

Using the English as an Additional Language or Dialect (EALD) Learning Progression in NSW Public Schools

What is the EALD Learning Progression?

The EALD Learning Progression describes a progression of language learning typical of students learning English as an additional language or dialect (EALD). It helps teachers to identify the English language proficiency of the EALD learners in their classrooms and address their specific learning requirements. It has been developed primarily for teachers who are not EALD specialists. Teachers can use this progression to:

- understand the broad phases of English language learning that EALD students experience
- identify where their EALD students are located on the progression for their listening, speaking, reading/viewing and writing skills
- monitor the linguistic progression of their EALD students.

More information is available at: [ACARA English as an Additional Language or Dialect Teacher Resource.](#)

Who are EALD learners?

EALD learners are students whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency. EALD students have a diverse range of backgrounds and English language learning needs. EALD students enter Australian schools with varying levels of prior education and knowledge of English. Some were born in Australia; others have recently arrived as permanent or temporary migrants, refugees or international students. Some have had the same amount of formal schooling in their home country as their class peers while others have had severely disrupted or no schooling due to war or civil disorder. Some have literacy skills in their first language while others do not.

What are schools required to do?

All NSW public schools are required to use the EALD Learning Progression to identify and report English language proficiency (EALD phases) for all EALD learners in the Enrolment Registration Number (ERN) system.

Schools need to:

1. Enter the current EALD status of all LBOTE students into ERN Maintain EALD.

This involves identifying those students from language background other than English (LBOTE) who require additional support to assist them to develop English language proficiency.

LBOTE students are automatically listed in the school ERN system, within the Maintain EALD section. Their current EALD status can be entered as:

- Not Requiring EALD support or
- Requiring EALD support

2. Determine EALD students' level of English language proficiency (EALD phase).

If a LBOTE student is identified as Requiring EALD support, a decision must be made about the student's level of language proficiency (Beginning, Emerging, Developing or Consolidating) using the EALD Learning Progression. Note: Beginning level is further divided into Beginning: Some first Language Literacy and Beginning: Limited Literacy in Reading/Viewing and Writing.

In schools where there is an established EALD program, specialist EALD teachers should determine students' EALD phases. In schools where specialist EALD teachers are not available, class teachers will make this judgement. It is critical that the assessment be performed by someone who is familiar with the student and their work.

3. Enter each student's EALD phase in the school Enrolment Registration Number (ERN) system, within the Maintain EALD section

As students' English language proficiency will develop over time, ERN Maintain EALD records need to be updated regularly. Updating EALD status at the end of each year as student reports are completed and again in June, before the EALD Annual Survey, will ensure currency of data.

Each time the student's phase is reviewed the date of last assessment should also be amended (even if no change to the phase is required).

Using Maintain EALD in ERN

Teachers can gain access to Maintain EALD from the principal via the Access Management Utility (AMU). ERN Maintain EALD is a simple checkbox system.

No confidential information can be viewed or changed. Teachers can only enter the EALD phase of the student and should also enter the date the assessment was entered (Date of last assessment).

The "?" icon on the Maintain EALD page provides learner tutorials for use.

Please note that Google Chrome is not recommended as a browser for use with ERN.

Steps in Determining the EALD Learning Progression phase of students:

1. Know the student and assess his/her capabilities in English. If an ESL Scales level has been determined (usually by an EALD teacher) use this advice to map to an EALD Learning Progression level.
2. Read the Characteristics of the Learner statements below to broadly map each student's level of need as either at the Beginning, Emerging, Developing or Consolidating level.
3. Review the descriptors for each of the modes to confirm your decision. Note that students don't need to demonstrate all descriptors to be identified at a particular phase level.

Characteristics of the Learner statement

The statement matches my student?

If YES, then enter this as the overall phase of English language proficiency into ERN Maintain EALD.

If NOT SURE, review the descriptors for each of the modes of English (Listening, Speaking, Reading/Viewing, Writing). Identify those descriptors evident in your students' interactions and work samples for each mode.

See:

- [Using the EALD Learning Progression Year 3-6 \(PDF 97KB\)](#)
- [Using the EALD Learning Progression Year 7-10 \(PDF 96KB\)](#)
- [Using the EALD Learning Progression K-2 \(PDF 102 KB\)](#)

Example 1: Overall phase = Emerging

Listening: Emerging
Speaking: Developing
Reading/Viewing: Emerging
Writing: Emerging

Where the student identifies with 3 or more of the same levels of English language proficiency e.g. 3 x Emerging (writing, reading/viewing, listening), 1 x Developing (speaking), enter *the* most frequent level (in this case Emerging) as *the* overall phase of English language proficiency into ERN Maintain EALD.

Example 2: Overall phase = Developing

Listening: Consolidating

Speaking: Consolidating

Reading/Viewing: Developing

Writing: Developing

Where the student identifies equally with 2 levels of development *at* one level and two at another, e.g. 2 x Consolidating (Speaking, listening); 2 x Developing (Reading/reviewing, Writing), enter the lower level, in this case Developing, as the overall phase of English language proficiency into ERN Maintain EALD.

Learner characteristics / Phase overviews

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

Beginning English: Limited literacy background

These students are learning English for the first time, with little or no foundation in continuous, formal education. They can speak one or more languages/dialects other than English, but have little or no experience with print literacy in their first language. Some students may be unfamiliar with books, needing explicit teaching to understand that the print marks on the page symbolise meaning. In a familiar learning environment, they will begin to engage with simple curriculum demands, particularly with support from a speaker of their first language, and targeted contextual scaffolds (eg visuals and gestures). Learning a language requires constant focus and attention, and students will tire easily and may experience a high level of frustration. High levels of explicit teaching are required throughout the day both from the specialist teacher and the classroom teacher. These students may be capable of understanding the content of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.

Beginning English: Some print literacy in first language

These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (eg visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EALD skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.

Emerging English

These students can speak one or more languages/dialects, including basic English, and have a growing knowledge of print literacy in English. They understand and participate in classroom behaviours and school routines. They engage with curriculum demands with some success, but continue to benefit greatly from the use of first language with peers and teachers' assistants to clarify and consolidate understanding. Explicit and focused language teaching will enable them to produce simple written and spoken English, using predictable and learned formulas. They are still in a phase of language learning that requires intense concentration, so they are likely to tire during the day or disengage when the spoken or written texts under discussion are not accompanied by adequate contextual scaffolds. These learners still require extensive EALD explicit teaching throughout the school day from both the specialist teacher and the classroom teacher. These students are able to engage with and learn the content of the Australian Curriculum when provided with suitable language teaching and additional time to complete classroom activities. However, they will find it difficult to show their understandings if achievement must be demonstrated through language-reliant activities

Developing English

These students can speak one or more languages/dialects, including functional Standard Australian English (SAE), and have a developing knowledge of print literacy in SAE. They are active participants in

classroom and school routines, and are able to concentrate for longer periods. They purposefully engage with curriculum demands with increasing success. Their first language continues to be a valuable support, and these learners understand the value of code-switching – that is, the ability to change from one language/dialect to suit the context. They produce increasingly extended pieces of spoken and written SAE (although they may be more proficient in one mode than the other), which include their own innovations with the language. However, they are still developing control over English grammar and building their vocabulary; hence, they continue to need explicit language to be taught, and teaching strategies supportive of EALD learners, particularly with academic language of subject disciplines. They are increasingly able to use SAE sufficiently to demonstrate their understanding of content and thus meet some of the achievement standards for their year level, as described in the Australian Curriculum.

Consolidating English

These students can speak one or more languages/dialects and have a sound knowledge of Standard Australian English. They are active and increasingly independent participants in classroom and school routines, and are mostly able to concentrate on classroom tasks, including extended teacher talk. An increased ability to use English means that they purposefully engage with curriculum demands with general success. They understand and produce spoken and written texts for a range of specific purposes, with effective control of appropriate text structures features. However, they still require focused language teaching and strategies supportive of EALD learners, as the academic language of subject disciplines increases, becoming grammatically dense and with increasingly abstract and technical vocabulary. They will still require explicit teaching to develop their understanding of culturally laden topics of study (e.g. novels or historical inquiries). They have the language skills in English to meet many of the achievement standards for their year level, as described in the Australian Curriculum.

For descriptors by mode and year, see:

- [Using the EALD Learning Progression Year 3-6 \(PDF 97KB\)](#)
- [Using the EALD Learning Progression Year 7-10 \(PDF 96KB\)](#)
- [Using the EALD Learning Progression K-2 \(PDF 102 KB\)](#)