ESLATS has been prepared by Denise Angelo, Manager of Language Perspectives at the Far North Queensland Indigenous Schooling Support Unit (FNQ ISSU), Cairns. It brings together ESL Bandscales with Teaching Strategies to address language learning needs of students.

Teaching Strategies are suggested to reflect developmental continua in the following areas:

- **Awareness of students' language situation**
- **Being supportive of active participation in classroom talk**
- **Concrete stimuli for promoting talk**
- **Depth studies of written or multimedia texts**
- **Encouraging confident language use through rehearsal**

## New to Standard Australian English (SAE)

<table>
<thead>
<tr>
<th>Pre-level 1</th>
<th>Level 1</th>
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<tbody>
<tr>
<td>Student uses home language (HL) exclusively</td>
<td>Student uses isolated SAE words</td>
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</table>

### A pre-level 1 student...
- May use home language (HL) – spoken and 'body language' – even with SAE speakers (particularly creole speakers).
- May talk spontaneously in HL (e.g. during classroom activities).
- May answer SAE questions in HL.
- Needs an attentive listener to predict meaning (e.g. from gestures and context).
- May expect all listeners to understand HL (i.e. even SAE speakers).
- Requires an interpreter for important communication within school or between school and family (up to level 5).

### A level 1 student...
- Uses single SAE words occasionally (e.g. when naming or labelling some objects).
- Uses words that express immediate needs.
- Uses gestures to indicate meanings, needs, likes and dislikes.
- Needs an attentive listener to predict meaning (e.g. from gestures and context).
- May 'echo' SAE words and phrases.
- May talk spontaneously in HL (e.g. during classroom activities).
- 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.

## Level 1 Effective teaching requires...

- **Awareness of students' language situation:**
  Noting how different people can have different kinds of talk
- **Being supportive of active participation in classroom talk:**
  Providing predictable contexts and structured opportunities to practise and use (rehearsed) language
- **Concrete stimuli for promoting talk:**
  Sharing hand-on activities and recording images (photos/video) for follow-up talks (generating materials for ongoing contextualised revision of language)
- **Depth studies of written or multimedia texts:**
  Making meaning out of familiarised text (by acting, miming etc) with frequent re-reading/re-viewing; using language generated from text for labelling (eg. characters, items...) or recounting (eg. actions, events...)
- **Encouraging confident language use through rehearsal:**
  Rehearsing words and short phrases in daily class routines, reciting short rhymes, singing songs

## Level 1 Focus on language for above strategies & specifically teach...
### noun groups
- Vocabulary for common items, places & people: classroom - whiteboard, mat, calendar; school - tuckshop, office; activities - page, picture; staff - principal, Mr Big (eg. label real items and people/places in photos; practise saying the labels)
- Number + noun: 1 bear, 2 bears, 3 bears (eg. model plural -s marker when counting objects)
Level 1 continued...

| **attributes** | • observable, concrete adjectives: colour - red, yellow, black; size - big, little, tall, short... (eg. sort objects by naming attributes) |
| **pronouns**   | • high frequency, communicative 1st & 2nd person pronouns: I, we, you (eg. indicate meaning by handsign: I = point to myself, we = point to us all, you = point to person/people we're looking at)  
  • meaning of 3rd person singular pronouns: he, she, it (eg. sort pictures into boy, girl, other piles; teaching he = boy, she = girl, it = other) |
| **verbs**      | • vocabulary - in classroom routines: look, listen, ask; school activities: line up, play (eg. act out meanings; take photos of students to teach students action words & then use photos to practise this vocabulary)  
  • note some obvious differences between SAE and HL: endings on words: -ed, -s; extra words: is, am (eg. remark that "This book says jumped, kids here say bin jump" or "E smol, that's home talk. He is small, that's school talk"). |
| **prepositions**| • some basic locations: under, between, across, over... (eg. act out familiar sentences from books: Rosie the hen walked across the yard, around the pond...; make a class obstacle course: go under the table, between the chairs, across the mat...). |
## Beginning to use familiar Standard Australian English

<table>
<thead>
<tr>
<th>Pre-level 2</th>
<th>Level 2</th>
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<tbody>
<tr>
<td><strong>Student is starting to use rehearsed SAE phrases</strong></td>
<td><strong>Student tries short SAE utterances on their own</strong></td>
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<tr>
<td>A pre-level 2 student...</td>
<td>A level 2 student...</td>
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<tr>
<td>- Uses some routine and rehearsed social SAE (e.g. familiar courtesies such as ‘good morning Miss’).</td>
<td>- Uses routine and rehearsed social SAE (e.g. everyday polite requests such as ‘can I get a drink, please?’).</td>
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<tr>
<td>- Is developing a larger set of single words.</td>
<td>- Begins combining words into a few (i.e. not rehearsed) 2-3 word utterances linked by sequence (i.e. not connectives) but needs supportive listener and environment.</td>
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<tr>
<td>- Uses rehearsed, memorised or formulaic taught utterances (e.g. repeating memorised phrases/sentences from a shared reading book; utilising routine memorised sentences from well rehearsed classroom topic).</td>
<td>- Makes slight deviations in routine formulaic SAE which indicate that SAE is not first language.</td>
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<tr>
<td>- Produces accurate memorised SAE which may misleadingly suggest a higher level.</td>
<td>- Is developing confidence to take risks with their beginning SAE at school.</td>
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<tr>
<td>- Makes meaning only when listener has prior understanding of the context.</td>
<td>- May use some SAE to exert influence on a situation (e.g. directing others: says ‘sit on the mat’ as part of morning routine).</td>
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<tr>
<td>- May talk spontaneously in HL (e.g. during classroom activities).</td>
<td>- Joins in repetitive language of stories, poems and songs.</td>
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<tr>
<td>Level 2 Effective teaching requires...</td>
<td></td>
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<tr>
<td><strong>Awareness of students' language situation:</strong></td>
<td><strong>Being supportive of active participation in classroom talk:</strong></td>
</tr>
<tr>
<td>Discovering language varieties with students by naming different kinds and recognising some obvious markers of difference</td>
<td>Planning for heavily rehearsed participation in talk (eg. Highly structured class routines, daily greetings, modelled responses...)</td>
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<tr>
<td><strong>Concrete stimuli for promoting talk:</strong></td>
<td><strong>Depth studies of written or multimedia text:</strong></td>
</tr>
<tr>
<td>Participating in hands-on activities: elicit language by reviewing electronic images or student illustrations, then co-create texts to foster more talking</td>
<td>Developing understandings of familiar text by dramatic enactments or oral explanations of meaning during repeated readings/viewings; employing language of text in activities and constructing new texts</td>
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<tr>
<td><strong>Encouraging confident language use through rehearsal:</strong></td>
<td><strong>Encouraging confident language use through rehearsal:</strong></td>
</tr>
<tr>
<td>Planning for meaningful rehearsal of language (eg. Formal greetings, everyday polite requests, brief messages etc), building class repertoire of poems and songs</td>
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</table>

### Level 2

**Focus on language for above strategies, revise previous level & specifically teach...**

**noun group**
- regular singular/plural forms: book/books, teacher/teachers (eg. sort pictures into 1 or more; discover "the trick" of what regular plurals always end on; identify words with/without final "snake noise" [ie. plural -s] with a handsign; differentiate singular/plurals: Show me the cats, show me the cat...) |
- note possession expressed differently in SAE and HL: John's pen vs John pen or pen bla/blo/fo John (eg. remark how in SAE names get _s when they own things, but not in HL; identify the plural and the possession "jobs" of _s with different handsigns) |
- common quantifying terms: no, some, lots of, all... (eg. identify: Show me the tin with no pencils, with lots of pencils...) |
- "container of__" expressions: 2 cups of flour, 1 cup of water... (eg. measure ingredients for cooking or science - retell from recipe or photos)
Level 2 continued...

attributes
- increase vocabulary: shape: round, flat; texture: smooth, bumpy; appearance: cute, pretty, tidy; feelings: happy, sad, angry; opposites: soft, loud... (eg. name attributes and sort things accordingly; make ABAB patterns and "read" them aloud together: long, short, long, short...)
- not + adjective: It's not hot (eg. students listen for and indicate a negative by shaking heads or with HL handsign)
too/very + adjective: too heavy, very big (eg. act out differences in meaning of heavy, very heavy, too heavy)
- understand adjective within basic noun group: the little bear or after a form of be: the bear is little (eg. describing each object in a collection: This bear is fat/tiny... then retrieving it: Can you find the fat bear? the tiny bear?)

pronouns
- 3rd person singular & plural pronouns: he, she, it, they (eg. sort pictures accordingly)
- nominative and accusative forms of pronouns: I-me, we-us, you-you, he-him, she-her, it-it, they-them (eg. do handsigns to demonstrate meaning: he at the start, him at the end)
- note some different SAE and HL forms: he, she, it vs em/im/e (eg. do some mnemonic chants "Home talk: e, school talk: it, she, he!")

verbs
- recognise "doing/being/having words" with help: run, wrote, is, has (eg. signal every "doing word" in familiar text by waving)
- past/before, present/now, future/later: I went/go/will go; she watched/watches/will watch... (eg. join in handsigns past=behind, present=here, future=away in front when reading familiar text)
- note some differences between HL and SAE: HL might use bin in the past, SAE doesn't (eg. remark how with family students say I bin go, in class students learn I went)
- some common past tense verbs: I went..., I saw..., I played..., I was... (eg. learn & practise common past tense verbs by retelling familiarised stories; students pick-a-piccie & say something about it with a past tense verb - provided at first by teacher, later by students)
- present forms of be in rehearsed contexts: am/is/are (eg. practise giving personal details: My name is Zarina, I am 6 years old. My brothers are...)
- contractions of am/is/are: I'm, we're, you're, she's, he's (eg. pull apart contractions found in texts into 2 components - I'm > I + am with handsigns)

prepositions
- more locations: across, along, through, beside... (eg. demonstrate with puppets - make the bird fly across the mat, along the wall, past the window, through the door, beside the teacher...)
- positions: at the front, at the back, at the start, at the end, on the top, on the bottom... (eg. play Simon Says with positions)
- time: with days of the week - on Monday/Tuesday...; months - in May/April... (eg. revise week's events from photographic wall calendar/diary; make up add-on stories together by choosing a picture card: On Monday, we ate bananas, on Tuesday we ate apples, on Wednesday we ate...; monitor/plan year's events: In January we started school, in February...)

word order
- verb at the start of short, familiar commands: Be quiet! Get the books! (eg. play Simon Says; chant a chain of commands for a class routine - go to the desks, get out the journals, write the date, draw a picture...)
- note that SAE and HL questions are different: SAE: Is it Monday today? some HLs: Today Monday, eh? (eg. students find differences between SAE and HL questions, including body language, intonation, extra words, word order...)
- high frequency polite questions with preposed Aux/Modal & please: Can I get a drink/go to the toilet please? (eg. practise common polite requests and role play in context with some cross-cultural explanations)
Beginning to participate in Standard Australian English

Level 3
Student participates in some SAE classroom talk

A level 3 student...
- Joins in routine exchanges (e.g. greeting, simple routine classroom responses) without great difficulty.
- Needs to rely 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, using objects/pictures, retelling a story).
- Participates in and initiates face-to-face interaction on familiar classroom topics with familiar people in a classroom situation but relies on support from listener and context.
- Constructs own language beyond formulae and 2-3 word utterances
- Gives short responses to teacher’s guiding questions about classroom activities (e.g. teacher asks ‘what have you got there?’).
- May need or prefer a long wait time before responding in SAE.
- Uses HL for social interaction.

Level 3 Effective teaching requires...

Awareness of students’ language situation:
Identifying factors influencing language choice (eg. Who - people, where - place, what - topic); & differentiating language features (eg. Endings: plurals, tense; little words: pronouns, prepositions, "be" …)

Being supportive of active participation in classroom talk:
Developing language competence within a topic/context to scaffold whole class, small group and one-on-one talk

Concrete stimuli for promoting talk:
Doing concrete activities together and talking about them using photos/illustrations/video footage to support conversation; utilise resulting language to make texts (eg. Recounts, procedures, descriptions…) to make texts together for further language use

Depth studies of written or multimedia text:
Utilising read/viewed text for teaching language and content by repeated exposure, ensuing discussions and explanations; using acquired language resources to compose other spoken/text-based genres

Encouraging confident language use through rehearsal:
Modelling increasing complexity of rehearsed language (eg. Elaborated greeting including salutation, title, "how are you?"& farewell; heavily structured news format; learned parts in group chorused dramas)

Level 3
Focus on language for above strategies, revise previous level & specifically teach...

noun group
- common irregular plural forms: man/men, person/people, woman/women, child/children, foot/feet, tooth/teeth (eg. saying correct form for picture card to exit room)
- demonstrative + noun: this-these pen(s), that-those pen(s) (eg. demonstrate basic meanings by pointing: this book/these books = close thing(s); that book/those books = further thing(s))
- a/the for tracking new/old information: We spotted a wallaby. We followed the wallaby. (eg. take objects out of a bag saying I found a_ , I took the _)
- possession: John’s book, the goanna’s tail (eg. put item from each student into a box, then identify: JJ’s book, Joey’s pencil…)
- classifier + noun, indicating "a type of...": meat ants, green ants, fire ants, black ants (eg. list different kinds of animals/objects under a head word on wall thesaurus or semantic web: dogs - bull dogs, cattle dogs, poodles)
- word building - "doer nouns" made from verb + -er: teacher, driver, runner, football player (eg. role play the noun and identify its verb component)
### Level 3 continued...

<table>
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<tbody>
<tr>
<td>•superlative _est / most _: the biggest/smallest block; the most informative/interesting poster (eg. demonstrate the meaning; students &quot;find the trick&quot; for when to use -est or most)</td>
</tr>
<tr>
<td>•comparative <em>er / more</em>: a shorter/longer book; a more beautiful/colourful butterfly (eg. compare the same attributes for 2 items; students &quot;find the trick&quot; for when to use -er or more)</td>
</tr>
<tr>
<td>•word building - &quot;-ful&quot; and &quot;-less&quot; adjectives: helpful, beautiful; helpless, careless (eg. act out the baseword and the words derived from it)</td>
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<tr>
<td>•possessive forms: my/our/your/his/its/their (eg. use a clasping handsign to render 'owning' meaning)</td>
</tr>
<tr>
<td>•indefinite forms: somebody/someone/something, anybody/anyone/anything, everybody/everyone/everything, nobody/no one/nothing (eg. act out meanings)</td>
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<td>•regular past tense -ed forms: looked, played (eg. identify past or not past by listening for any -ed ending)</td>
</tr>
<tr>
<td>•some common irregular past tense forms: came, stood, caught, lit, ate (eg. list verbs on wall dictionary with their irregular past tense form: eat (ate), catch (caught))</td>
</tr>
<tr>
<td>•future will: We will have a sleep over. It will rain tonight. (eg. show will means &quot;later&quot; by a handsign pushing the event off into the future)</td>
</tr>
<tr>
<td>•contracted future forms: I'll, you'll... (eg. pull apart contracted form into 2 components: I'll &gt; I + will)</td>
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<tr>
<td>•identify subject-verb-object with assistance: Joe - cracked - the egg. (eg. use handsigns for the doer, action, the done to)</td>
</tr>
<tr>
<td>•subject verb agreement with forms of be: I am, he/she/it is, we/you are &amp; I/he/she/it was, we/you were (eg. throw away the start/subject of a sentence and suggest a new one: predict if the replacement will change the verb)</td>
</tr>
<tr>
<td>•present continuous forms: am/is/are - ing: I am writing, you are writing, he is writing... (eg. show tense with one hand, continuous aspect by sweeping movement with other hand)</td>
</tr>
<tr>
<td>•past continuous forms: was/were - ing: I was writing, you were writing... (eg. show tense with one hand, continuous aspect by sweeping movement with other hand)</td>
</tr>
<tr>
<td>•some common modal verbs: can, must, should, might... (eg. act out or use facial expressions to represent the meaning/attitude of each modal)</td>
</tr>
<tr>
<td>•not with &quot;two word verbs&quot;: I was not talking, he should not climb onto the roof (eg. shake heads for &quot;not&quot; between bits of verb, or use HL body language signifying no/not)</td>
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<tr>
<td>•for: benefit: this fish is for you; purpose: wire spears are best for barramundi (eg. matching implements best suited for various tasks)</td>
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<tr>
<td>•of: part-whole: the tail of that goanna; sharing: make 2 groups of 6, possession: the bags of the visiting teacher (eg. request parts to reconstruct a picture; match language to appropriate grouping/array of concrete materials)</td>
</tr>
<tr>
<td>•with: accompaniment: the boy with the hat; manner: handle with care (eg. practise expanding descriptions of people/animals/things by using with + ___ : the cat with a fluffy tail, with a loud miaow...)</td>
</tr>
<tr>
<td>•to/into/onto: goal/endpoint of movement: to the shop [a spot], into the room [a 3D space], onto the table [a surface] (eg. use 1 hand to show different endpoint: to - finger, into - cupped hand, onto - flat hand; the other to show going there)</td>
</tr>
<tr>
<td>•from/out of/off: source/start of movement: from the shop [a spot], out of the room [a 3D space], off the table [a 2D surface] (eg. use 1 hand to show different starting point: from - finger, out of - cupped hand, off - flat hand; the other to show leaving there)</td>
</tr>
<tr>
<td>•at/in/on: location/place: at the shop [a spot], in the room [a 3D space], on the table [a 2D surface] (eg. use one hand to show different endpoint: at - finger, in - cupped hand, on - flat hand; other for being there)</td>
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<td>•coordinating conjunctions: and, but, or (eg. develop handsigns to express the meaning; explain the meaning with a chant: &quot;and joins, but surprises, or chooses&quot;)</td>
</tr>
<tr>
<td>•verb at the front of simple yes/no questions: Are you finished? Can we go home? (eg. students listen to a statement, then a question and explain what differences they hear).</td>
</tr>
<tr>
<td>•meaning of wh-question words: who (person), what (thing), where (place), when (time), how (way), why (reason) (eg. identify the kind of &quot;information gap&quot; each wh-word seeks to fill: Who is swimming? (person), Where is he swimming? (place) )</td>
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Developing use of Standard Australian English

Level 4
Student undertakes some learning through SAE

A level 4 student...
• Communicates in a growing range of familiar social and learning situations with some support from listener and context.
• 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.
• Sustains a conversation with an attentive adult on a familiar topic (e.g. describing classroom activities, retelling stories, describing past and present events) but may not provide explicit details.
• Has confidence to give a short morning talk but has fragmented language when attempting longer discourses.
• Explores more complex ideas in HL with HL-speaking peers and adults.
• Can give short answers to who, what, where, when, why and how single-clause questions about contextualised classroom activities.
• Requires time to process thoughts and formulate SAE utterances.
• 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.

Level 4 Effective teaching requires...

Awareness of students' language situation:
Comparing HL and SAE at all linguistic levels (eg. Sounds, endings, vocabulary, structures, meaning, usages...) & investigating language varieties spoken in the community

Being supportive of active participation in classroom talk:
Supporting students to develop & contribute own statements & deliver short talks within familiarised topics & generic frameworks by modelling; appreciating learner approximations as indication of language development

Concrete stimuli for promoting talk:
Generating language through concrete stimulus materials, images or experiences (eg. For planning, organising, undertaking, recording and/or responding); creating new texts from generated language for further contextualised discussions

Depth studies of written or multimedia texts:
Discussing read/viewed text orally: explaining meanings, language features, composition, purpose etc; rewording content/ideas and restructuring language derived from text for different purposes/genres

Encouraging confident language use through rehearsal:
Preparing for short, independent oral "performances" by familiarising subject matter, teaching required vocabulary & structures & modelling, scaffolding & practising targeted oral genres (eg. Small groups prepare talk, each member does a part)

Level 4
Focus on language for above strategies, revise previous level & specifically teach...

noun group
• generic use of a/the: the dolphin is a mammal (eg. reword generic statements with plural forms or all: the dolphin is a mammal = dolphins are mammals; all dolphins are mammals)
• collective nouns: family, staff, crew, team, herd (eg. compare a collective noun to a bag which remains a single item even with lots of things in it)
• distinction between count and non-count nouns: bucket of rocks/leaves/flowers vs bucket of dirt/water/rubbish (eg. teacher names things/stuff in containers so students can "find the trick": separate things are marked as plural, stuff isn't)
• distributive each: each student has a port. 3 teams have 5 players each (eg. demonstrate the meaning of each with concrete materials)
Level 4 continued...

### attributes
- following noun: *the girl with red hair, the boy at the front* (eg. model how to expand noun groups with information from retrieval charts, lists or simple sentences - very effective on a sentence maker)
- word building: opposites with *un- or im- kind: unkind, possible: impossible* (eg. include opposites on wall dictionary or in semantic webs)

### pronouns
- demonstratives used alone: *this/that is an important point, these/those are too expensive* (eg. track their reference by finding what noun group has been "thrown away")
- possessive forms used alone: *mine, ours yours, his, its, hers, theirs* (eg. practise reducing possessive expressions of owner + owned (*my books*) to just owner (*mine*) by throwing away what's owned & saying the appropriate possessive form: *my books > mine, their books > theirs*)
- *one(s) replacing a noun: that's a great book - a great one, they're the boring books - the boring ones* (eg. practise throwing away a noun & replacing it with the appropriate form: *one/ones*)
- existential pronoun *there: once upon a time there was a king, there are lots of snakes in the billabong.* (eg. *use there/is/there for introduction of participant(s) at the start of a description or narrative*)
- relative pronouns: *who, whose, whom, which, that: There was an old woman who swallowed a fly. This is the house that/which Jack built.* (eg. join simple sentences using relative pronouns)

### verbs
- present perfect: *has/have + past participle: I have done my homework. He has read this book.* (eg. find examples in texts and demonstrate meaning of "over, finished" by showing tense with one hand, perfect aspect by chopping/over movement with other)
- past participle: regular *_ed, irregular: spoken, eaten, been, swum, run...* (eg. list regular and irregular forms of simple past and past participles alongside their base verbs on wall dictionaries: *play, played; sing, sang, sung...*)
- active vs passive voice: *We use vinegar vs Vinegar is used.* (eg. compare active and passive sentences so students can figure out the differences)
- present passive: *am/is/are + past participle: the carrots are peeled* (eg. practise turning sentences from active into passive)
- 3sg present tense agreement: *he (s) the girl reads well* (eg. switch _s off the singular subject and on the verb: *the boy _wrote neatly; or switch _s on the plural subject and off the verb: the boys _wrote neatly*)
- *do auxiliary: emphasis: they do like pawpaw. she did finish her homework! negation: I do not like green eggs. Sam does not listen to me.* questions: *does the Earth circle the Sun? where do comets come from?* contradictions of do: *don't, doesn't, didn't* (eg. pull contraction apart: *don't > do + not using handsigns*)
- future: *am/is/are going to: we are going to study chemistry this term.* students are going to write recounts today (eg. plan next week's/tomorrow's activities with students using *am/is/are going to going to mark the roll...*)
- joining verb to verb: *I tried to play soccer. they started to laugh.* (eg. find examples of *to* joining verbs in texts; devise a handsign to show the verb joining function of to)
- joining verb + *_ing:* *we tried playing AFL. we kept dropping the ball.* (eg. recognise examples of verb + *_ing* in texts)
- perception verbs: *see, hear... + object + verb(-_ing)* I saw them play(ing) football. I heard the crowd cheer(ing) them. (eg. join simple sentences: *We observed the mixture + It was boiling in the pan > We observed the mixture boiling in the pan*)

### prepositions
- by: expresses agent in passive: *the novel was written by John Marsden* (eg. practise changing active into passive sentences: *Johnno scored the final try > The final try was scored by Johnno*)
- verb + prepositional object: *look at us, listen to us, think about us, cooperate with us* (eg. list verbs on wall dictionary with their required preposition - eg. *look (at), listen (to), think (about) *)

### word order
- yes/no questions with *do: did we finish this book? does she have a rubber? do you know this story?* (eg. convert statements into questions with students and ask them to describe what's happening)
- *wh-questions: who is that? what can we do? where did they catch the croc?* (eg. compose questions on familiar subject matter; encourage students to make observations about wh-question formation)
- subordinating conjunctions: because, since, if, as, while... (eg. model joining 2 simple sentences: *we can't play football {because, if, as, while} it is raining*)

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Consolidating use of Standard Australian English

Level 5
Student expands their range of SAE

A level 5 student...
- Sustains participation in small group discussions on familiar learnt topics.
- Contributes own ideas and opinions in SAE in one-to-one conversation and with encouragement with supportive classroom context.
- Is fluent in familiar areas, though may still approximate SAE forms.
- Participates in regular classroom activities on familiar topics, but does not have the ‘depth’ of language needed to relate more complex ideas needed in learning through SAE.

Level 5 Effective teaching requires...

**Awareness of students' language situation:**
Analysing features of languages spoken by students/in community (eg. Influence of traditional languages on creoles or of creoles on students' English; features marking elderly, middle-aged & young adults’ speech); researching history of language use in community

**Being supportive of active participation in classroom talk:**
Ensuring students learn, develop and apply language of classroom topics; providing for both short impromptu and prepared speaking opportunities on familiarised subject matter; collecting - not correcting - learner approximations to inform focussed language work

**Concrete stimuli for promoting talk:**
Utilising stimulus materials and/or personal experiences to elicit topic-specific language; teaching language required to express complex ideas relating to topic

**Depth studies of written or multimedia texts:**
Studying & analysing texts on unfamiliar topics orally: building deep understanding by discussing content, rephrasing language, analysing genre; applying acquired language & knowledge to spoken genres (eg. Discussions, reports...)

**Encouraging confident language use through rehearsal:**
Scaffolding & revising language, subject matter, purpose & features of oral texts; providing practice time in supportive contexts (eg. Prepare in pairs, trial presentation to small group, final presentation to class)

Level 5
Focus on language for above strategies, revise previous level & specifically teach...

**noun group**
- nominalisations of events: realise > realisation, qualities: ugly > ugliness, modality: can > ability, relationships: because > causation... (eg. list derived words next to root word on wall dictionary; display sentences on sentence maker containing all words & compare different structures the derived words enter into; restate meaning: everyday SAE into formal English and vice versa)

**attributes**
- irregular comparative/superlative forms: good/better/best, bad/worse/worst, far/further/furthest, more/most, less/least,... (eg. practise comparisons in context)
- equivalence: as _ as _, the same as _ : the tree was as big as a house, this group is the same as that one. (eg. practise using and rephrasing expressions of equivalence)
- similes: The sky filled with white clouds like a mob of fluffy sheep (eg. utilise similes in descriptions of weather, feelings, scenery, people…

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Level 5 continued...

**pronouns**
- reflexive: *myself, ourselves, yourself, himself, herself... He looked at himself in the mirror (eg. explain uses of reflexive pronouns then identify them in context)*

**verbs**
- causative constructions: *make (cause), have (want), let (allow): The teacher made the class stay in. She had her hair cut. We let the sprinkler soak the lawn. (eg. say who made/had/let things occur; say causatives other ways)*
- degrees of modality: *certainty - he might/may/could/must/would have robbed the bank; obligation - they ought to/must/have to/should/will attend school; permission - You may/might/can/should/must drive the car (eg. discuss degrees of modality rendered by the various modal verbs)*

**prepositions**
- phrasal verbs: *look into - investigate; look out - be careful; look after - care for (eg. learn as idioms - explain their meaning with other words)*

**clauses**
- conditionals - conjecture: *If he hadn't driven so fast, he wouldn't have rolled - contrary to fact: If I were the Prime Minister, I would say sorry (eg. provide conditional clauses for students to finish; have class compose (humorous) make-believe stories If I were the principal, I'd...)*
- interrupting relative clauses: *The film (which/that) we are studying this term is based on Shakespeare's play. (eg. practise "making & breaking" these sentences - provide students with simple sentences to combine: the film is based on Shakespeare's play + we are studying it & also give complex sentences to deconstruct into simple sentences)*

**questions**
- tag questions with modals/auxiliaries/be: *We can finish now, can't we? She hasn't marked the roll, has she? This is the right place, isn't it? (eg. provide simple sentence to students who indicate polarity of main verb with thumbs up/down, show opposite polarity for tag & provide the appropriate tag form)*
- polite commands: *Would you mind opening the window? (eg. discuss the social implications of an order: Shut the door! vs polite command: Could/Would you shut the door [please]? Would you mind shutting the door?; have students practise turning orders into polite commands)*
## Becoming competent in Standard Australian English

### Level 6

**Student expresses more complex ideas in SAE**

A level 6 student...

- Uses SAE with fluency in all social and learning activities.
- Can participate in an interaction expressing own ideas and opinions with little help from teachers or peers though with some difficulties with precision of meaning.
- Expresses more complex ideas on both familiar and new topics as long as the content is well grounded.

### Level 6 Effective teaching requires...

**Awareness of students' language situation:**
Contrasting resources utilised by different linguistic varieties for fulfilling same functions (eg. To express respect, SAE might use politeness language, titles etc; HL might use non-verbals, language choices, observance of relationships etc); studying historical, socio-economic and linguistic factors involved in language contact and shift

**Being supportive of active participation in classroom talk:**
Conferencing language of topic and requirements of genre (eg. Persuasive speech, report...); "filling in" any gaps which emerge

**Concrete stimuli for promoting talk:**
Monitoring student responses to materials/experiences and supplementing language needed to express finer shades of meaning

**Depth studies of written or multimedia texts:**
Deconstructing broad range of texts (including literary or film) orally in terms of subject matter, purpose and pertinent language features; discuss language features, purpose and subject matter; utilise understandings for constructing sophisticated oral genres (eg. Persuasive arguments, reports etc)

**Encouraging confident language use through rehearsal:**
Supporting successful self-expression and independent presentations by thorough development of content and associated language, alongside provision of detailed instructions and rehearsal opportunities

### Level 6

**Focus on learning language from above contexts, revise language areas from previous levels and specifically teach any area of apparent difficulty…**

**NOTE:** At this level, no structures are listed, as students are well able to formulate grammatical SAE sentences - although learner approximations will continue to be produced. Students still require focussed language teaching but this will be largely based on communicative, topic-specific and/or assessment-related issues identified on a "needs basis" by the teacher…

- **Communicative ability:** Students require information & training on aspects of social & cultural language usage (cf. Awareness of students' language situation, above) to become competent, confident users of spoken SAE, such as question & answer routines, seeking & providing information, conversational conventions, indicators of politeness/familiarity…

- **Topic-specific issues:** Students require language support such as explanations of specialised & unfamiliar vocabulary, repetition/rewording of pivotal concepts/data/information…

- **Assessment-related areas:** Students require unpacking of tasks where cultural attitudes & beliefs are being evaluated, elaboration of language for specific purposes - argument, persuasion, rhetoric…

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## Competent Standard Australian English speakers

**Level 7**  
**Student uses SAE in all contexts at own phase of schooling**

A level 7 student...

- Is able to communicate fluently and accurately for the range of purposes and in the range of social and learning contexts expected at their age level and phase of schooling.

### Effective teaching requires...

<table>
<thead>
<tr>
<th>Awareness of students' language situation:</th>
<th>Explaining linguistic, historical and current relationships between contact varieties &amp; other non-standard varieties to standard languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being supportive of active participation in classroom talk:</td>
<td>Providing ample occasions for students to practise and experience success with speaking English</td>
</tr>
<tr>
<td>Concrete stimuli for promoting talk:</td>
<td>Allowing opportunities for clarification of ideas, cause and effect relationships, sequences of events etc with visual organisers, by comparison to known material, drawing on similarities to personal experiences etc</td>
</tr>
<tr>
<td>Depth studies of written or multimedia texts:</td>
<td>Critically analysing texts (including formal) orally by analysing nuances of meaning in language, details of content, purpose of text and positioning of reader; synthesising knowledge in constructing and delivering own oral texts</td>
</tr>
<tr>
<td>Encouraging confident language use through rehearsal:</td>
<td>Ensuring effective engagement with a broad range of spoken genres by encouraging topic research, promoting preparation of &quot;presentation&quot;, providing focussed practice time and supporting positive feedback.</td>
</tr>
</tbody>
</table>

### Level 7

**Focus on learning language from above contexts, revise language areas from previous levels and specifically teach any area of apparent difficulty…**

At this level, lists of structures are inappropriate as students can communicate fluently in SAE with complex, grammatical utterances. Where occasional gaps in vocabulary occur students can easily paraphrase; where a lapse in comprehension is experienced due to unknown idioms, etc, students can seek clarification. Students will benefit from teaching which is responsive to language issues which arise.
Summary of teaching strategies

Awareness of students' language situation

Effective teaching at each level requires:

**Level 1**  Noting how different people can have different kinds of talk

**Level 2**  Discovering language varieties with students by naming different kinds and recognising some obvious markers of difference

**Level 3**  Identifying factors influencing language choice (eg. who - people, where - place, what - topic); & differentiating language features (eg. Endings: plurals, tense; little words: pronouns, prepositions, 'be' …)

**Level 4**  Comparing HL and SAE at all linguistic levels (eg. sounds, endings, vocabulary, structures, meaning, usages...) & investigating language varieties spoken in the community

**Level 5**  Analysing features of languages spoken by students/in community (eg. Influence of traditional languages on creoles or of creoles on students' English; features marking elderly, middle-aged & young adults' speech); researching history of language use in community

**Level 6**  Contrasting resources utilised by different linguistic varieties for fulfilling same functions (eg. to express respect, SAE might use politeness language, titles etc; HL might use non-verbals, language choices, observance of relationships etc); studying historical, socio-economic and linguistic factors involved in language contact and shift

**Level 7**  Explaining linguistic, historical and current relationships between contact varieties & other non-standard varieties to standard languages

Being supportive of active participation in classroom talk

Effective teaching at each level requires:

**Level 1**  Providing predictable contexts and structured opportunities to practise and use (rehearsed) language

**Level 2**  Planning for heavily rehearsed participation in talk (eg. highly structured class routines, daily greetings, modelled responses...)

**Level 3**  Developing language competence within a topic/context to scaffold whole class, small group and one-on-one talk

**Level 4**  Supporting students to develop & contribute own statements & deliver short talks within familiarised topics & generic frameworks by modelling; appreciating learner approximations as indication of language development

**Level 5**  Ensuring students learn, develop and apply language of classroom topics; providing for both short impromptu and prepared speaking opportunities on familiarised subject matter; collecting - not correcting - learner approximations to inform focussed language work

**Level 6**  Conferencing language of topic and requirements of genre (eg. persuasive speech, report...); 'filling in' any gaps which emerge

**Level 7**  Providing ample occasions for students to practise and experience success with speaking English
Concrete stimuli for promoting talk

Effective teaching at each level requires:

**Level 1**  
Sharing hand-on activities and recording images (photos/video) for follow-up talks (generating materials for ongoing contextualised revision of language)

**Level 2**  
Participating in hands-on activities: elicit language by reviewing electronic images or student illustrations, then co-create texts to foster more talking

**Level 3**  
Doing concrete activities together and talking about them using photos/illustrations/video footage to support conversation; utilise resulting language to make texts (eg. recounts, procedures, descriptions…) to make texts together for further language use

**Level 4**  
Generating language through concrete stimulus materials, images or experiences (eg. for planning, organising, undertaking, recording and/or responding); creating new texts from generated language for further contextualised discussions

**Level 5**  
Utilising stimulus materials and/or personal experiences to elicit topic-specific language; teaching language required to express complex ideas relating to topic

**Level 6**  
Monitoring student responses to materials/experiences and supplementing language needed to express finer shades of meaning

**Level 7**  
Allowing opportunities for clarification of ideas, cause and effect relationships, sequences of events etc with visual organisers, by comparison to known material, drawing on similarities to personal experiences, etc.

Depth studies of written or multimedia texts ('Build it up')

Effective teaching at each level requires:

**Level 1**  
Making meaning out of familiarised text (by acting, miming etc) with frequent re-reading/re-viewing; using language generated from text for labelling (eg. characters, items…) or recounting (eg. actions, events…)

**Level 2**  
Developing understandings of familiar text by dramatic enactments or oral explanations of meaning during repeated readings/viewings; employing language of text in activities and constructing new texts

**Level 3**  
Utilising read/viewed text for teaching language and content by repeated exposure, ensuing discussions and explanations; using acquired language resources to compose other spoken/text-based genres

**Level 4**  
Discussing read/viewed text orally: explaining meanings, language features, composition, purpose etc; rewording content/ideas and restructuring language derived from text for different purposes/genres

**Level 5**  
Studying & analysing texts on unfamiliar topics orally: building deep understanding by discussing content, rephrasing language, analysing genre; applying acquired language & knowledge to spoken genres (eg. discussions, reports…)

**Level 6**  
Deconstructing broad range of texts (including literary or film) orally in terms of subject matter, purpose and pertinent language features; discuss language features, purpose and subject matter; utilise understandings for constructing sophisticated oral genres (eg. persuasive arguments, reports etc)

**Level 7**  
Critically analysing texts (including formal) orally by analysing nuances of meaning in language, details of content, purpose of text and positioning of reader; synthesising knowledge in constructing and delivering own oral texts
Encouraging confident language use through rehearsal

Effective teaching at each level requires:

Level 1  Rehearsing words and short phrases in daily class routines, reciting short rhymes, singing songs

Level 2  Planning for meaningful rehearsal of language (eg. formal greetings, everyday polite requests, brief messages etc), building class repertoire of poems and songs

Level 3  Modelling increasing complexity of rehearsed language (eg. elaborated greeting including salutation, title, ‘how are you?’ and farewell; heavily structured news format; learned parts in group chorused dramas)

Level 4  Preparing for short, independent oral ‘performances’ by familiarising subject matter, teaching required vocabulary & structures & modelling, scaffolding & practising targeted oral genres (eg. small groups prepare talk, each member does a part)

Level 5  Scaffolding & revising language, subject matter, purpose & features of oral texts; providing practice time in supportive contexts (eg. prepare in pairs, trial presentation to small group, final presentation to class)

Level 6  Supporting successful self-expression and independent presentations by thorough development of content and associated language, alongside provision of detailed instructions and rehearsal opportunities

Level 7  Ensuring effective engagement with a broad range of spoken genres by encouraging topic research, promoting preparation of ‘presentation’, providing focussed practice time and supporting positive feedback.