

## 7-10 EAL/D Progression by Mode: Listening

Beginning	Emerging	Developing	Consolidating
<p>Learners at the beginning of this phase are tuning in to the sounds of English. They attempt to listen to and interpret the new language for short periods. In this phase, they begin to understand common instructions, basic questions, short descriptions and the gist of explanations in familiar contexts and in areas related to their prior knowledge and experience.</p>	<p>Learners at the beginning of this phase can understand familiar instructions and information in a variety of classroom situations. In this phase, with scaffolding, they begin to extract specific information from familiar audiovisual texts and understand the gist of teacher explanations involving known subject-specific information.</p>	<p>Learners at the beginning of this phase understand the gist of most classroom interactions and information, provided that this is presented clearly and at a moderate pace. In this phase, they listen successfully in a wide range of social (informal) contexts, although they will still experience difficulty in understanding the main points in most academic (formal) contexts.</p>	<p>Learners at the beginning of this phase understand most of the information they encounter on a daily basis within the school environment. As they near the end of this phase, they begin to take part in extended discourse, interpret and extract information from subject-specific spoken texts, and take notes from spoken presentations with accuracy. Specific cultural references may still cause confusion.</p>
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> respond to spoken English in familiar and predictable situations where the diction is clear and the pace slow</li> <li><input type="checkbox"/> respond to nonverbal cues that match their own culture</li> <li><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)</li> <li><input type="checkbox"/> mask when they do not understand classroom discussions or work</li> <li><input type="checkbox"/> may nod or speak, but not always be in turn</li> <li><input type="checkbox"/> Rely on gestures and visual support for understanding, and begin to ask for help from others.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participate in two-way conversations on familiar topics in familiar, informal English, responding appropriately and in turn</li> <li><input type="checkbox"/> are beginning to correctly interpret intonation, stress and other culturally-specific nonverbal communication</li> <li><input type="checkbox"/> are unable to process detail that is</li> <li><input type="checkbox"/> specialised or comprehend much of the subject-specific terminology that is used if it has not previously been introduced</li> <li><input type="checkbox"/> have limited understanding of vocabulary across different registers (particularly the academic register), and this will present as a weakness in comprehension</li> <li><input type="checkbox"/> increasingly distinguish unfamiliar sounds in English</li> <li><input type="checkbox"/> Generally ask for help and repetition where necessary.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> respond appropriately in most unplanned exchanges</li> <li><input type="checkbox"/> are beginning to use some cultural expectations when listening to English (eg eye contact, distance, gesture)</li> <li><input type="checkbox"/> begin to interpret meaning and feelings from intonation, volume, stress, repetition and pacing</li> <li><input type="checkbox"/> understand the gist of most spoken and audiovisual texts, and can</li> <li><input type="checkbox"/> identify specific information if questions are given beforehand</li> <li><input type="checkbox"/> understand the gist of small amounts of non-literal and generalised information when appropriate background is given</li> <li><input type="checkbox"/> identify a range of vocabulary across different learning areas</li> <li><input type="checkbox"/> May ask for clarification and extra time when participating in complex listening tasks, group performances or class discussions.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand examples of relatively overt subjective language and interpret the intention of the speaker, using their knowledge of how intonation, volume and lexical choice create meaning</li> <li><input type="checkbox"/> identify everyday humour in spoken texts</li> <li><input type="checkbox"/> have increased ability to understand extended monologic discourse and</li> <li><input type="checkbox"/> teacher talk at native speaker speed, but may still require visual or print scaffolding for more abstract concepts</li> <li><input type="checkbox"/> understand a range of dialects and colloquial language, and monitor spoken language for relevance and accuracy</li> <li><input type="checkbox"/> identify a range of language devices and how these are used to achieve specific effects (eg poetic devices and repetition in speeches)</li> <li><input type="checkbox"/> Request repetition or clarification if speech contains too many cultural references.</li> </ul>

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