

Planning a progression of learning

Teaching and learning in the language acquisition subject group is organized into six phases. The phases represent a developmental continuum of **additional** language learning. Depending on their prior additional language-learning experiences, students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum.

Phase-specific language acquisition objectives

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
Objective A: Comprehending spoken and visual text						
i.	identify basic facts, messages, main ideas and supporting details in everyday situations	show understanding of messages, main ideas and supporting details in familiar situations	show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations	construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations	analyse and draw conclusions from information, main ideas and supporting details in social and some academic situations	evaluate and draw conclusions from information, main ideas and supporting details in social and academic situations
ii.	recognize basic conventions	recognize basic conventions	understand conventions	interpret conventions	analyse conventions	interpret the author's choice of style, format and ideas to suit an intended audience and purpose

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
iii.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.	engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.
Objective B: : Comprehending written and visual text						
i.	identify basic facts, messages, main ideas and supporting details	identify basic facts, main ideas and supporting details, and draw conclusions	show understanding of information, main ideas and supporting details, and draw conclusions	construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions	analyse and draw conclusions from information, main ideas and supporting details	evaluate and draw conclusions from information, main ideas and supporting details
ii.	recognize basic aspects of format and style, and author's purpose for writing	recognize basic conventions including aspects of format and style, and author's purpose for writing	understand basic conventions including aspects of format and style, and author's purpose for writing	interpret basic conventions including aspects of format and style, and author's purpose for writing	analyse basic conventions including aspects of format and style, and author's purpose for writing	interpret the author's choice of style, format and ideas to suit an intended audience and purpose
iii.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.	engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Objective C: Communicating in response to spoken and/or written and/or visual text						
i.	respond appropriately to simple short phrases	respond appropriately to spoken and/or written and/or visual text in a limited range of familiar situations	respond appropriately to spoken and/or written and/or visual text in a range of familiar and some unfamiliar situations	respond appropriately to spoken and/or written and/or visual text in a range of familiar and unfamiliar situations	respond appropriately to spoken and/or written and/or visual text in a range of social and some academic situations	respond appropriately to spoken and/or written and/or visual text in a wide range of social and academic situations
ii.	interact in simple and rehearsed exchanges, using verbal and non-verbal language	interact in basic structured exchanges on a limited variety of aspects within familiar situations	interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations	engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance	engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance	engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance
iii.	use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics	use phrases to communicate ideas, feelings and information in familiar situations	express ideas and feelings, and communicate information in familiar and some unfamiliar situations	express ideas and feelings, and communicate information in simple and complex texts in familiar and unfamiliar situations	express ideas, opinions and feelings, and communicate information in a wide range of situations	express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts
iv.	communicate with a sense of audience.	communicate with a sense of audience.	communicate with a sense of audience and purpose.	communicate with a sense of audience and purpose.	communicate with a sense of register, purpose and style.	communicate with a sense of register, purpose and style.
Objective D: Using language in spoken and/or written form						
i.	write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency	write or speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, uses oratory technique

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
ii.	organize basic information and use a range of basic cohesive devices	organize information and ideas and use a range of basic cohesive devices	organize information and ideas and use a range of basic cohesive devices	organize information and ideas into a structured text; use a wide range of cohesive devices	organize information and ideas; use a wide range of cohesive devices	organize information and ideas; use a wide range of cohesive devices
iii.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.

Progression along the continuum

For the purpose of planning, teaching and assessment, the language acquisition skills are also mapped on continuums to show clearly the expectations for each phase. Learning targets have been set for each phase, and underneath the expectations are examples of what constitutes evidence to indicate the student is ready to progress to the next phase of learning.

As students progress through the six phases, they are expected to develop the competencies to communicate **appropriately and effectively** in an increasing range of **social, cultural and academic contexts**, and for an increasing **variety of audiences and purposes**. This is demonstrated by:

- the variety and sophistication of vocabulary and structures used
- the scope of situations in which the language is used
- the increasing length of text spoken, read and written
- the increasing complexity of text spoken, viewed, read and written
- the increasing variety of forms of both fiction and non-fiction handled.

As students develop their understanding, increasing cognitive and skills demands are also set. These are expressed as command terms. Table 2 illustrates this progression along the additional language learning continuum.

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
In a limited range of everyday situations	In a limited range of familiar situations	In familiar and some unfamiliar situations	In familiar and unfamiliar situations	In social situations and some academic situations	In social and academic situations
Some aspects of register	Some aspects of register	Appropriate register	Appropriate register	Appropriate register	Appropriate register
A very limited range of interpersonal and cultural contexts	A limited range of interpersonal and cultural contexts	A limited range of interpersonal and cultural contexts	A range of interpersonal and cultural contexts	A range of interpersonal and cultural contexts	A wide range of interpersonal and cultural contexts

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Use basic vocabulary	Use basic language	Use language accurately	Use language accurately	Use language accurately and effectively	Use oratory technique
Simple short texts	Simple texts	A limited range of texts	A range of texts	A range of texts	A wide range of texts
Interact in simple and rehearsed exchanges	Interact in basic rehearsed and some unrehearsed exchanges	Interact in rehearsed and unrehearsed exchanges	Engage actively	Engage actively	Engage actively
Understand and respond	Understand and respond	Understand and respond	Interpret and respond	Analyse and respond	Evaluate and respond
Identify and recognize	Recognize and understand	Understand	Construct meaning/interpret	Construct meaning/analyse	Evaluate

Table 2
Progression along the additional language learning continuum