



QATESOL

QUEENSLAND ASSOCIATION OF TEACHERS OF
ENGLISH TO SPEAKERS OF OTHER LANGUAGES

*Bandscales
for EAL/D
students*

DIANA BRITTAIN

Overview

What are Bandscales?

Who are EAL/D students?

What is the ACARA Learning Progression

Why Bandscale learners?

When to Bandscale?

What to Bandscale?

Listening/Speaking/Reading/Writing

Sample discussion of Bandscaling – Writing

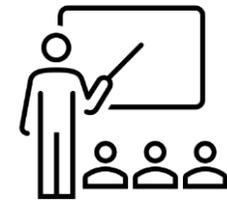
Sample discussion of Bandscaling - Speaking

Further resources



What are the Bandscales?

- Assessment & monitoring tool used to identify students learning SAE as an additional language
 - *to determine their level of proficiency*
 - *to identify and monitor/track student SAE language development over time.*
- Describe observable behaviours typical of second language acquisition for both overseas-born backgrounds (including refugees) and from Australian-born backgrounds (including Aboriginal and Torres Strait Islander learners).
- The Bandscales are presented in two phases of learning:
 - *The early phase (prep to yr 3)*
 - *The middle phase (yr 4-9)*



What are the Bandscales?

- There are 6 levels for each of the macroskills:
 - Listening
 - Speaking
 - Reading
 - Writing
- These illustrate typical pathways of development from level 1 (new to SAE) to level 6 (becoming competent in English).
- ***These Bandscales are not aligned to year levels.**

	Listening	Speaking	Reading	Writing
Level 1 (new to SAE)				
Level 2				
Level 3				
Level 4				
Level 5				
Level 6 (becoming competent in SAE)				

Bandscales in use (Qld)

- **Bandscales State Schools** – Department of Education (Queensland)
- **NLLIA Bandscales** – used in independent schools

Where do you find the DoE Bandscales?

- **Google search:** An Introductory Guide to the Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners.
- Metropolitan EAL/D site
- Ed Studio in *The Learning Place*

The front cover
of the
Bandscales
document

An introductory guide to the
Bandscales State Schools (Queensland)
for English as an additional language or
dialect (EAL/D) learners

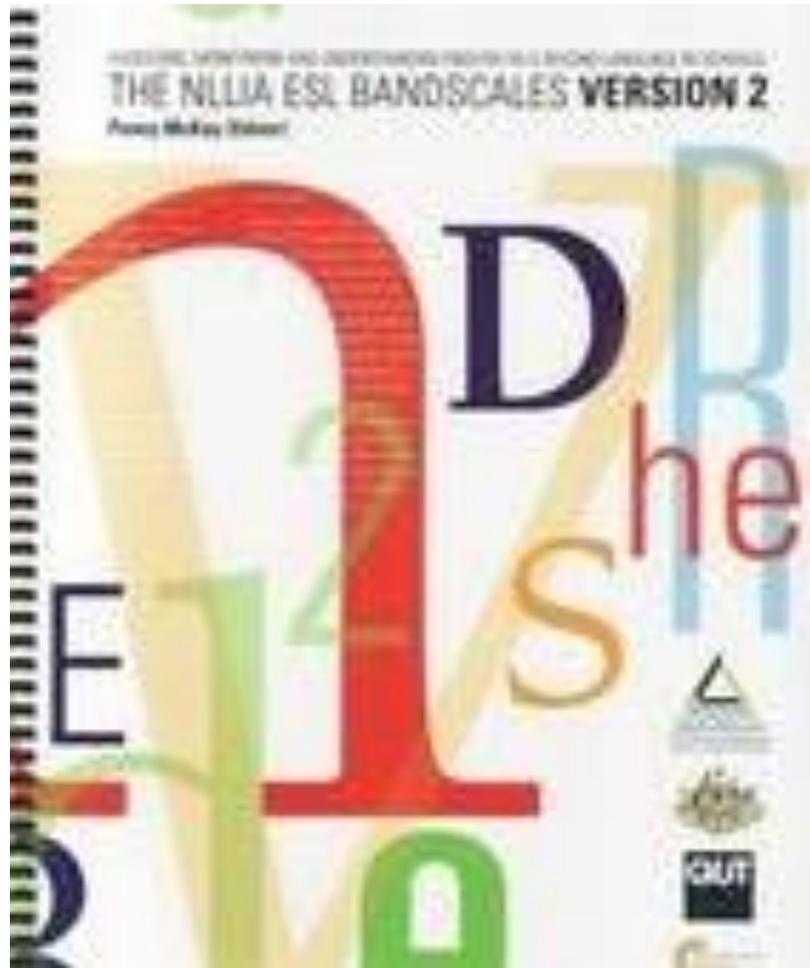


Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners

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Bandscales for EAL/D learners

NLLIA Bandscales (DoE Bandscales adapted from NLLIA)





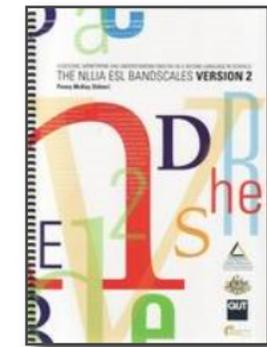
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2007, English, Book edition:

The NLLIA ESL bandscales version 2 : assessing, monitoring and understanding English as a second language in schools / Penny McKay, ed.

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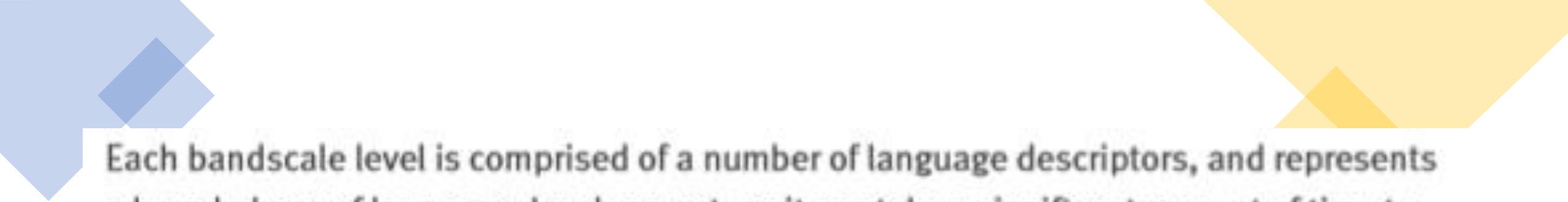
Bookmark: <https://trove.nla.gov.au/version/45104822>

iv, 245 p. ; 30 cm.

[Brisbane] : Queensland University of Technology and Independent Schools Queensland, c2007.

English

Edition details



Each bandscale level is comprised of a number of language descriptors, and represents a broad phase of language development, so it can take a significant amount of time to progress through a level. Students may make good progress in their SAE development, yet still not move to the next level, in the short term. Monitoring student progress every six months enables the teacher to report on (and celebrate) a student's success in learning SAE *even though* their bandscales levels and reported grades may be unchanged.

It is common for language learners to develop different macro skills at different rates. For example, they may be more proficient – and therefore at a higher bandscale level – in speaking SAE than they are in writing. A 'jagged' profile is normal. The focus needs to be on what the student needs to learn next in each macro skill, and how best to support their language learning.



*What is the
ACARA EAL/D
Learning
Progression?*

- Australian Curriculum EAL/D resources include **the EAL/D Learning Progression** from foundation to year 10.
- It is NOT an assessment tool.
- It does not take the place of the EQ Bandscales and is not aligned to them.
- It contains 4 broad categories:
 - *Beginning English*
 - *Emerging English*
 - *Developing English*
 - *Consolidating English*

Phases of the ACARA Learning Progression

- **Beginning English** - some print literacy in the first language. Limited Literacy Background is included as a subcategory.
- **Emerging English** - a growing degree of print literacy and oral language competency with English.
- **Developing English** — further developing knowledge of print literacy and oral language competency with English.
- **Consolidating English** — a sound knowledge of spoken and written English, including a growing competency with academic language.
- *Different students progress at different rates or the same student may be in different phases across the language modes or macro skills of listening, speaking, reading and writing.*

Who are EAL/D students?

- The Australian Curriculum acknowledges the importance of recognising and responding to the learning needs of EALD students (ACARA 2014a)
- English as an Additional Language or Dialect (EAL/D) students are “**those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in SAE**” (ACARA 2014, p.9)
- These students come from diverse language and cultural backgrounds, yet they face the common challenge of **learning a new language**, Standard Australian English, at the same time as they must **learn curriculum content** in and through this new language. SAE is the variety of spoken and written English used formally in Australian schools.
- **NOTE** that **many**, but **not all** EAL/D students require additional support to meet the curriculum expectations for their age cohort.

Aboriginal students and Torres
Strait Islander students

International students:
Dependants of international
students on student visas, and
fee paying international students

Immigrants to Australia:
Temporary residents, and
migrants on recognised
permanent, temporary or
bridging visas

Children born in Australia of
migrant heritage where English
is not spoken at home

Students of Australian
South Sea Islander
background

EAL/D
learner groups

Children of deaf adults
who use AUSLAN as
their first language

Students with Maori
or Pacific Islander
backgrounds

Australian-born
students returning
from abroad, having lived for
extended periods of time in
countries where their schooling
was not in English

Students with a refugee
background (or students
who have a refugee-like
status or circumstance)

Teacher role in Bandscaling

It is very important that every teacher is able to confidently and competently identify, support and monitor the SAE development of EAL/D and I/EALD students.

All classroom teachers can use the Bandscales State schools (Queensland) to observe language behaviours to determine students' SAE levels and monitor progress.

Some schools have specialist EAL/D teachers to assist schools and can provide further advice about this process, but if not, then classroom teachers can apply this themselves.

*Why
Bandscale
EAL/D
learners?*



To identify and record
EAL/D learners



To support teaching
and learning



To track student
progress



Why? Identifying the EAL/D learners

- Who are the EAL/D students! The Hidden Learners!
 - Data for the school on what their school community looks like (countries, languages)
-

*To inform
Teaching and
Learning*

To determine the
type of support that
will be provided
(classroom needs of
the learner, teacher
expertise, resources
including personnel)

*To track
student
progress*

What intervention
required?

EAL/D reporting to parents
with Bandscales to inform
them of their children's
progress.

Why? Data Collection

- Data conversations
- Whole school data
- Adds to other data (reports, NAPLAN, standardised tests) to give a better picture of learner and learner needs



When do you Bandscale a student?

- On enrolment into a school, after settling/feeling comfortable in their routines.
- Twice a year (end of Semester 1 and the end of Semester 2)
- If you are tracking their progress, it is a good idea to print off Bandscale Tracking report once a semester.
- After classroom observations, will the child need further support?

*Observations
of EAL/D
learners to
enable
Bandscaling*

Speaking observations

Learner speaks in classroom activities

Learner response – non-verbally, minimally, extensive

Examples of language - approximations of SAE

Learner self – corrects

Reliance on gestures, single words, familiar language

Learner communicates lack of understanding

Reliance on support

Speaker's fluency

Listening observations

Learner self – assessment

General ability to follow teacher's instruction

General behaviour in a listening context

Familiarity with the topic

Learner response – repeat, recall, retell

Needs support to better understand spoken language

Reliance on extra support

Learner self – confidence

Observations continued

Reading/Viewing observations

- Ability to decode – read aloud with accuracy and fluency
- Recognition of letters and words
- Need for contextual support – gestures, illustrations, headings, explanations, familiar topics
- States orally what is written
- Extent and accuracy of comprehension and response to questions
- Level of support needed to understand written instructions and assessment tasks
- A child is only a DECODER not a READER if they can read the words but have no comprehension.

Writing observations

- Reproduction of formulaic language and repeated sentence patterns
- Own attempts at SAE
- 1 to 1 correspondence with words (younger writers)
- Language features – word endings, prepositions, subject–verb agreement, standard words or word forms
- Appropriate language choices
- Age appropriate texts – length and complexity; range of text types; simple, complex and compound sentences
- Clear meaning

Strategic understandings we need to keep in mind for any age EAL/D students in all subject areas.

EAL/D learners could be developing all the following skills simultaneously:

1. English Language skills.
2. Literacy and numeracy skills.
3. Content knowledge of learning areas.

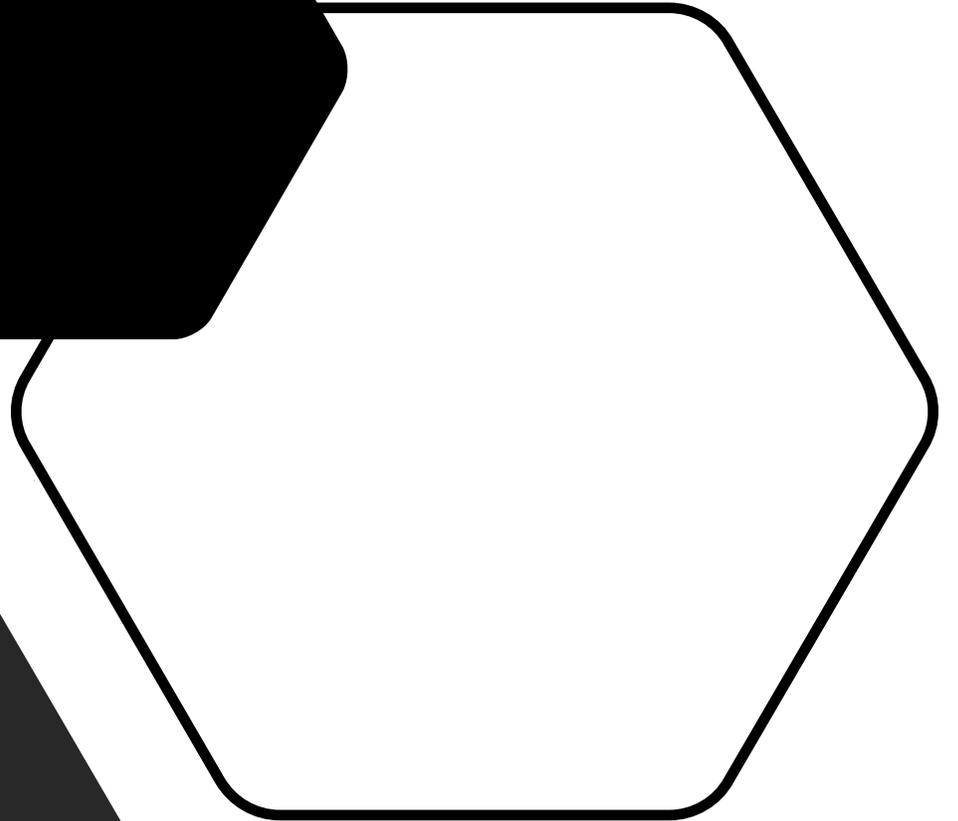
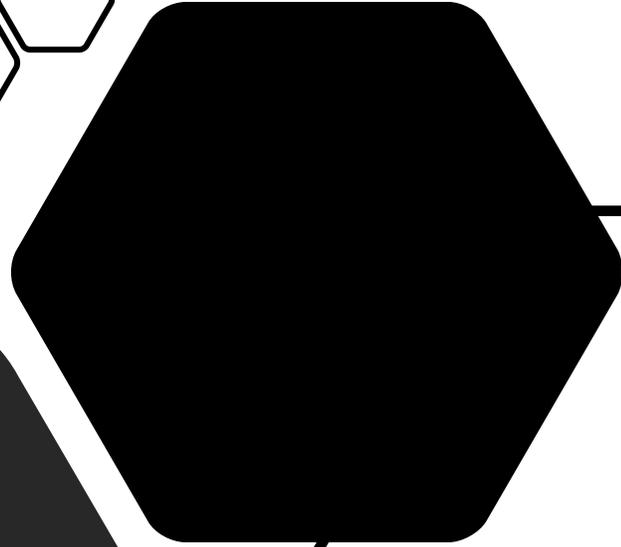
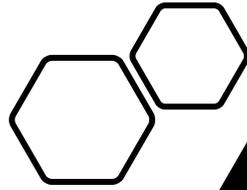
General tips on how to bandscale learners

- By matching the learner's language skills to the descriptors on the bandscale table.
- Use evidence from observations, work samples and focused discussions over a range of activities and contexts.
- Remember that individual learners will progress at different paces and different times.
- Learners may not display ALL descriptors in a level at once but may display some from 2 or 3 levels. Look for a cluster of descriptors around a level for best fit.
- Several samples/observations are required to make informed decisions about applying a Bandscale level. It cannot be based on one example in each macroskill.

General tips continued

- The levels describe broad stages of development. Best fit is best expressed as being at either the high end of the level or the low end of the level, rather than at the level
 - e.g. *a low level 3/ a high level 3/ at level 3*
- Many learners will have a jagged profile across the macro skills. e.g. *listening 4, speaking 4, reading 3, writing 2.*

Focus on
Writing



Writing								
	New to writing in SAE		Beginning to experiment with writing in SAE		Beginning to write own short simple texts	Applying understanding of texts to own writing	Developing control over language and text	Becoming competent writers
	Pre-Level 1 learner is new to writing.	Level 1 learner has a concept of writing.	Pre-Level 2 learner is beginning to reproduce writing.	Level 2 learner is beginning to experiment with writing.	Level 3 learner is beginning self-generated writing in familiar guided contexts.	Level 4 learner is experimenting with longer and more structured discourse.	Level 5 learner is growing in independence in writing but complexity and precision is limited.	Level 6 learner is becoming a competent writer.
Descriptors	<p>The student with limited schooling:</p> <ul style="list-style-type: none"> has practices that enable them to negotiate their way in their familiar environment (e.g. planning and sequential skills, spoken home language (HL) competency). may have well-developed fine motor skills (e.g. able to carve wood, thread sinkers, braid hair, play electronic games). may be inexperienced with using writing implements and may need time to experiment with pens and other writing implements. has had limited school experience. brings to their learning levels of maturity and a range of knowledge, understandings, skills and attitudes and will benefit from respect and acknowledgement of this. 	<p>The student:</p> <ul style="list-style-type: none"> may copy some words from environmental print, and phrases from the classroom context, though understanding is as yet very limited because of lack of knowledge of SAE. may have literacy understandings and skills in their L1 to varying degrees of ability. <p>The student with limited schooling:</p> <ul style="list-style-type: none"> is developing concepts and awareness of print upon which literacy development can be based. is progressing through a range of steps in early literacy (depending upon prior literacy experiences) and so may stay at this level for some considerable time. is restricted in their ability to write in SAE until their literacy set is fully established and until an initial familiarity with SAE language and culture in the school and classroom context is gained. may be learning a new script. 	<p>The student:</p> <ul style="list-style-type: none"> reproduces environment print and sentences from teacher's scribing (from blackboard writing/teacher's writing in their workbooks/sentence strips/word banks). selects words (with picture cues) to fill in the blanks in guided cloze activity with teacher support. writes captions/labels on pictures/diagrams with maximum scaffolding (e.g. labels parts of an engine using a word list). requires a high degree of intense scaffolding and one-to-one teacher/adult support to engage in and complete tasks designed for their year level. may select and copy printed material when given an unsupported task above their writing ability without one-on-one support, but as yet may have little understanding of what they are copying (e.g. copying out pages of an encyclopaedia to show that they are writing). <p>The student with limited schooling:</p> <ul style="list-style-type: none"> is still developing handwriting skills: shaping letters correctly, writing on a line. 	<p>The student:</p> <ul style="list-style-type: none"> writes learned phrases and can complete short cloze activities around familiar language with contextual support. makes attempts at captions/labels on picture/diagrams with teacher support. uses beginning graphophonic knowledge in their attempts at writing learned phrases, captions. may spell words using visual memory so that letters may be correct, but may be in the wrong order. writes language, which is related to their level of spoken SAE and to the teacher's models of reading and writing. participates orally (at minimal level) in guided whole class and group constructions of text. may write with influences of HL on writing and attempts should be encouraged. reads back own writing. may be able to provide only limited comments about their pictures or writing in SAE; however, may choose to give comments and explanations in their HL to their HL peers. <p>The student with limited schooling:</p> <ul style="list-style-type: none"> has taken considerable time to reach this level and will continue to require high levels of support in order to be able to draw on the variety of literacy knowledge required to produce simple texts. 	<p>The student:</p> <ul style="list-style-type: none"> generates own short texts on familiar topics (e.g. recounts, email messages, straightforward telephone messages, letters, reports, descriptions), in highly supported contexts with specific modelling of text structure and language features (e.g. word banks). connects simple sentences/statements approximating sentences with cohesive devices (e.g. and, but, then), very limited in range, typical of the spoken mode. writes with EAL/D features reflecting their acquisition of SAE and this use of inter-language is a sign of second language progress and should be sensitively supported. requires one-on-one assistance to clarify and understand when commencing writing tasks, because of gaps in EAL/D listening (up to level 5). requires extra time to process thoughts in test situations (up to Level 6). 	<p>The student:</p> <ul style="list-style-type: none"> writes coherent texts on familiar topics (e.g. reports, longer recounts, procedures) modelled on those read with and /or by the teacher but with EAL/D features (e.g. difficulty with word order, tense usage, prepositions, plurals). writes upper primary/junior secondary texts (e.g. imaginative narrative, longer descriptive, simple film reviews and information texts) with extensive EAL/D-informed support. has uneven control of text structures such as paragraphs, sentences, syntax, cohesive devices and may conform closely to teacher model. sees themselves as writers and have success. expresses complex thoughts (e.g. explanations, arguments) but in doing so, the text may become less coherent and less accurate (a sign of language growth) and requires more on the part of the reader to comprehend intended meaning. This risk-taking is to be encouraged as it enables progress. needs strong EAL/D support (e.g. pre-task and post-task talk, modelling, joint construction). 	<p>The student:</p> <ul style="list-style-type: none"> writes (though with support, normally given in classes) recounts, narratives, story retelling and other texts, as expected at their phase of schooling, but with EAL/D features. writes informational texts, including reports and projects (though with HL features) with clear guidance, and if reading source material is at their level of reading ability, otherwise writing may break down. writes with lack of depth because of limited control over SAE (e.g. narrow range of vocabulary, structures, and subtleties of the language). expresses complex thoughts (e.g. explanation, interpretation, evaluation, argument) but in doing so, the text may continue to be less coherent and less accurate (a sign of language growth) and require more on the part of the reader to comprehend intended meaning. This risk-taking is to be encouraged as it enables progress. self-edits routine grammatical corrections (e.g. simple past tense corrections) after teacher feedback on their drafts, but may not yet have enough language awareness about written SAE to adequately self-edit their written texts (e.g. complex clauses, cohesion). 	<p>The student:</p> <ul style="list-style-type: none"> is a competent writer (at the level expected for their phase of schooling), though some HL features persist which will not impede meaning. can take notes and write a researched report (at the level expected at the phase of schooling) provided the task is carefully structured (e.g. specific questions to be researched; talking around the topic; drafting and redrafting); however, is likely to need more time for both the reading and writing required in order to produce their best work. writes extended drafts, given time. writes fluently, using simple and complex sentences and appropriate connectors (at the level expected of their phase of schooling) reflecting ability to organise a series of main ideas and details. uses more complex sentence structures, with occasional EAL/D features (e.g. omitted articles, inappropriate prepositions).
Implications	<p>EAL/D students at these levels of listening, speaking, reading/viewing and writing will require specialist, intensive support. Where this is not possible, the teaching and learning program at the mainstream school should provide extra scaffolding to meet these students' needs and additional support should be provided. Some students, e.g. students who speak creoles, may plateau at level 3 in listening because of the lack of understanding that the language they speak is not SAE. That is, it may be erroneously assumed by both students and teachers that the students are SAE users and therefore they 'should' be able to understand what is being said in the classroom.</p>						<p>Students at this level need specialist support. Where this is not possible, the teaching and learning program at the mainstream school should provide extra scaffolding to meet these students' needs and additional support should be provided. Students will benefit from more time for the reading and writing required in assessment tasks.</p>	<p>Students at this level need support with tasks that are culturally overloaded. They may need individual support to understand the cultural demands of tasks, and will benefit from more time for the reading and writing required in assessment tasks.</p>

Strategies to help bandscale writing

- Use student's drafts or work samples, preferably 3, different genres or tasks
- Look at Bandscales headings to get an approximate level
- Find descriptors to match your sample- highlight or circle
- Using your Bandscales assessment sheet, look at the levels below and above to check that this is the best fit.
- Note down any features to back up your decision.
- This is when you can see whether your sample is possibly a high Level 2 or a low Level 3 or is a best fit for Level 3.
- Use a different colour for each writing sample to show various strengths.
- Bandscale with a buddy to confirm or moderate decisions
- Use the writing sample to inform future teaching
- Keep a bank of writing samples for future reference

Bandscaling writing

Let's look at a written text.
At what bandscale does this child appear to be?

[REDACTED] Date. 24/1/05 to
" On the holidays We went to [REDACTED] Play is
Pg for My Sister 21st Birthday at [REDACTED]
On the weekend " I went to My Sister Plic
at [REDACTED] and We where have fun with my
cozin [REDACTED] Playing foot Ball at the foot Ball
Ovel and the next day We went to the Water
fall and on the way back and we went to the
Podick to have a look at My uncl Bolitok and
Went Back to ToI then the next day went to
Wednesday Islands fishing and Picnic with all of
My family and [REDACTED] went to crayfish Hunting

Bandscaling a sample (remember to use about 3 samples of “cold” writing of different genre types to make a decision)

Circle which Bandscale set: early / middle

Date: _____

Data type: _____ (type of writing)

Student's name: _____

Level below Why NOT this level?	Level Why THIS level	Level above Why NOT this level

Example

Learner: Year 5

Level below Why NOT this level?	Level Why this level?	Level above Why NOT this level?
<ul style="list-style-type: none">• Writes more than learned phrases• Can write without 1-on-1 support when the requirements of a task is understood• More advanced graphophonic knowledge• Uses fewer home language features	<ul style="list-style-type: none">• Is beginning self-generated writing• Writes own short recount on familiar topic: the school holidays• Connects simple sentences with a limited range of cohesive devices eg <i>and, then</i>• Writes with EAL features reflecting acquisition of SAE (sign of second language progress) eg <i>We <u>where</u> <u>have</u> <u>fun</u> with my <u>cozin</u> playing football; went <u>to</u> crayfish hunting</i>	<ul style="list-style-type: none">• Not applying understanding of texts to own writing• Not producing long and more structured recounts• Not writing upper primary texts• Not expressing complex thoughts

13
lang.

9
literacy (incl. punct.)

4.

[REDACTED]

Monday 30th March 2015 30/3/15

On the weekend

On Friday afternoon I went to my cousin's house and slept over. Then in the morning I woke up and got ready for my football game after I finish my game we stay for a little bit and played for a little bit then we left then we went to KFC to get a frozen coke then we took of bake to home

cousin's

Sweet home then we got ready to go back to my house with my cousin came to my house to sleep over. Then in the morning we all went to the charis when we got there was seven new trucks there but we kept on walking so we can find a spot to sit when we found a spot me and my cousin brother

We went for a swim then we hop out to have a snake then we went back the water later my mom walked down to the water to tell a to hope out then she saw a sting aray she said to hope then we went home the end.

What level? Why?

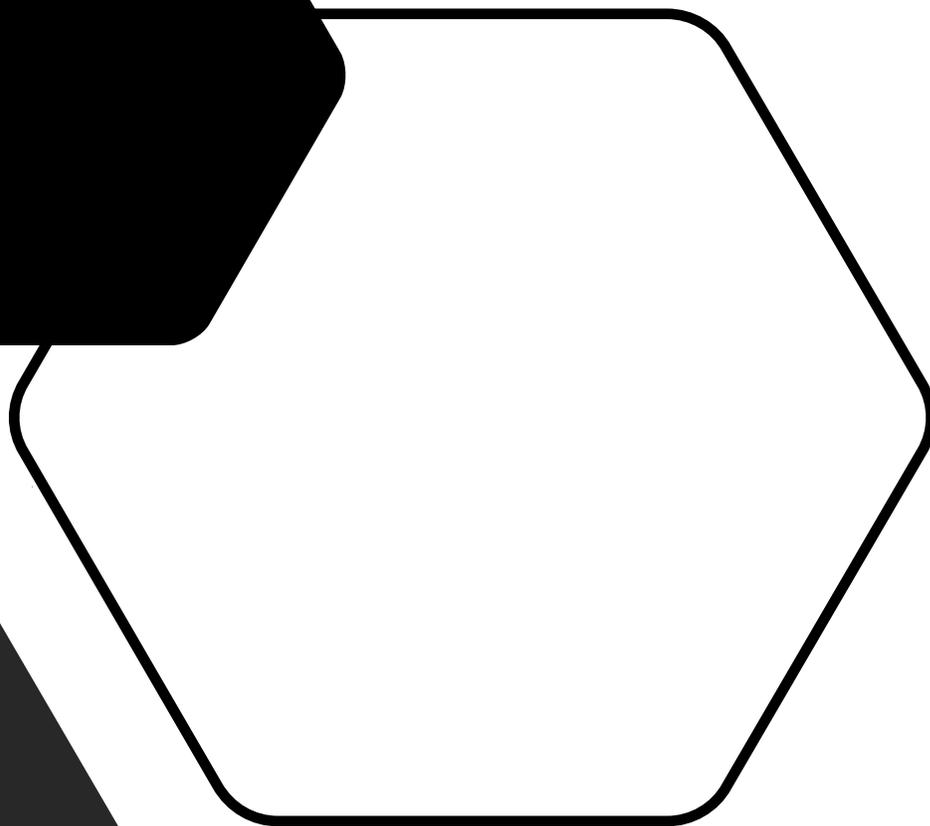
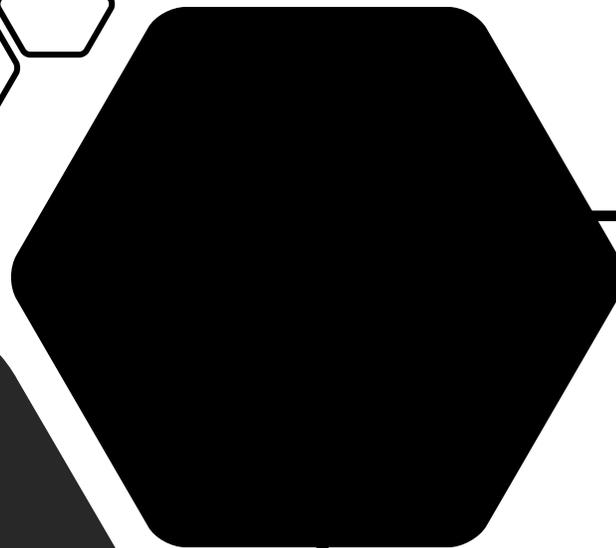
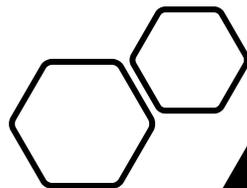


What level? Why?

30.3.15 on the weekends
On the weekend I go to shops with my Mum
On the weekend I go to beach with my Mum
On the weekend I see a plane.
On the weekend I see a movie.
On the weekend I feel excited.
On the weekend I play with my dog.
On the weekend I see a ferry.

30.3.15
On the weekend
on friday my mum and my anti going to shop
on saturday my finally going to swim
on sundy my finally going to park.

*Assessing
speaking*



Strategies to help bandscale speaking

- Record an oral interview or conversation for 3-5 minutes, using a concrete prompt e.g. book, picture or experience
- Ask open questions-who, what, when, where, how, why. Keep questions as short as possible.
- Give plenty of wait time. Build on the student's response.
- Transcribe the text and print a copy to analyse the language features
- Look for pronunciation different to SAE, different or omitted word endings, different vocabulary, different grammatical structures, missing articles or prepositions, and overall expressive language.
- Use the Bandscales Speaking page to get an approximate level and the assessment sheet to find the best fit [same process as writing]
- Use the speaking sample to inform future teaching.
Keep a file of the student's speaking to see the progress made over time.

Bandscales State Schools (Queensland) – Middle phase

Speaking							
	New to Standard Australian English (SAE)	Beginning to use familiar SAE		Beginning to participate in SAE	Developing use of SAE	Consolidating use of SAE	Becoming competent in SAE
	Level 1 student uses occasional single SAE words.	Pre-Level 2 student is beginning to understand and use some familiar SAE words and phrases.	Level 2 student is beginning to experiment with own short SAE utterances.	Level 3 student is developing a range of social and classroom language and is moving into learning through SAE.	Level 4 student is extending the range of language beyond own immediate social environment and experimenting with learning through SAE.	Level 5 student is consolidating SAE language use in an expanding range of contexts and able to take a collaborative role in academic learning activities.	Level 6 student is becoming a competent user of SAE in most social contexts. Use of SAE in learning contexts is sound but gaps need filling.
Descriptors	<p>The student:</p> <ul style="list-style-type: none"> labels some objects and uses occasional words related to classroom needs (e.g. pencil; Miss). may use home language (HL) to express immediate needs. uses HL gestures to indicate meaning, particular needs, likes and dislikes. may work through a HL-speaking peer or adult to communicate needs. may echo words and phrases of other children and adults. may spend a period (few days to a few months) acquiring language but is not yet ready to speak ("silent period"). This is a normal but not necessary phase of language learning. may experience a social and emotional 'orientation phase' (overwhelmed with new learning situation, impact of trauma, need to develop trust in classroom relationships with teachers and peers), which can be prolonged. requires an interpreter for important communication within school or between school and family (up to level 5). 	<p>The student:</p> <ul style="list-style-type: none"> begins to use parts of routine and formulaic social language (e.g. says 'good morning'). uses single words or taught two – three word formulae to convey basic needs. is developing a larger set of single words. relies on attentive speaker (gestures, context, object and pictures) to help communication. participates in group reciting of learnt classroom vocabulary, alphabet, numbers and so on. repeats simple formulaic SAE sentences following model provided by teacher and supported by sympathetic speaker who provides prompts as required. 	<p>The student:</p> <ul style="list-style-type: none"> uses routine and rehearsed social SAE (e.g. everyday polite requests such as 'Can I get a drink, please?'). participates in guided face-to-face interactions with a familiar, supportive adult. begins combining words into a few, (i.e. not rehearsed), two – three word statements linked by sequence (i.e. not connectives) but needs supportive listener and environment. relies on gestures and/or peers and help from the listener. relies heavily on learned formulaic language and routine phrases that are comprehensible and substitutes new words or phrases as they are acquired. may make slight deviations in routine formulaic SAE which indicate that SAE is not first language. constructs (says aloud) simple formulaic SAE sentences, guided by teacher modelling. 	<p>The student:</p> <ul style="list-style-type: none"> participates in face-to-face interactions in SAE on familiar classroom or personal interest topics but with frequent breakdowns in fluency and meaning due to limited SAE resources. generates own language beyond formulae and two – three word utterances. This creative use of SAE is an expected developmental phase. relies heavily on the context and on the conversation partner for support (e.g. allowing time for the learner to process what they want to say, giving supportive gestures and facial expressions, rephrasing questions). participates in class interaction on familiar topics where teacher directs questions towards them individually, using contextual support, repeating and rephrasing and elaborating, but will have difficulty participating in discussions between teacher and learners at SAE-speaker speed. participates in group learning activities with SAE-speaker peers only with a clear role definition (e.g. as the time keeper), which does not require much speaking in SAE. may need or prefer a long wait time before responding in SAE. makes errors when approximating SAE and these should be valued as a sign of language acquisition and ongoing development. relies on teacher knowing they speak another language (creole speakers). 	<p>The student:</p> <ul style="list-style-type: none"> interacts socially with familiar SAE-speaking adults and peers in most informal contexts (e.g. discussing events with the teacher and peers in the school vehicle/at the shop; on an excursion with teachers/adults). attempts to express complex thoughts and feelings in English but relies on attentive conversation partner to follow meaning. prefers to express themselves without interruption or corrections. uses words and phrases in strings to participate in longer speaking turns. recounts an event or a series of events orally (e.g. recount of shared learning experience). participates in academic learning activities on familiar topics if supported by teacher and context (modelling, scaffolding, recycling of language) and if sufficient time is provided (e.g. can describe processes such as 'the water cycle' in simple terms). explores more complex ideas in HL with HL-speaking peers and adults. gives a short prepared formal spoken report with heavy word-for-word reliance on their written text and with little ability to respond to questions beyond giving yes/no answers. gives short responses to open-ended questions. makes approximations to SAE forms and so speaking and writing will contain errors (which are a sign of language development) but meaning is generally unimpeded. requires time to process thoughts and formulate SAE utterances. 	<p>The student:</p> <ul style="list-style-type: none"> sustains participation in interactions in SAE in an expanding range of contexts expected at their phase of schooling. is fluent in social speech with few breakdowns in communication. participates and collaborates in class and group learning activities with other SAE-speaking learners, but does not have the 'depth' of language required to relate complex ideas which are needed in certain academic learning activities in SAE (e.g. in a persuasive text in Studies of Society and Environment; in an explanation of a science process). is less dependent on the conversation partner for repetition or reformulation, especially if the topic is familiar but will have difficulty if topics are unfamiliar and cultural references are frequent and if specific details are required. contributes to new topic-specific discussions if teachers and contextual support is given and if time is allowed for processing before a response is expected. 	<p>The student:</p> <ul style="list-style-type: none"> takes an active and productive part in all social and academic learning activities (within the range of ability expected at their phase of schooling). expresses more complex ideas (at their level of cognitive development) on both familiar and new curriculum topics as long as the content is well grounded. has some difficulties in expressing precision of meaning in academic language. takes an active and productive part in group activities around academic topics. has a particular strength in fluency. has some difficulties contributing to discussions involving evaluation of cultural attitudes, assumptions and beliefs expressed in written texts because of the complexity of language needed.

What level? Why?

S: Umm, we had to leave home a very early so we can catch the bus and once we took off umm, the, the people told us umm, talk to us, and then we went to see the stingrays and, we had to do some questions, and, we answered them and then it was our turn to arks[pron.] them a questions, and then, umm, then we splitted up to groups and then, some of the groups went on some rides and, saw some animals and, after that we went umm, we went to see some animals, our group and, we went on some rides.

T: Would you like to tell me about the animals that you saw?

S: I saw the polar bears and the sharks and the stingray and the seals, the Seal Show, and fish and, that's all the animals.

T: Is there anything else you'd like to tell me about those animals?

S: Umm, when we saw the fish, there was a lots of them, there was all kinds of them and there was small ones and they had put into tanks with sharks and stingrays. And we saw a big fish, that was big and it had a lump on it's head.[laughs]

T: Did you know what kind it was?

S: [shakes head]

T: Okay, alright. You mentioned the Seal Show. Tell me about that.

S: Umm, once we got there we waited for it to start and then, umm, it started and then we watched it and some of it was funny and, every time they was divers in the water, they would go under the house, and they had a little slide that they went down, and there was a shot and it jumped up on there, and it had, the man had a mic, a big, umm, a detective goggle thing and then the, the, the seal looked at it and yeah.

T: What did the seal do?

What level? Why?

C: Umm, we had to catch the bus, and then when we got there, we had to go see the sharks, and then, we went to go, umm write stuff about umm, what we went to go saw and then we went to go see the stingrays, and then we went to go see the umm, we went to go see the seals.

T: Keep going.

C: And umm, yeah.

T: Tell me some things that happened while you were at Sea World.

C: Umm the seal was tricking us, and it was sitting on the umm, balcony, and then, the man, the seal arrested the lady, and, yeah.

T: What did you think of that?

C: Umm, it was funny, cos it was on a boat. Yeah.

T: Alright. What else did you see at Sea World?

C: We saw a sh, umm we saw a dolphins, and then we went to go have lunch.

T: Where did you have lunch?

C: We had lunch out [De]ception Bay.

T: And did you do anything else while you were at Sea World?

C: Umm, we went on the rides, and then we went on the Storm, Tiger, the Storm and the Tiger, and then the Storm and then the Tiger.

T: So you went on four rides?

C: Yeah.

Strategic understandings for the classroom

- A focused approach also gives teachers insight that each KLA has academic demands in terms of genre type and language usage needed to be brought to the attention of EALD learners.
- The Teaching Emphases (Teeples) provides the classroom strategies linked to the Bandscales for what the learner needs to move up to the next level. Can also use ESLATS.
- Listening/speaking (oral language) provides the basis for all literacy learning.
- Explicit teaching of grammar contextualised within texts being studied is necessary.

Thank you for participating.

If you have queries, you are welcome to email
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