

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

Beginning	Emerging	Developing	Consolidating
<p>Learners at the beginning of this phase communicate for the most part nonverbally in familiar social and classroom situations. In this phase, they begin to use isolated words and well-known formulaic expressions.</p>	<p>Learners at the beginning of this phase communicate verbally and nonverbally in familiar social and classroom situations, relying on formulaic expressions. In this phase, they begin to innovate with language, expanding upon learned phrases and expressions.</p>	<p>Learners at the beginning of this phase generally participate appropriately in classroom routines (eg group work) and are producing original utterances rather than relying on formulaic and learned language. In this phase, they become more confident as initiators of conversations and, with support, can achieve in most oral activities required by the teacher.</p>	<p>Learners at the beginning of this phase initiate conversations and, with support, can achieve in most oral activities required by the teacher. In this phase, they competently use the features and conventions of English and monitor their speech to enhance communication.</p>
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use gesture to communicate, or body language such as tugging on a teacher's arm</li> <li><input type="checkbox"/> rarely initiate communications or participate verbally in group activities</li> <li><input type="checkbox"/> begin to mimic words used by teachers and classmates, and pick up very routine and repetitive language that is associated with their immediate needs (eg no, toilet)</li> <li><input type="checkbox"/> are more likely to communicate in one-on-one interaction with people they trust, and in their first language</li> <li><input type="checkbox"/> may be silent for extended periods</li> <li><input type="checkbox"/> Are only beginning to understand that communication can occur in another language.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participate in highly structured routine exchanges located in the immediate environment, using gesture, isolated words, formulaic language and well-rehearsed patterns to express needs and information</li> <li><input type="checkbox"/> initially watch and imitate some social and classroom activities</li> <li><input type="checkbox"/> use comprehensible pronunciation and attempt to approximate English stress and intonation</li> <li><input type="checkbox"/> move from using single words and telegraphic speech, and begin to repeat short, familiar phrases and simple language structures</li> <li><input type="checkbox"/> initially use spoken vocabulary focused on content words connected with immediate interests or needs, or vocabulary required to participate in classroom routines (eg finished)</li> <li><input type="checkbox"/> demonstrate a beginning understanding of word order in simple phrases and sentences</li> <li><input type="checkbox"/> use speaking behaviours from first language to communicate and predict meaning of some unfamiliar spoken texts by using their first language culture and personal experiences</li> <li><input type="checkbox"/> make use, when available, of first language speakers to provide words, clarification and translation</li> <li><input type="checkbox"/> Distinguish between English and other languages and dialects (ie on hearing English, they attempt to respond in English).</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Speak with greater fluency and fewer hesitations, structuring utterances through appropriate word order rather than intonation (eg Do you like ...? instead of You like ...?)</li> <li><input type="checkbox"/> understand that the use and choice of language are dependent upon the social or classroom situation, and can use familiar structures in some less familiar contexts (eg borrowing a library book)</li> <li><input type="checkbox"/> use pronunciation that increasingly approximates the English they hear around them, losing first language features in their pronunciation</li> <li><input type="checkbox"/> use an expanding range of common, everyday vocabulary with confidence and a limited range of technical vocabulary for operating in the curriculum</li> <li><input type="checkbox"/> begin to generate their own language, combining known formulas and vocabulary to make original utterances</li> <li><input type="checkbox"/> adapt available vocabulary to talk around a topic in order to compensate for unknown vocabulary, attempting approximations using known language to cover gaps</li> <li><input type="checkbox"/> may still choose to explore more complex ideas in first language and may use first language structures and features when attempting unfamiliar English constructions (code-switch), or may code-mix (mix first language and English) to convey more complex ideas.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> can use a range of language structures in a range of contexts</li> <li><input type="checkbox"/> independently construct simple descriptions, procedures, instructions and recounts</li> <li><input type="checkbox"/> use pronunciation that is clear and easy to comprehend</li> <li><input type="checkbox"/> begin to intuit word stress</li> <li><input type="checkbox"/> speak fluently and mostly accurately for a range of school purposes</li> <li><input type="checkbox"/> have an expanding range of vocabulary related to curriculum topics, but still make occasional mistakes</li> <li><input type="checkbox"/> generate their own language, and make original utterances, although they still make some errors</li> <li><input type="checkbox"/> May develop bilingual/bidialectal behaviours and thinking, enabling them to code-switch appropriately.</li> </ul>

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