4 **Learning-how-to-learn**
reflect on and assess content for relevance and accuracy.

INDICATORS

Learners demonstrating evidence of **Level 6** for example

Communication

- listen for key information in extended spoken texts
- follow complex talk with support, eg scaffolding, visual gestures
- follow TV news stories
- sustain understanding of main ideas in discussion with a number of interactions
- follow quick interaction of ideas - with some gaps in comprehension.

Socio-cultural understandings

- follow some cultural references, humour and metaphors, with support
- follow and identify information in subject specific registers
- infer intentions of speaker.

Language structures and features

- recognise familiar everyday idioms and colloquialisms
- follow and interpret common modals and abstract nouns
- follow a range of more complex text connectives, eg although, unless
- follow relative clauses
- recognise a range of subject specific vocabulary.

Learning-how-to-learn

- make notes to help recall a spoken text
- assess their own information needs and purposes before listening or viewing
- ask for repetition or paraphrasing
- reflect on spoken text
- check accuracy of information from spoken text
- check information for relevance
- analyse/evaluate arguments and interpret assumptions, beliefs or theories before determining responses.

Speaking

OUTCOMES

Learners demonstrating evidence of **Beginning Level 1**

S BL1.1 Communication
watch and imitate some social and classroom activities, but do not speak in SAE

S BL1.2 Socio-cultural understandings
follow non-verbal responses and gestures in a face-to-face situation, if these match their own culture

S BL1.3 Language structures and features
respond non-verbally to some simple directions and repeated questions given with gestures

S BL1.4 Learning-how-to-learn
watch, listen and use visual cues for understanding in face-to-face situations.

INDICATORS

Learners demonstrating evidence of **Beginning Level 1** for example

Communication

- sometimes join in songs, parts of stories and role plays
- respond non-verbally to questions or directions, eg nod head, point, use gestures to express needs and indicate meaning
- name a few objects, people, places, etc
- use single words to communicate needs, eg 'Home' may mean 'Can I go home now?'
- participate through actions rather than words in daily activities, eg pointing at weather chart
- echo words occasionally.

Socio-cultural understandings

- watch carefully what others are doing and copy actions in activities, eg in songs, library, lining up at canteen.

Language structures and features

- very occasionally repeat or 'mouth' SAE words and phrases.
- respond non-verbally and copy actions of others in learning activities, eg picking up and moving objects appropriately, pointing to concrete objects in maths activity.

Learning-how-to-learn

- copy actions of others in learning activities, eg sitting during group negotiated text, working at small group activities.

Speaking

OUTCOMES

Learners demonstrating evidence of **Beginning Level 2**

S BL2.1 Communication
> use gestures and isolated words to express needs and respond to simple directions and questions

S BL2.2 Socio-cultural understandings
> sometimes join in structured shared classroom oral activities involving songs and stories

S BL2.3 Language structures and features
> use words, phrases and some repetitive simple sentence patterns, pronouncing some SAE words so that they can be understood

S BL2.4 Learning-how-to-learn
> watch, imitate, repeat, use gestures and rely on the SAE speaker to support/interpret when speaking in SAE.

INDICATORS

Learners demonstrating evidence of **Beginning Level 2** for example

Communication
- name some objects, people and places
- convey messages using one or two word utterances with gestures
- describe own and other illustrations with isolated SAE words.

Socio-cultural understandings
- demonstrate an understanding of some gestures, eg when teacher shakes head
- expect others to interpret own gestures and words
- respond to questions with gestures and sometimes with single words, eg 'Yes' 'No' 'Nothing'.

Language structures and features
- use well-known words, phrases and simple repetitive speech patterns
- join in SAE songs, stories and drama, approximating SAE intonation
- approximate SAE pronunciation of some words.

Learning-how-to-learn
- use first language speakers to provide key SAE words
- echo words and phrases and sometimes mimic others
- watch, imitate and interpret others' speech.

OUTCOMES
Beginning Level 3

NOTE:

Although there is no Beginning Level 3 in Listening and Speaking, levels **ARE** sequential

Learners move from Beginning Level 2 to Level 1 ESL Outcomes in Listening and Speaking

Speaking

OUTCOMES

Learners demonstrating evidence of **Level 1**

S L1.1   Communication

join in known situations using gestures, isolated words and well-known language to respond to directions and questions

S L1.2   Socio-cultural understandings

use familiar courtesies, conventions of classroom talk and approximate SAE intonation

S L1.3   Language structures and features

use words, phrases, common expressions, some question words and approximations to SAE structures, and pronunciation

S L1.4   Learning-how-to-learn

imitate, repeat, practise SAE, rely on face-to-face contact and contextual support.

INDICATORS

Learners demonstrating evidence of **Level 1** for example

Communication

- use a few connected words, eg 'I go now.'
- join in repetitive language of songs, stories, drama
- respond verbally and non-verbally to directions and questions, eg shrugs shoulders, 'don't know.'
- give short messages with a few words and one or two ideas, eg 'She hit me.'
- use non-verbal gestures/actions with words to communicate, eg point to book and say 'I read book.'
- join in group drama activities, eg retelling of story/text with visual cues
- direct others with simple commands, eg 'Come here.'

Socio-cultural understandings

- exchange simple greetings, eg 'Good morning.'
- use familiar courtesy phrases, eg 'Excuse me', 'Please', 'Thank you'
- attempt to use SAE in contexts requiring SAE, eg with other learners and teacher
- use appropriate classroom language behaviour, eg take turns, use appropriate voice volume, raise hand in a group
- imitate SAE intonation patterns through song/rhyme
- indicate obvious differences between first language and SAE, eg by role play using SAE in learning context.

Language structures and features

- use one or two words to attract attention, make requests or give simple commands
- use simple well-known sentence patterns, eg 'I go home.'
- ask questions, eg 'Where you live?' 'You marry?' 'You got baby?'
- imitate intonation patterns of SAE through, eg songs, rhymes
- approximate SAE pronunciation
- combine words creatively to achieve meaning.

Learning-how-to-learn

- practise, repeat words/phrases/short sentences
- ask for clarification in first language
- mimic speech, with limited understanding.

Speaking

OUTCOMES

Learners demonstrating evidence of **Level 2**

S L2.1   **Communication**
communicate verbally/non-verbally in social, expressive and learning situations, make requests and sometimes initiate action

S L2.2   **Socio-cultural understandings**
use acceptable social language in known contexts

S L2.3   **Language structures & features**
use and manipulate simple structures and features of SAE to interact in familiar controlled contexts

S L2.4   **Learning-how-to-learn**
rely on gestures, listener's scaffolding and repetition to clarify meaning.

INDICATORS

Learners demonstrating evidence of **Level 2** for example

Communication

- respond to simple questions and requests
- suggest, request, initiate and direct action with simple commands, eg 'Go there now.' 'Your turn.'
- join in and use SAE for songs, rhymes, poetry, role plays and drama
- retell story or event in sequence using known sentence patterns and visual support
- give reason for action, with contextual support
- give some basic personal information on request using learned formulae, eg 'My name is....'
- repeat or re-pronounce words after recognising non-comprehension by the listener.

Socio-cultural understandings

- use acceptable social SAE in familiar situations
- recognise that some words and gestures may be inappropriate in certain contexts
- begin to use intonation that differentiates between questions and statements.

Language structures and features

- construct own simple sentences
- imitate correct pronunciation
- use basic vocabulary including some familiar adjectives
- use 'chunks' of familiar language in appropriate contexts
- substitute new words in learnt patterns to create original utterances
- indicate past, present and future tenses through explicit basic time references, eg yesterday, tomorrow
- approximate SAE language structures.

Learning-how-to-learn

- ask for SAE words and phrases from teacher
- memorise new words by repeating them to self
- check understanding, eg ask for repetition
- borrow key words from previous speaker and use questions to elicit help
- use familiar repetitive patterns from stories, songs, rhymes and media
- sometimes interpret SAE to other first language speakers
- rely on face-to-face communication
- imitate and practise stress, and intonation patterns from stories, songs, rhymes and media
- make use of non-verbal behaviours to sustain interaction with others, eg nodding, smiling.

Speaking

OUTCOMES

Learners demonstrating evidence of **Level 3**

S L3.1   Communication
communicate and learn through SAE in predictable situations and construct sequenced oral texts using limited SAE

S L3.2   Socio-cultural understandings
use aspects of spoken SAE language behaviour when communicating and learning at school with varying accuracy in intonation

S L3.3   Language structures and features
manipulate learned structures and features to make original utterances, characterised by simplified language and varying grammatical accuracy

S L3.4   Learning-how-to-learn
practise, take some risks, initiate talk with support.

INDICATORS

Learners demonstrating evidence of **Level 3** for example

Communication

- use SAE to negotiate simple transactions, eg borrowing a library book, getting a timetable
- participate in short structured social interactions
- ask and answer personal and subject specific questions
- recount events/actions/stories in sequence using speech and non-verbal language
- describe and identify people, places and things using simple vocabulary for colour, size, place, location and time
- participate in role plays/drama using basic familiar words and sentences
- give a series of short directions in known context, with support
- express humour, opinions and describe feelings
- participate with peers (first language and second language) in supported small group tasks.

Socio-cultural understandings

- use some terminology specific to learning areas, eg rectangle
- use appropriate SAE for familiar social situations, eg taking turns, affirming, suggesting
- use SAE or home language in appropriate contexts, ie code-switch
- use conversational formulae to initiate and manage interaction
- use accurate intonation for common words.

Language structures and features

- use SAE word order accurately in some utterances
- combine known patterns and vocabulary to make utterances
- use common adjectives, prepositions, pronouns, articles and contractions, with some accuracy
- use some negative forms
- ask simple 'wh-' questions
- use accurate pronunciation for common words
- pronounce less familiar words so they can be understood and check that the listener can understand.

Learning-how-to-learn

- initiate and maintain common social exchanges in SAE with others
- repeat words/sentences, copying the language rhythms/pronunciation of SAE first language speakers
- use a repertoire of common classroom formulae
- ask teacher for help with SAE
- use learnt oral and reading vocabulary
- practise pronunciation and phrasing to improve oral fluency
- sometimes interpret SAE to other first language speakers
- express ideas, sometimes in fragmented chunks, in learning areas.

Speaking

OUTCOMES

Learners demonstrating evidence of **Level 4**

S L4.1 **Communication**
express ideas and details in connected speech in predictable social and learning situations across the curriculum

S L4.2 **Socio-cultural understandings**
use basic SAE register features, including intonation, in familiar formal and informal situations

S L4.3 **Language structures and features**
adapt available SAE vocabulary and some complex structures for expanded talk with some grammatical accuracy, pronunciation and stress

S L4.4 **Learning-how-to-learn**
access and incorporate SAE into own oral repertoire from a range of oral and written sources.

INDICATORS

Learners demonstrating evidence of **Level 4** for example

Communication

- initiate simple exchanges about learning tasks/activities with others
- contribute ideas in group and class tasks
- retell stories, series of events, what they have learnt, in sequence
- participate in role plays and drama activities constructing own sentences
- give reasons and express opinions in SAE
- give short sequences of instructions
- give a short prepared talk on a familiar topic.

Socio-cultural understandings

- identify some features of formal and informal spoken texts
- use social language appropriately, eg open and close an interaction, give message, take leave
- attempt to make meaning explicit
- use appropriate intonation and stress for some words.

Language structures and features

- combine learnt patterns in spoken SAE with some success
- use a small range of vocabulary to convey shades of meaning, eg good, fine, terrific, wonderful, excellent
- use question tags and different question forms
- use adverbial phrases, pronouns, irregular past tenses with some consistency
- use compound and complex sentences with some success
- use some cohesive features such as text connectives, eg after that, then, finally
- use some subject specific vocabulary accurately
- use comprehensible pronunciation for some words.

Learning-how-to-learn

- monitor own language for accuracy
- rephrase SAE to make meaning clear
- plan what to say and how to say it
- practise phrases, patterns and pronunciation of unfamiliar words
- interpret SAE to other first language speakers
- use language from new experiences, oral and written sources.

Speaking

OUTCOMES

Learners demonstrating evidence of **Level 5**

S L5.1 Communication

participate actively in social, expressive and informational contexts and elaborate ideas with support

S L5.2 Socio-cultural understandings

use appropriate SAE in formal and informal situations, applying some cultural conventions

S L5.3 Language structures and features

demonstrate control over basic oral vocabulary and language structures with uneven accuracy of grammatical features in complex talk

S L5.4 Learning-how-to-learn

use knowledge of oral and written SAE to sustain and monitor spoken SAE.

INDICATORS

Learners demonstrating evidence of **Level 5** for example

Communication

- use SAE in a range of contexts across the curriculum
- interact and negotiate with peers and others in planning and presenting a project or special event
- negotiate topics and scope of learning with teacher and others
- contribute to new topic discussion with contextual support, eg charts, pictures, diagrams
- give a short prepared formal report and answer some questions
- use SAE to suggest, clarify, express opinions and explain
- give an oral summary of a text, eg narrative, media program
- recount main ideas/details and connect ideas from oral texts
- conduct an interview from a prepared format
- use SAE to make a simple hypothesis or generalisation.

Socio-cultural understandings

- identify some cultural differences in communication behaviour, eg between first language and SAE
- interpret SAE to other first language speakers
- use simple formal language for social situations
- use some colloquialisms and cultural references
- use appropriate intonation and stress in most SAE situations.

Language structures and features

- use direct and reported speech with varying accuracy
- express simple relationships through comparisons and contrasts, eg bigger than, like, only
- show some use of simple conditionals and verb tenses
- use some imagery, eg metaphors, similes
- use complex language structures, with support
- create new vocabulary from known words.

Learning-how-to-learn

- monitor own language and self correct
- rehearse presentations to enhance fluency and accuracy
- practise final sounds in consonant clusters, eg to signify plurals and/or tense markers
- talk around a topic to compensate when vocabulary is not known
- use a broad range of vocabulary, including fillers, to sustain conversation.

Speaking

OUTCOMES

Learners demonstrating evidence of **Level 6**

S L6.1   Communication
communicate effectively in familiar formal and informal social and learning contexts

S L6.2   Socio-cultural understandings
adapt language to their own and their listeners' needs

S L6.3   Language structures and features
speak fluently and with some control over subject-specific registers and complex structures

S L6.4   Learning-how-to-learn
plan, reflect and use different sources to improve language.

INDICATORS

Learners demonstrating evidence of **Level 6** for example

Communication

- interact confidently with SAE speakers in familiar situations
- organise language and ideas, with contextual support for new topics, to substantiate argument; paraphrase a short text, explain sequence of ideas
- clarify tasks, goals and time limits in group activities
- request or accept opinions
- participate in oral poetry, role plays and drama
- contribute ideas in group discussions of literature, interpersonal and informational texts
- engage a listener's attention, eg vary expression
- organise and present a short talk with some fluency
- answer most questions on a prepared talk.

Socio-cultural understandings

- use appropriate register for different situations, eg use of polite register when speaking to adults
- monitor audience response and adapt language to listeners' needs, eg respond by varying content and length of talk
- use formal and informal SAE appropriately, eg use slang/colloquial language appropriately
- discuss common rules and expectations of conversation, eg assertiveness, how to interrupt
- provide background information for listeners in particular situations to sustain conversation, eg in initiating face-to-face and telephone conversations, recounting a news report.

Language structures and features

- use a wide range of vocabulary including technical and abstract terms
- use common colloquialisms confidently
- use common modals to express shades of meaning, eg could, should, might
- use a range of modifiers, eg 'The maths paper with all the graphs...'
- make variable use of abstract nouns, eg state: state of matter, State, state of affairs
- use some relative clauses beginnings, eg who, that, which
- use more complex text connectives, eg unless, although
- use a range of conventional phrases for specific purposes, eg 'Would you mind if ...?' 'To sum up ...'

Learning-how-to-learn

- rephrase to avoid difficult structures
- prepare notes, outlines and visuals to assist presentation of a talk
- evaluate own communication against given criteria
- seek and accept advice on strengths and weaknesses to create language learning plan
- identify and practise ways to communicate effectively with a range of people from different groups.

Reading

OUTCOMES

Learners demonstrating evidence of **Beginning Level 1**

R BL1.1 Communication

    recognise some SAE words and show interest in print inside and outside school

R BL1.2 Socio-cultural understandings

    indicate that print carries a message

R BL1.3 Language structures and features

    interpret pictures and show early reading behaviours

R BL1.4 Learning-how-to-learn

    rely on visual support and role play 'reading' SAE texts using pictures, visual cues and sometimes L1.

INDICATORS

Learners demonstrating evidence of **Beginning Level 1** for example

Communication

- show interest in books focussing on illustrations
- respond to a simple story read aloud and supported by illustrations, intonation and repetition
- gain information from illustrations
- recognise some familiar environmental print and vocabulary including own name.

Socio-cultural understandings

- respond to print with expectation that it will have meaning
- show reading-like behaviour
- show enjoyment of story by reacting appropriately.

Language structures and features

- identify cover, start and end of book, title
- demonstrate skills in handling books appropriately, eg right way up, turning pages, looking left to right
- distinguish between text and illustration.

Learning-how-to-learn

- rely heavily on contextual visual cues to gain meaning
- show reading-like behaviour, eg look at book in own time, retell a story to others, role play in L1
- repeat key words and phrases with group in oral reading.

Reading

OUTCOMES

Learners demonstrating evidence of **Beginning Level 2**

R BL2.1 Communication

recognise some familiar words and phrases and sometimes respond appropriately to simple texts read to them

R BL2.2 Socio-cultural understandings

recognise that print has consistent meaning and SAE texts have structure

R BL2.3 Language structures and features

recognise key words and know basic features of print

R BL2.4 Learning-how-to-learn

model 'reading' on others, 'read' with the teacher and use visual cues to support their reading.

INDICATORS

Learners demonstrating evidence of **Beginning Level 2** for example

Communication

- join in shared reading activities
- join in and complete activities around a class text, eg drama, painting and drawing
- show personal response to text, eg role play, draw picture, show enjoyment, state likes/dislikes
- recognise some SAE words, some environmental print, signs, letters, numbers, etc
- read short learnt repetitive texts, eg rhymes and songs
- sequence a story by arranging pictures in order.

Socio-cultural understandings

- assign message to own writing
- show awareness of some common signs, eg STOP
- show awareness that visual images carry messages
- show awareness that print has a consistent message.

Language structures and features

- show awareness of print conventions, eg left/right, word spacing
- recognise the difference between letters and numbers
- recognise a few SAE letters
- link some letters to SAE sounds
- recognise some simple common text features, eg common formulae, openings, endings.

Learning-how-to-learn

- join in and complete activities around class texts, eg drama, painting, drawing
- model intonation of teacher in oral reading
- memorise chunks when 'reading'
- follow text with finger when read to
- read with or slightly after others
- use visual cues for understanding.

Reading

OUTCOMES

Learners demonstrating evidence of **Beginning Level 3**

R BL3.1 Communication

'read' along with a group and independently re-read, with understanding, simple familiar texts

R BL3.2 Socio-cultural understandings

identify different kinds of texts and join in shared reading activities

R BL3.3 Language structures & features

recognise some sight vocabulary and punctuation, and associate some SAE sounds and symbols.

R BL3.4 Learning-how-to-learn

use visual cues, some initial sounds, sight words and sometimes self-correct.

INDICATORS

Learners demonstrating evidence of **Beginning Level 3** for example

Communication

- read a familiar text, with support
- respond appropriately to written directions and well-known texts through, eg
    - actions or drama
    - answering simple questions
    - drawing, making links with parts of text
    - distinguishing yes/no
    - recall, sequencing, arranging pictures
- recognise and respond to high frequency written cues, eg school signs, directions, labels.

Socio-cultural understandings

- indicate that factual and fictional texts are different
- identify purposes of reading, eg for enjoyment, for information
- relate own cultural experience to text references in SAE.

Language structures and features

- recognise some familiar vocabulary, mainly content words
- indicate an awareness of print features and punctuation, eg pause, full stop
- recognise and use some SAE symbol/sound relationships, eg single letters, groups of letters
- join in key words, choruses, repeated chunks in shared reading.

Learning-how-to-learn

- 'read' along with teacher
- select suitable books for own reading
- focus on text, eg pointing with finger ruler to read along a line
- use limited letter and initial sound knowledge to recognise common but unfamiliar words
- rely on visual and context clues to confirm meaning
- rely on first language speakers to explain new vocabulary and concepts.

Reading

OUTCOMES

Learners demonstrating evidence of **Level 1**

R L1.1 Communication
respond appropriately to short structured SAE texts using familiar language in shared or independent reading with support

R L1.2 Socio-cultural understandings
indicate that we read for different purposes in SAE

R L1.3 Language structures and features
read simple texts using some sight vocabulary and knowledge of basic sound-symbol relationships

R L1.4 Learning-how-to-learn
use first language learning strategies and contextual, and graphophonic cues.

INDICATORS

Learners demonstrating evidence of **Level 1** for example

Communication

- follow simple written texts that are read to them
- show understanding of text by, eg
    - linking with illustrations/drawings
    - answering questions, retelling
    - sequencing pictures in order
    - identifying main idea, with assistance
- identify characters in a story
- make simple inferences from text, with support
- recognise basic vocabulary, own name and labels
- respond personally to text, eg laughter, surprise.

Socio-cultural understandings

- identify factual and fictional texts
- identify reading purposes, eg enjoyment, information.

Language structures and features

- distinguish Roman script from non-Roman script
- attempt to read from left to right, top to bottom
- join in on key words and repetition in shared reading
- read independently some simple structured texts with known vocabulary
- read common but unfamiliar words, phrases, short texts and rhymes, with support
- identify some letters, words and repetitive sentence patterns
- use sound/symbol relationships when reading
- use a simple sight vocabulary.

Learning-how-to-learn

- read with or slightly after teacher
- guess words from initial letter, length and shape
- draw on illustrations to confirm meaning
- point with finger or stick to focus on reading
- ask for the meaning of unknown words
- access first language speakers and, with support, a bilingual dictionary.

Reading

OUTCOMES

Learners demonstrating evidence of **Level 2**

R L2.1   Communication
read with understanding short texts based on simple familiar content, vocabulary and language structures

R L2.2   Socio-cultural understandings
indicate differences between narrative and factual texts which relate to own knowledge or experience

R L2.3   Language structures & features
read texts with basic print conventions, using sight and oral vocabulary, and basic SAE structures

R L2.4   Learning-how-to-learn
use support from class-based resources, sound/symbol and visual cues to predict and confirm meaning in SAE.

INDICATORS

Learners demonstrating evidence of **Level 2** for example

Communication

- read short well-known narratives with predictable text structures, personal and short factual texts, eg shared class stories, own writing, favourite book, using contextual and visual support
- respond appropriately in shared reading, eg laughter
- show understanding of text, eg
  - match sentences/ captions to illustrations
  - recall information, answer questions, retell with support
  - complete literal cloze exercises, predict outcome with support
- recall sequence of a story, process, or a series of events, eg rearrange parts of texts/ illustrations in sequence
- locate details, find directly stated information in familiar texts, eg identify main idea, with assistance.

Socio-cultural understandings

- **recognise main purposes of stories and factual texts**
- identify some differences between factual and fictional texts through layout and topic
- use some SAE reading terminology, eg author, title, letter, word, page.

Language structures and features

- use a sight vocabulary which includes interest words from a specific learning context
- use basic SAE word order in sentences
- recognise and use common sound and letter patterns
- read common words with comprehensible pronunciation
- identify purpose of simple punctuation, eg full stop, capital letters, question mark
- identify sentence and paragraphs
- recognise differences between SAE language texts and texts in other languages that use the same script
- imitate pronunciation, intonation, rhythm and stress when reading.
- read texts that contain compound and complex sentences of two or three clauses

Learning-how-to-learn

- rely on key words for understanding
- use dictionary, class word lists and resources as support
- use text cues, sound/symbol knowledge, and visual cues, eg shape of word, length, illustrations, to confirm and predict meaning
- predict and infer what went before, using contextual support
- rely on teacher's reading and interpretation of texts as a model for own response and understanding
- re-read familiar self-chosen texts to increase accuracy and fluency and to enhance understanding.

Early Childhood and Primary Learners

ESL

Reading

OUTCOMES

Learners demonstrating evidence of **Level 3**

R L3.1 Communication
read with understanding texts containing predictable structures and everyday language

R L3.2 Socio-cultural understandings
identify that SAE texts may be organised in different forms and that written SAE differs from spoken

R L3.3 Language structures and features
cue into basic SAE text organisation and features

R L3.4 Learning-how-to-learn
use a range of strategies and cues to make sense of unfamiliar words in texts.

INDICATORS

Learners demonstrating evidence of **Level 3** for example

Communication

- read and retell ideas and sequence events from well-known texts or a text on a familiar topic or experience
- read some simple texts independently, eg follow simple written instructions
- extract information from a simple unfamiliar text, eg identify main idea in a paragraph or short text
- identify and arrange sequence of events in stories, recounts and other texts
- make connections between ideas stated directly and close together, eg predict ending, infer feelings, link diagram and label, link cause and effect, with support
- identify new information gained from reading a text
- make inferences from familiar and new material, with support
- identify directly stated information.

Socio-cultural understandings

- recognise a number of text forms and structures
- identify the main purpose of a text
- recognise that texts have a structure, eg starting points, middle and ending
- recognise some cultural references in texts, with support
- talk about the difference between an oral retelling of a text and the actual text.

Language Structures and Features

- identify some basic organisational features of texts, eg procedure, recount, report, argument
- follow simple time sequencing and recognise some text connectives, eg after, then, finally
- follow some referencing in a text, eg pronouns
- recognise common letter patterns phrases and words, eg 'th', 'tion'
- read common abbreviations, eg 1st, 2nd, NT, Aust, eg, etc, AD.

Learning-how-to-learn

- clarify when meaning breaks down by pausing, reading on and re-reading
- use knowledge of sight vocabulary
- use visual support, (eg charts, diagrams, graphs, pictures) to interpret meaning
- apply knowledge of base words and some prefixes/suffixes to work out meaning of words
- segment or blend letter clusters to read unknown words.

Reading

OUTCOMES

Learners demonstrating evidence of **Level 4**

R L4.1 Communication
read a range of texts, identify main ideas and specific information and make some inferences in structured activities

R L4.2 Socio-cultural understandings
identify text purposes and compare their own culture, knowledge and experience to information in the text

R L4.3 Language structures and features
interpret simple and some complex texts from a range of text types, recognising key words and the organisation of information in a text

R L4.4 Learning-how-to-learn
use a range of strategies for working out meanings of words.

INDICATORS

Learners demonstrating evidence of **Level 4** for example

Communication

- read standard literary and factual texts for information or recreation in and out of school
- respond to a range of texts including narratives, transactions, procedures, reports, and expositions, eg
    - retell, answer questions
    - identify stated information and inferred information
    - identify cause and effect
    - respond to mood, emotions and special language effects
    - identify the sequence of ideas/information in text and/or illustrations
- make connections between ideas in a text
- infer the meaning of unfamiliar words and phrases
- distinguish between main idea and supporting detail
- follow a sequence of written instructions.

Socio-cultural understandings

- identify text purposes/writer's implied stance/ main idea
- respond to different cultural attitudes and practices, eg ask questions, make comparisons
- identify unfamiliar cultural references and ask for meaning
- identify types of writing across cultures, eg folk stories
- explain that different cultures may have different interpretations of text.

Language structures and features

- identify text organisation features, eg book chapters, chapters/paragraphs, paragraphs/topic sentences
- recognise meaning and relations between sentences in a paragraph, eg correctly re-order jumbled sentences
- explain simple imagery, some similes and metaphors
- read with understanding sentences containing complex noun groups, eg 'The sight of the crocodiles at the wildlife park thrilled the children.'
- recognise key words linking ideas
- read texts with varied beginnings, new vocabulary, long groups of words, figurative language and punctuation used in usual ways, eg capital letters, commas, full stops.

Learning-how-to-learn

- use known vocabulary, word forms and context to infer the meaning of unknown words
- locate topic sentence to identify main idea of a paragraph
- read on when encountering unfamiliar words
- use diagrams, maps and illustrations to understand ideas
- blend syllables of long words
- use an SAE dictionary to check meaning.

Early Childhood and Primary Learners

ESL

Reading

OUTCOMES

Learners demonstrating evidence of **Level 5**

R L5.1 Communication
read a range of familiar and unfamiliar literary, factual and electronic media texts drawing inferences with support

R L5.2 Socio-cultural understandings
identify text purpose, how information is organised and presented in SAE texts and some cultural perspectives

R L5.3 Language structures and features
interpret a range of complex texts, cueing into key organisational and language features

R L5.4 Learning-how-to-learn
apply strategies to comprehend and learn at whole text, sentence and word levels.

INDICATORS

Learners demonstrating evidence of **Level 5** for example

Communication

- identify gist of technical and analytical texts
- process some information from complex texts
- recall and summarise the main ideas from fiction and non-fiction texts
- extract and manipulate key ideas from a text for problem solving, eg maths problem, role play
- identify order of ideas and information in factual texts
- draw conclusions, make choices and decisions on the basis of information and data gained from various resources
- draw basic inferences from texts
- identify arguments
- transfer information from a text to a diagram
- talk about emotions and motivation of characters in narratives.

Socio-cultural understandings

- identify text purpose and key aspects of some text types, eg narrative theme, plot and resolution
- compare different text types from the different learning areas
- identify some cultural/literary perspectives in texts, eg use of storyteller's voice, first/third person
- identify social and literary stereotypes, eg villains and heroes.

Language structures and features

- read with understanding texts with varied sentence beginnings, new vocabulary, some subject specific vocabulary and figurative language
- read texts with some long nominal groups, eg the largest planet so far discovered
- identify common text structures in informational texts, eg explanation, argument, discussion
- identify the way language functions are expressed within more complex texts, eg cause/effect, comparison/contrast, description.
- identify key words/phrases including noun groups relating to the theme and concepts of the text
- explain the meaning of noun groups following verbs of saying and thinking, eg 'Scientists are very concerned about the rise in the level of CO_2 in the atmosphere.'
- identify words with general and some unfamiliar specialised meanings, eg 'table' in general and scientific/mathematics contexts
- interpret clearly labelled captioned illustrations
- identify stylistic features of texts for special effects, eg use of italics and bold type.

Learning-how-to-learn

- confirm understanding by re-reading/restating content
- use an SAE dictionary/thesaurus
- use knowledge of grammatical structures to decode complex sentences
- ask for guidance/support to accomplish specialised reading tasks
- formulate key questions to identify information in a text
- incorporate new vocabulary from texts into personal vocabulary, specialised terminology
- infer meaning of unfamiliar phrases and words.

Reading

OUTCOMES

Learners demonstrating evidence of **Level 6**

R L6.1 Communication
read various authentic, lengthy, factual and literary texts with support for interpretations beyond literal levels

R L6.2 Socio-cultural understandings
relate SAE text format, structure and language choice to purpose and audience

R L6.3 Language structures and features
interpret complex language used in a range of accessible and challenging texts

R L6.4 R L 6.4 Learning-how-to-learn
monitor reading and select strategies suited to the text and task.

INDICATORS

Learners demonstrating evidence of **Level 6** for example

Communication

- read a range of authentic texts extensively and intensively for a range of purposes, eg current issues reported in the newspapers/web
- read subject specific texts independently and contribute to class/group discussion of texts
- give own opinion of a text and compare this with others
- discuss characters, motivations, mood and setting in a story
- identify main and supporting points in a variety of texts for note taking and retelling
- make connections between ideas and information in a text and draw conclusions
- distinguish between fact and opinion
- hypothesise about author, ideas, events, characters etc, using information from the text
- select and analyse information from texts for a particular purpose
- compare and make judgments about different texts, eg on the same topic, by the same author
- use own ideas to expand upon information gathered, acknowledging sources
- **identify the order of events, ideas and information in texts.**

Socio-cultural understandings

- make comparisons between different texts and text patterns, eg description, explanation
- identify text patterns and social purposes of text types, eg myths, biographies, explanations
- discuss and infer purpose, audience and context of particular texts
- identify and discuss formal and informal styles and registers
- identify and understand some humour and imagery, eg metaphors and similes, personification
- demonstrate understanding of well-known idioms, eg 'Pull your socks up!'
- analyse/evaluate arguments and interpret assumptions, beliefs or theories before responding.

Language structures and features

- demonstrate understanding of complex language such as embedded clauses, noun groups, words expressing degrees of probability, eg 'If the temperature rises, the polar caps may melt, resulting in ....,' 'The gap between East and West has ...'
- identify agent, action and consequence in sentences using passive voice
- identify and track cohesive phrases to the ideas they refer to, eg for these reasons, the following processes
- articulate concepts expressed in lexically dense texts, eg 'Increasing urbanisation impacts upon the environment.'
- obtain information from titles, headings, sub-headings and pictures to help find information
- interpret a variety of texts that contain unfamiliar vocabulary and symbols
- identify the function of textual features, eg legend or key in a map
- explore unfamiliar conventions, eg italicised print, footnotes, ellipsis [...] in quoted source materials or documents.

Learning-how-to-learn

- assess their own information needs and purposes to identify suitable sources
- browse to select suitable texts
- skim and scan topic sentences, paragraphs and chapters to find specific information.

Early Childhood and Primary Learners

ESL

Writing

OUTCOMES

Learners demonstrating evidence of **Beginning Level 1**

W BL1.1 Communication

communicate ideas through drawings and early writing behaviours

W BL1.2 Socio-cultural understandings

recognise that speech can be written down, with inconsistent interpretations of their own 'writing' attempts

W BL1.3 Language structures and features

show limited awareness of direction and spacing conventions

W BL1.4 Learning-how-to-learn

copy symbols and sometimes experiment with drawing and 'writing'.

INDICATORS

Learners demonstrating evidence of **Beginning Level 1** for example

Communication

- use drawings to relate events, experiences and stories
- make comments about their drawings
- use drawings, symbols and strings of letters and some words in writing
- assign their own meaning to symbols/words copied.

Socio-cultural understandings

- show awareness of the difference between pictures and words
- show awareness that writing can be read and re-read.

Language structures and features

- attempt to copy text left to right and top to bottom
- approximate letter forms
- copy own name, letters, words and phrases sometimes missing out letters
- attempt word spacing.

Learning-how-to-learn

- become familiar with and use different writing implements
- watch others write
- show writing-like behaviour
- rely on bilingual assistance.

Writing

OUTCOMES

Learners demonstrating evidence of **Beginning Level 2**

W BL2.1 Communication

communicate ideas through drawings, copied writing and attempts at own writing

W BL2.2 Socio-cultural understandings

contribute to group text writing and show awareness that print has a consistent message

W BL2.3 Language structures and features

sometimes respond in writing, complete modelled sentences using known language and some writing conventions of SAE

W BL2.4 Learning-how-to-learn

copy from classroom resources, ask for help and experiment with writing.

INDICATORS

Learners demonstrating evidence of **Beginning Level 2** for example

Communication

- use drawings and copied words to communicate events and experiences
- copy own name
- attempt to label drawings.

Socio-cultural understandings

- indicate that print has consistent meaning
- identify SAE sounds represented by some letters.

Language structures and features

- copy accurately from classroom vocabulary resources, eg word lists, charts
- attempt to leave spaces between words
- write well-known words and phrases
- complete modelled sentences and short cloze activities, with support
- copy basic punctuation as part of 'writing'.

Learning-how-to-learn

- access environmental print
- rely on bilingual assistance
- practise writing SAE letter forms, words and phrases
- ask for SAE word spelling of familiar words
- dictate words of familiar phrases about a drawing or experience for others to write.

Writing

OUTCOMES

Learners demonstrating evidence of **Beginning Level 3**

W BL3.1 Communication
communicate ideas in short simple texts using familiar language

W BL3.2 Socio-cultural understandings
indicate that some different texts have different purposes

W BL3.3 Language structures & features
help to edit group constructed texts and write some sentences independently using familiar vocabulary and basic conventions

W BL3.4 Learning-how-to-learn
model writing on other texts, sometimes self-correct, and use 'invented spelling'.

INDICATORS

Learners demonstrating evidence of **Beginning Level 3** for example

Communication

- write simple texts based on modelled texts and personal experience
- contribute to class shared text writing
- initiate own writing of single words, eg labels
- write text incorporating common spoken and written phrases, with support.

Socio-cultural understandings

- write simple text types appropriate to purpose, eg list
- use illustrations to support simple narrative or recount sentences.

Language structures and features

- write simple modelled repetitive sentences
- show some spelling accuracy, eg first letters
- show some control over, with some inaccuracies, subject-verb agreement, tenses, articles, pronouns, word order
- imitate simple text formats, with support, eg genre structure and features
- use common joining words and attempt SAE word order
- use basic punctuation, eg full stop, capital letters.

Learning-how-to-learn

- attempt spelling based on known visual or sound features
- attempt to correct aspects of own writing
- use class resources as models for their writing
- find words in word lists and class resources.

Writing

OUTCOMES

Learners demonstrating evidence of **Level 1**

W L1.1 Communication

write or complete simple texts on familiar topics using some copied words and familiar language

W L1.2 Socio-cultural understandings

identify some purposes of writing and contribute to group writing tasks

W L1.3 Language structures & features

write simple texts that reflect their level of spoken SAE, teacher modelling and basic SAE conventions

W L1.4 Learning-how-to-learn

use formulae, 'invented spelling' and classroom resources in own writing.

INDICATORS

Learners demonstrating evidence of **Level 1** for example

Communication

• retell/write a familiar story or event with scaffolding support and repetitive sentences

• write labels, own name and captions for drawings

• copy sentences scribed by teacher

• complete simple cloze activities on familiar topics.

Socio-cultural understandings

• identify some purposes of writing, eg shopping list, class rules

• recognise writing is directed at a reader

• recognise that first language messages can be written in SAE

• use some SAE writing conventions, eg left to right, top to bottom, word spaces.

Language structures and features

• use some basic punctuation, eg full stops, commas, question marks

• attempt spelling using knowledge of sound/symbol relationships

• write some words using correct spelling

• use sentence patterns and phrases modelled by the teacher in their own writing.

Learning-how-to-learn

• write in first language and ask for translation

• apply first language literacy skills to writing in SAE

• model writing on other texts

• practise writing SAE letter forms

• participate in group construction of texts

• use environmental print in their writing.

Writing

OUTCOMES

Learners demonstrating evidence of **Level 2**

W L2.1   Communication

write short simple coherent texts containing a few ideas related to task/topic and showing organisation of subject matter with modelled support

W L2.2   Socio-cultural understandings

indicate that SAE written texts are organised and presented in specific ways according to topic and purpose

W L2.3   Language structures & features

use basic sentence structures including features of learned oral and written SAE

W L2.4   Learning-how-to-learn

take some risks, ask for SAE vocabulary, apply limited sound/symbol and visual cues in spelling.

INDICATORS

Learners demonstrating evidence of **Level 2** for example

Communication

- write short simple texts on familiar topics for different purposes and learning areas with support, eg recounts, procedures, narratives, descriptions
- write brief texts which show simple logical sequencing of ideas
- participate in shared writing activities, contributing learnt vocabulary
- initiate own writing for particular purposes, eg labels, short notes/texts
- use a range of simple text formats to record information
- use words and phrases appropriate to the task/topic to locate events in place and time
- create simple fictional or poetic texts modelled on familiar forms and repetitive patterns.

Socio-cultural understandings

- show organisation of different text formats/genres, eg narrative (setting, storyline, ending), draw simple graphs, write lists
- identify purpose of different text formats.

Language structures and features

- show SAE word order in phrases and sentences
- write sentences that use basic subject-verb-object patterns
- show varying accuracy in tense, subject-verb agreement, articles, adjectives and adverbs
- attempt to write text using paragraphs
- correctly spell frequently used words
- attempt to spell words using own pronunciation
- use simple text connectives, eg and, but, then
- use basic punctuation, eg full stops, capitals
- write text closely related to everyday spoken SAE.

Learning-how-to-learn

- sometimes supplement SAE with first language writing
- take some risks, ask for SAE vocabulary and apply known sound/symbol relationship to create SAE words
- attempt to spell a wider range of words using own pronunciation, visual cues and classroom resources
- use repeated formulae to generate and structure writing
- attempt to provide more detail in writing through illustrations, listing
- use limited language resources to create desired effect - repetition for emphasis or intensity
- re-write after corrections and conferencing
- over-generalise spelling patterns.

Writing

OUTCOMES

Learners demonstrating evidence of **Level 3**

W L3.1　Communication
write simple creative and informational texts in response to classroom tasks

W L3.2　Socio-cultural understandings
use common text types and begin to use features of written rather than spoken SAE

W L3.3　Language structures and features
use basic SAE language features and structures in a variety of simple cohesive texts

W L3.4　Learning-how-to-learn
use vocabulary resources and modelling to experiment with planning, writing and redrafting.

INDICATORS

Learners demonstrating evidence of **Level 3** for example

Communication

- write simple creative texts, eg narrative, poetry
- write personal texts, eg opinions, point of view
- write information texts, eg report
- write descriptions based on modelled language and learning experience
- write a variety of texts with some elaboration and integrated ideas and information.

Socio-cultural understandings

- use key features of simple, common SAE text types required in school learning
- plan a format for an intended writing purpose, eg letter, report
- discuss the impact of different text formats on the reader, eg poster/exercise book.

Language structures and features

- use organisational framework in writing familiar text types
- use SAE structures and features with some accuracy, eg time markers, plurals, common conjunctions, subject-verb agreement, articles, simple comparison phrases
- use known sentence patterns/text formats for new texts
- use descriptive vocabulary, eg big dark cave, cold misty morning
- use past and present tense with reasonable consistency
- attempt paragraphs and topic sentences
- use punctuation correctly most of the time, eg full stops, capitals, question marks, commas
- spell frequently used words and one and two syllable words with common patterns with increased accuracy
- use some specialised words in appropriate contexts.

Learning-how-to-learn

- write first draft focussing on meaning rather than accuracy
- revise draft after re-reading and conferencing
- plan with teacher/others before writing
- write expanded texts from teacher's notes and retrieval charts.

Writing

OUTCOMES

Learners demonstrating evidence of **Level 4**

W L4.1 Communication
> use a basic repertoire of text types (creative and informational) across the curriculum for a given audience

W L4.2 Socio-cultural understandings
> adapt writing to topic requirements and reader's needs

W L4.3 Language structures and features
> write a variety of texts with some accuracy in text features, organisation, cohesion and imagery

W L4.4 Learning-how-to-learn
> plan, write, apply spelling, access vocabulary, edit and reflect on the process.

INDICATORS

Learners demonstrating evidence of **Level 4** for example

Communication

- write a range of texts across the curriculum incorporating information from other sources, with support, eg narrative, poetry, report, simple explanation, notes, summaries, biography, autobiography, discussion
- plan and sequence information for specific text type, eg report, explanation, biography
- write according to structure of text genre
- write narrative and descriptive texts relevant to task and topic which contain elaborated and integrated ideas
- make summaries by writing sentences expanded from key words.

Socio-cultural understandings

- use suitable text types for particular purposes and readers
- begin to use some colloquial and idiomatic language and humour
- elaborate on own knowledge, experience and cultural perspectives to support viewpoint.

Language structures and features

- attempt to create mood and feeling with appropriate language
- write cohesive paragraphs reflecting distinct ideas
- use introductory topic sentence to announce the idea of a paragraph
- use vocabulary appropriate for topic, eg descriptive and subject specific terms
- use some antonyms, synonyms and abstract nouns
- use reference words to link ideas, eg pronouns, this, that
- use common text connectives, relative clauses, conditionals and modals with increasing control
- use subject-verb agreement and tense with increasing control
- combine simple sentences into complex sentences
- spell frequently used and recognised words and words with common spelling patterns
- use punctuation correctly, eg capital letters, full stops, question marks, commas and exclamation marks.

Learning-how-to-learn

- plan writing collaboratively
- revise text beyond word or phrase level
- seek assistance regarding new vocabulary, structure for writing
- keep a learning journal.

Writing

OUTCOMES

Learners demonstrating evidence of **Level 5**

W L5.2   Communication
write personal, creative and informational texts across the curriculum incorporating language and ideas from different sources, with support

W L5.2   Socio-cultural understandings
apply register and socio-cultural knowledge adjusting writing formats to contexts, purposes and audiences, with support

W L5.3   Language structures and features
write coherent texts with consistent grammatical accuracy, flexibility and control over imagery, key organisational and language features

W L5.4   Learning-how-to-learn
plan and edit writing to improve range and expression of written texts.

INDICATORS

Learners demonstrating evidence of **Level 5** for example

Communication

- write reports by summarising or paraphrasing information from two or three resources
- write complex arguments and discussions across the curriculum, with support
- use own writing for personal reflection across learning areas
- write from the viewpoint of a designated character in the text
- write poetry and dialogue based on studied models
- maintain an appropriate balance between main ideas and supporting details in texts.

Socio-cultural understandings

- vary writing to audience and purpose, eg choice of vocabulary, style and subject matter to topic/task
- use aspects of register suited to the text type, eg use of passive voice as part of an objective description in a science report
- use a range of formats appropriate to the topic and audience, eg graphs and diagrams to support text
- sustain an appropriate tone throughout the text.

Language structures and features

- use appropriate content language for different learning areas
- use SAE vocabulary appropriate to the purpose of the text, with correct spelling
- use dialogue, direct speech, reported speech, apostrophes in contractions, exclamation marks, commas to separate clauses
- use appropriate cohesive features and referencing cues, eg pronouns, articles, demonstratives
- show some flexibility and control over use of language features to relate ideas across paragraphs, eg prepositions, phrasal verbs and text connectives
- use topic sentences to unify ideas within a paragraph
- use relative clauses, tenses and adjectival expressions for descriptive purposes and modals to express likelihood, obligation and doubt
- use rhetorical questions appropriately
- use subject-verb agreement in common usages
- use prepositions in prepositional phrases.

Learning-how-to-learn

- apply conventions for acknowledging sources, references
- plan extended writing
- use a range of strategies to spell, eg word patterns, graphophonic knowledge
- check own writing for coherence, spelling and punctuation
- take notes to assist in writing a text and later redraft to improve suitability for intended audience
- select suitable information from a range of sources to assist in topic specific writing.

Early Childhood and Primary Learners   **ESL**

Writing

OUTCOMES

Learners demonstrating evidence of **Level 6**

W L6.1   Communication
write an extensive range of personal, imaginative and informational texts across the curriculum

W L6.2   Socio-cultural understandings
adapt writing for audience and purpose

W L6.3   Language structures and features
write coherent texts demonstrating a wide range of SAE structural features to link ideas

W L6.4   Learning-how-to-learn
plan, review and redraft writing.

INDICATORS

Learners demonstrating evidence of **Level 6** for example

Communication

- write extended texts on a range of topics using well-known fictional and non-fictional text types, eg narratives, explanations of processes, argumentative texts, discussions of issues, essays, poetry, drama scripts
- incorporate language and ideas drawn from a wide range of sources
- make reference to supporting evidence from different sources in texts.

Socio-cultural understandings

- present similar content in different ways/forms, eg compare sports in a factual report and a discussion
- identify culturally specific patterns of written information, eg compare SAE discourse patterns with those of the first language
- sustain register use in writing
- recognise inappropriate use of register, eg use of colloquial terms in formal writing
- show awareness about choice of words and social/cultural sensibilities, eg plump and fat, man and people
- use common euphemisms and imagery, eg passed away
- plan texts with audience in mind.

Language structures and features

- use appropriate structural features for a range of texts
- produce most texts successfully in learning areas, with occasional grammatical errors
- use a range of grammatical features with some confidence, eg compound, complex sentences, tenses, noun phrases, modality and modification
- use direct and reported speech, including quotations, appropriately
- use a range of cohesive devices to improve fluency, eg avoid redundancy by leaving out words
- show varying control over subject-verb agreement, articles, irregular plurals
- vary writing by using a range of sentence beginnings for different purposes, eg 'In conclusion...', 'At the same time...'
- show use of a broad vocabulary appropriate to changing social contexts and academic learning.

Learning-how-to-learn

- write a clear plan of intention on the cover sheet of an extended writing task
- use a bilingual dictionary to select specific word
- take notes for references, citing references and quotations
- monitor own writing for irrelevant sentences, unintended meanings and errors
- redraft writing showing significant and appropriate changes, and not just minor corrections, in response to feedback and self assessment.

Glossary

Accent
Pronunciation that tells the listener something about the speaker's background. A person's pronunciation may show

- whether or not the speaker is a native speaker of the language, eg 'She speaks English with a German accent.'
- what social class the speaker belongs to, eg a lower middle class accent
- the region or country they speaker comes from, eg an American accent.

Active
A grammatical construction in which the actor or agent of an action is placed as the subject of the verb, eg 'The boy wrote the letter.' It is contrasted with the passive, an example of which would be, 'The letter was written by the boy.'

Adjective
A word used to describe people, places and things, eg 'elegant', 'windy', 'green'.

Adverb/adverbial phrase
A word or group of words that provides information about an event, such as how, when, where and why, etc. Some adverbs are formed by adding '-ly' to the end of an adjective, eg 'slow-slowly', 'happy-happily'. Examples of other adverbs are 'outside', 'yesterday', 'alone'. Some adverbial phrases are 'out of doors', 'for a week', 'by car', 'of old age', 'very soon'.

Article
A word used with a noun that shows whether the noun refers to something definite or indefinite. English has two articles: the definite article 'the' and the indefinite article 'a' or 'an'.

Audience
The person/people to whom a written, spoken or visual text is presented.

Authentic
The degree to which language teaching materials have qualities of natural speech or writing. For example, texts taken from such sources as newspapers or magazines and tapes of natural speech taken from ordinary radio or television programs are called authentic materials. A teacher often uses controlled rather than authentic texts or tapes in an ESL classroom.

Bilingual
A person who knows and uses two languages. The word bilingual usually means a person who speaks, reads, or understands two languages equally well (a balanced bilingual), but bilingual people usually have a better knowledge of one of their languages. For example, bilingual people may

- be able to read and write in only one language
- use their languages in different situations, eg one language at home and the other at work
- use each language for different communicative purposes, eg one language for talking about personal feelings.

Clause
One of the basic building blocks of English grammar. A clause always has a verb or verb group that identifies an action, and it usually has one or more noun groups that identify who or what is doing the action. It may also contain information about the circumstances (when, where, why, how) surrounding the action. Examples of simple clauses are 'birds eat worms', 'students learn at school.' A simple sentence is the same as a clause. Compound and complex sentences contain more than one clause.

Cloze exercise/activity	A technique for measuring reading comprehension. In a cloze test, words are removed from a reading passage at regular intervals, leaving blanks, eg every fifth word may be removed. The reader must read the passage and try to arrive at the missing words. The reader usually chooses a word that is appropriate or acceptable in the text.
Cognitive	Mental processes and resources that the learner employs in language learning.
Coherence/coherent	The relationships that link the meanings of utterances or the sentences in spoken or written texts. These links may be based on the speakers' shared knowledge. Generally, a paragraph has coherence/is coherent if it is a series of sentences that develop a main idea, ie with a topic sentence and supporting sentences that relate to it.
Cohesion	The grammatical and lexical relationships between the different elements of a text. The relationship may be between different sentences, such as the relationship between 'Jenny' and 'she' in the following exchange.
	A: Is Jenny coming to the party?
	B: Yes, she is.
Complexity of sentences	Sentence complexity can be affected by a range of factors including length and subordination.
	• length. Note, however, that long sentences sometimes do not indicate complexity, eg when a long sentence is strung together with 'and then...and then...and then'.
	• subordination. Principal means of subordinating information include cohesion as well as relative clauses joined by words such as 'who', 'which', 'that', eg 'The Wingalong clan, who were tall and ran swiftly, were very good hunters'; 'The countries that we are concerned with here ...'.
Concept map	A diagrammatic way of representing the relationships between the key elements or concepts of a topic. The elements are usually organised in a hierarchy from the most general to the most specific.
Conjunction	The grammatical function of linking clauses together, eg 'She ate her breakfast and went to work.'
Direct speech	The style used in writing to report what a speaker actually said, without introducing any grammatical changes. This may be contrasted with indirect speech (also called reported speech) in which the speaker's words are not reported as they were actually said but are reported, eg in the form of a 'that clause'.
Discourse	A general term for examples of language use, ie language produced as the result of an act of communication. Whereas grammar refers to the rules a language uses to form grammatical units such as clauses, discourse refers to larger units of language such as paragraphs, conversations, and interviews.
Embedded clause	The occurrence of a clause within another clause, eg 'The news (that he had got married) surprised his friends.'

English as a Second Language Program, (ESL/ESOL program)

A program for teaching English to speakers of other languages in English-speaking countries. ESL programs are generally based on particular language teaching methods and teach language skills (speaking, understanding, reading and writing). They may be school programs for immigrant and other non-English-speaking children, used together with bilingual education or with regular school programs.

Environmental print Signs and labels within the child's familiar environment, eg STOP, Coca-Cola, labels on packets, tins and boxes.

Expository text A general term to describe writing which is mainly factual, impersonal and non-narrative.

First language A person's mother tongue or the language acquired first. The first language may be the dominant language.

Fluency The features that give speech the qualities of being natural and normal including native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjections and interruptions.

Formula/formulaic language/formulaic expression

A segment of language made up of several morphemes or words that are learned together and used as if they were a single item, eg 'How are you? My name is....' ESL students may not understand the use and meaning of all the individual words in a formula they use but may understand the function of the formula.

Function The purpose for which an utterance or unit of language is used. In language teaching, language functions are often described as categories of behaviour (requests, apologies, complaints, offers, compliments).

Genre A staged, culturally formulated purposeful activity in which language is used to achieve particular social goals. A genre has a distinctive staged schematic structure through which the social function of the genre is realised, eg historical recount, procedure, discussion, explanation.

Gist The substance or essential part of the matter, eg the gist of an argument, the gist of what someone is saying.

Grammar The structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences and utterances in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language.

Idiom A form of expression peculiar to a language and having significance other than its literal one, eg 'flat out like a lizard drinking'.

Imagery The mental pictures, figures or likenesses of things formed by the use of descriptive language, eg 'The long light shimmered across the water', 'His battle-scarred face with the missing left eye and the filthy, lank yellow beard'.

Information gap activity An activity where certain information is known only by some of those present, and students must question and converse to exchange the missing information.

Interlocutor	Someone engaged in a conversation.
Interlanguage	The type of language produced by second language learners in the process of learning a new language.
Intonation	Pitch patterns, speech rhythm, degree of loudness or softness in speech. Intonation is used to carry information over and above that which is expressed by the words in a sentence.
Metaphor	A figure of speech in which something is described by stating another thing with which it can be compared, eg 'Her words stabbed at his heart.'
Metacognitive strategies	Thinking about the mental processes used in the learning process, monitoring learning while it is taking place and evaluating learning after it has occurred, eg planning ways of remembering new words encountered in conversations with native speakers.
Modal	Any of the auxiliary verbs indicating attitudes of the speaker or writer towards the state or event expressed by another verb, eg 'may', 'might', 'can', 'must', 'would', 'could', 'shall', 'will', 'should'.
Modelled language	Language provided as a model for someone learning a language to imitate.
Morpheme	The smallest meaningful unit in a language. A morpheme cannot be divided without altering or destroying its meaning. Words can consist of one or more morphemes. Morphemes can have grammatical functions.
Mother tongue	Usually a first language which is acquired at home.
Nominalisation	The process or result of using a noun phrase instead of a verbal construction or subordinate clause, eg 'Urbanisation is having a negative impact on the environment' instead of 'Continual land clearing to make room for growing cities is destroying wildlife and natural water systems. '
Noun	Refers to people (man, woman, gipsy), places (home, beach), things (brush, car). It includes abstract things (love, wisdom).
Noun phrase	A group of words with a noun or pronoun as the main part. The noun phrase may consist of only one word, eg 'Gina' in 'Gina arrived yesterday' or it may be long and complex, eg all the words before 'must' in 'The students who enrolled late and who have not yet filled in their cards must do so by Friday'.
Open questions	Questions worded in such a way as to promote an extended rather than one- or two-word response, eg 'What do you think ...?' 'How do you feel about ...?'
Passive	A grammatical construction in which the receiver or victim of an action is placed as the subject of the verb, eg 'The dog was run over by the car.' This construction can be contrasted with the active construction, an example of which is 'The car ran over the dog.'
Phonetics	The study of speech sounds.
Preposition	A word used with nouns, pronouns and gerunds to link them grammatically with other words. Prepositions may express such meanings as possession ('the roof of the car'), direction ('to the bank'), place ('at the corner'), time ('before lunch').

Pronoun	A closed set of items that can be used to replace nouns or noun phrases. Types of pronouns include

- personal (I, you, he, she, it, me him, them, they)
- possessive (my, your, its, and mine, yours)
- demonstratives (this, that)
- interrogatives (who, which, that)
- indefinite (anyone, someone)
- reflexive (myself, yourself)
- relative (who, whom)
- universal (each, all, every).

Register	See style
SAE	Acronym for Standard Australian English.
Scaffolding	Building up a framework by the interlocutor in structuring a conversation to enable the learner to interact using the new language, eg guided questions eliciting more than a yes/no response from the learner, prompting, clarifying and extending the learner's utterances in a joint construction of meaning. In the academic context, scafflolding can involve supporting a task by systematically staging a number of preparatory activities, eg building up a field of knowledge and vocabulary, modelling.
'Silent period'	A time ranging from a few days to a few months during which children learning a second language are acquiring knowledge of the language but are not yet ready to speak. They may, however, use non-verbal behaviour. It is a normal part of language learning. Some children may not go through the 'silent period'.
Simile	A figure of speech in which something is compared to something else by the use of a function word such as like or as unlike, eg 'as cold as ice'.
Stress	The pronunciation of a word or syllable with more force that the surrounding words or syllables. A stressed word or syllable is produced by using more air from the lungs.
Style	(1) Variation in a person's speech or writing. Style usually varies from casual to formal according to such things as the situation, the person or persons addressed, the location and the topic discussed. (2) A consistent pattern of language use by an individual for a particular purpose (eg writing a recipe) or at a particular period (eg Dickens' style).
Subject-verb agreement	Where the form of a verb changes according to whether the subject is singular or plural; the subject and verb 'agree' with one another. For example, in 'The bus takes ten minutes', there is an ending 's' on the verb 'takes' because the subject 'bus' is singular. In 'The cars take five minutes' there is no ending on the verb 'take' because the subject 'cars' is plural.
Subvocalise	A type of reading in which the reader pronounces words silently while reading, sometimes also making slight movements of the tongue, lips, and vocal cords.
Tag	A word, phrase, or clause added to a sentence in order to give emphasis or to form a question, eg 'They're lovely and juicy, these oranges.', 'Jill's coming tomorrow, isn't she?'

Telegraphic speech	Speech that tends to leave out prepositions, articles and auxiliary verbs, eg 'Me no eat apple.'
Tenor	The part of register that relates to the language choices we make according to our relationship to the reader or listener and the role we are taking in the encounter, eg expert, novice.
Tense	The relationship between the form of the verb and the time of the action or state it describes. In English, verbs may be in the past or present tense. However, the present tense form for the verb is also used in

(a)   timeless expressions, eg 'The sun rises in the east.'

(b)   for future events, eg 'I leave/ am leaving next Monday.'

(c)   past events for dramatic effect, particularly in spoken language, eg 'Suddenly she collapses on the floor.'

Text	A spoken, written or visual communication. Oral texts include conversations and songs. Written texts include labels, letters and stories. Visual texts include posters, cartoons and advertisements. A text may be considered from the point of view of its structure and/or its function. A full understanding of a text is often impossible without reference to its context.
Text connectives	Words that form links between sentences and other longer stretches of text. These are often called 'connectors', 'discourse markers', or 'signal words'. They perform a similar role to conjunctions but can be more freely placed at various positions within the sentence, eg 'Mary, on the other hand, skipped breakfast and went back to bed.'
Tone	(1) Height of pitch and change of pitch which is associated with the pronunciation of syllables or words and which affects the meaning of the word. (2) The particular language choices speakers and writers make according to the audience of their text. Tone equates to tenor in register.
Topic sentence	A sentence that describes the topic, purpose or main idea of a written paragraph, ie which states what the paragraph is about. A topic sentence may be the first or final sentence of a paragraph or it may be unstated or implied.
Verb	A word generally referring to an action or a state, eg 'He wrote a letter. She wondered what to do.'
Wh- questions	Questions starting with 'who', 'what', 'where', 'when' or 'how'.

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