

EAL/D (English as an Additional Language or Dialect) Learning Progression

Learner Characteristics / Phase Overview (*Key phrases that distinguish one phase from another are highlighted in red*)

2) Beginning English: Limited literacy background

These students are learning English for the first time, with little or no foundation in continuous, formal education. They can speak one or more languages/dialects other than English, **but have little or no experience with print literacy in their first language**. Some students **may be unfamiliar with books**, needing explicit teaching to understand that the print marks on the page symbolise meaning. In a familiar learning environment, they will **begin to engage with simple curriculum demands**, particularly with support from a speaker of their first language, and targeted contextual scaffolds (eg visuals and gestures). Learning a language requires constant focus and attention, and students will tire easily and may experience a **high level of frustration**. **High levels of explicit teaching** are required throughout the day both from the specialist teacher and the classroom teacher. These students **may be capable of understanding the content of the curriculum** for their year level. However, as they are new to learning in and about English, they will **find it difficult to show achievement as described in the achievement standards for their year level**, as these rely heavily on English language proficiency to convey content knowledge and understandings.

1) Beginning English: Some print literacy in first language

These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and **may be literate in their first language**. In a **familiar learning environment**, they will begin to engage with **simple language tasks** of the curriculum, particularly **with support from a speaker of their first language**, and targeted contextual support (**eg visuals and gestures**). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. **High levels of explicit teaching** of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will **find it difficult to show achievement as described in the achievement standards for their year level**, as these rely heavily on English language proficiency to convey content knowledge and understandings.

3) Emerging English

These students can speak one or more languages/dialects, including basic English, and have a growing knowledge of print literacy in English. They understand and participate in classroom behaviours and school routines. They **engage with curriculum demands with some success**, but continue to benefit greatly from the use of first language with peers and teachers' assistants to clarify and consolidate understanding. Explicit and focused language teaching will enable them to **produce simple written and spoken English, using predictable and learned formulas**. They are still in a phase of language learning that requires intense concentration, so they are likely to tire during the day or disengage when the spoken or written texts under discussion are not accompanied by **adequate contextual scaffolds**. These learners **still require extensive EAL/D explicit teaching** throughout the school day from both the specialist teacher and the classroom teacher. These students are able to **engage with and learn the content of the Australian Curriculum when provided with suitable language teaching and additional time to complete classroom activities**. However, they will find it difficult to show their understandings if achievement must be demonstrated through language-reliant activities.

4) Developing English

These students can speak one or more languages/dialects, including functional Standard Australian English (SAE), and have a developing knowledge of print literacy in SAE. **They are active participants in classroom and school routines**, and are able to concentrate for longer periods. They **purposefully engage with curriculum demands with increasing success**. Their first language continues to be a valuable support, and these learners understand the value of code-switching – that is, the ability to **change from one language/dialect to suit the context**. They produce **increasingly extended pieces of spoken and written SAE** (although they may be more proficient in one mode than the other), which include their own innovations with the language. However, they are **still developing control over English grammar and building their vocabulary**; hence, they **continue to need explicit language** to be taught, and teaching strategies supportive of EAL/D learners, particularly with academic language of subject disciplines. They are **increasingly able to use SAE sufficiently to demonstrate their understanding of content** and thus meet some of the achievement standards for their year level, as described in the Australian Curriculum.

5) Consolidating English

These students can speak one or more languages/dialects and **have a sound knowledge of Standard Australian English**. They are active and **increasingly independent participants in classroom** and school routines, and are mostly able to concentrate on classroom tasks, including extended teacher talk. An increased ability to use English means that they purposefully engage with curriculum demands with general success. They understand and produce spoken and written texts for a range of specific purposes, with **effective control of appropriate text structures features**. However, they **still require focused language teaching and strategies** supportive of EAL/D learners, as the academic language of subject disciplines increases, becoming grammatically dense and with increasingly abstract and technical vocabulary. **They will still require explicit teaching to develop their understanding of culturally laden topics** of study (eg novels or historical inquiries). **They have the language skills in English to meet many of the achievement standards for their year level**, as described in the Australian Curriculum.

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