

## K-2 EAL/D Progression by Mode: Listening

Beginning	Emerging	Developing	Consolidating
<p>Learners at the beginning of this phase are unfamiliar with the sounds of English. In this phase, they begin to take cues from speakers around them and participate in simple classroom routines.</p>	<p>Learners at the beginning of this phase successfully distinguish spoken English from other languages and dialects (ie on hearing English, they attempt to respond in English). In this phase, they become more attentive listeners and understand 'tone of voice' (eg teacher praise).</p>	<p>Learners at the beginning of this phase exhibit accepted listening behaviours and interpret meaning in familiar situations. In this phase, they develop their listening skills to be able to infer the meaning of some unfamiliar subject-specific situations if given contextual support.</p>	<p>Learners at the beginning of this phase are able to infer the meaning of some unfamiliar subject-specific situations if given contextual support. In this phase, they independently comprehend most social and academic oral texts relevant to Early Childhood years.</p>
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> may not exhibit typical listening behaviours (eg looking at the teacher) or indicate if they have understood</li> <li><input type="checkbox"/> may begin to mimic the responses of others to spoken instructions (eg lining up at the classroom door)</li> <li><input type="checkbox"/> understand clear, unambiguous contextual support of gestures, images and modelling when being spoken to (eg the teacher miming eating and pointing to their lunchboxes when instructing students that it is lunchtime)</li> <li><input type="checkbox"/> Find some English sounds unfamiliar and difficult to distinguish from each other.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> attend for short periods to simple stories and songs with visual scaffolds</li> <li><input type="checkbox"/> may show comprehension through action and gesture rather than words</li> <li><input type="checkbox"/> Understand familiar, simple and repetitive spoken English supported by the immediate context, including simple instructions relying on key words and context (eg Come to the mat), and simple questions asking for personal information (eg What's your name?)</li> <li><input type="checkbox"/> use first language knowledge of the world to make interpretations of spoken texts and may use other first language speakers to confirm understanding, ask for clarification, translate, repeat or paraphrase – this is positive learning behaviour</li> <li><input type="checkbox"/> increasingly discriminate between sounds in English, including initial, medial and final sounds</li> <li><input type="checkbox"/> use intonation and stress on words to gain meaning from spoken English (eg hear approval or displeasure, or distinguish between a question and a command)</li> <li><input type="checkbox"/> Require time to process information and respond.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> actively attend to the conversations of other English speakers on familiar topics when the speech is clear and the pace is regular</li> <li><input type="checkbox"/> have increased listening participation across a wider range of social and learning situations, including listening to a talk, teacher instructions or classroom discussions, when the language is in context</li> <li><input type="checkbox"/> get the gist of unfamiliar English in predictable social and learning situations</li> <li><input type="checkbox"/> follow simple teacher direction and explanations with less dependence on gesture and visuals, drawing on a range of discourse markers (such as expression) to help make meaning</li> <li><input type="checkbox"/> are beginning to respond to different registers and understand the importance of listening for different purposes</li> <li><input type="checkbox"/> interpret most language literally, although they are beginning to hear humour</li> <li><input type="checkbox"/> can hear most of the sounds in English, including consonant blends, short and long vowels, and diphthongs</li> <li><input type="checkbox"/> develop understandings of sentence types (eg questions) through word order rather than intonation alone</li> <li><input type="checkbox"/> are beginning to understand subject-specific vocabulary, contractions (eg won't), some colloquialisms and idioms relevant to the early years context (eg Let's be quiet little mice)</li> <li><input type="checkbox"/> Seek repetition and clarification in order to understand spoken language, and may ask other first language speakers for meanings of words to check or confirm their own understandings.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> actively attend to the conversations of other English speakers on familiar classroom topics</li> <li><input type="checkbox"/> can listen across a wide range of social and learning situations when visual cues are provided for scaffolding</li> <li><input type="checkbox"/> follow teacher direction and explanations</li> <li><input type="checkbox"/> respond to different registers and understand the importance of listening for different purposes</li> <li><input type="checkbox"/> understand basic references to humour if it is not culturally laden</li> <li><input type="checkbox"/> can hear most of the sounds in English, including short and long vowels and diphthongs</li> <li><input type="checkbox"/> have a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms</li> <li><input type="checkbox"/> draw on a range of discourse markers (such as expression) to help make meaning</li> <li><input type="checkbox"/> Ask other first language speakers for meanings of words to check or confirm their own understandings.</li> </ul>