

3-6 EAL/D Progression by Mode: Listening

Beginning	Emerging	Developing	Consolidating
<p>Learners at the beginning of this phase are new to the sounds of English. In this phase, they begin to attend to the sounds of English and identify individual words, phrases, tones and inflections.</p>	<p>Learners at the beginning of this phase distinguish spoken English from other languages and dialects (i.e. on hearing English, they attempt to respond in English), they pay attention to the speaker and acknowledge being spoken to. In this phase, they begin to take a more active role in communication, such as seeking clarification when meaning is unclear.</p>	<p>Learners at the beginning of this phase understand spoken English used to talk about familiar and some unfamiliar topics. In this phase, they begin to follow the main ideas in extended talk and discussions, and identify relevant information from subject-specific talk.</p>	<p>Learners at the beginning of this phase understand spoken English used to talk about familiar and most unfamiliar topics, follow the main ideas in extended talk and discussions, and identify relevant information from subject-specific talk. In this phase, they will still need support in complex or culturally bound texts.</p>
<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> respond appropriately to clear commands (eg Make two lines), when others are doing the same <input type="checkbox"/> identify some known vocabulary as single words and sometimes in a sentence sequence of sounds when the known word is stressed (eg Give me your book) <input type="checkbox"/> are becoming aware of expected listening behaviour in the classroom <input type="checkbox"/> rely on gestures and visual images to access meanings in texts listened to and read aloud <input type="checkbox"/> understand a narrow range of action verbs (eg sit, run, kick, sing) <input type="checkbox"/> recognise some common phrases in familiar contexts (eg on the desk) <input type="checkbox"/> listen to texts read aloud and identify events and characters when supported by pictures <input type="checkbox"/> Use contextual cues and first language to follow communication in everyday classroom routines and sometimes seek help from others. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> follow simple instructions or directions where the context is obvious and recognise familiar words in spoken texts <input type="checkbox"/> demonstrate understanding of short spoken texts, especially those containing known words and phrases, and respond appropriately to familiar formulaic utterances (eg Time to pack up now) <input type="checkbox"/> engage in face-to-face interactions, responding to key words and phrases <input type="checkbox"/> demonstrate appropriate listening behaviours such as paying attention and looking at the speaker <input type="checkbox"/> participate in group learning activities such as games, rhymes and songs, joining in appropriately <input type="checkbox"/> respond to social cues <input type="checkbox"/> interpret intonation and stress <input type="checkbox"/> Seek clarification and visual scaffold to extend their understanding of oral texts. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand teacher questions and can relay messages <input type="checkbox"/> understand instructions, recounts and explanations when supported by clear contexts <input type="checkbox"/> give relevant details of spoken texts listened to, such as retelling a sequence of events <input type="checkbox"/> respond to different registers appropriately (eg match a formal response to a formal request) <input type="checkbox"/> understand that open-ended questions (how and why questions) require more than a yes or no answer <input type="checkbox"/> understand common, everyday vocabulary and know that some words can have more than one meaning, and demonstrate a tentative understanding of vocabulary beyond immediate personal and school experiences <input type="checkbox"/> participate confidently in shared texts, such as songs and poetry <input type="checkbox"/> Can take notes if given note-taking frameworks and if information is not overly complex or unfamiliar. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand most spoken and audiovisual texts, and can identify specific information if questions are given beforehand <input type="checkbox"/> are beginning to use some cultural expectations when listening to English (eg eye contact, distance, gesture) <input type="checkbox"/> understand the main points of small amounts of non-literal and generalised information when appropriate background is given <input type="checkbox"/> respond to different registers and understand the importance of listening for different purposes <input type="checkbox"/> can interpret meaning and feelings from intonation, volume, stress, repetition and pacing <input type="checkbox"/> can respond appropriately in most unplanned exchanges <input type="checkbox"/> can understand subject-specific vocabulary in most contexts <input type="checkbox"/> request repetition or clarification if speech contains too many cultural references <input type="checkbox"/> May ask for clarification and extra time when participating in complex listening tasks, group performances or class discussions.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials