



Title of Report: English Development Program for Teachers in Abu Dhabi

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Training Organization: [CfBT Education Trust & Abu Dhabi Education Council](#)¹ – Abu
Dhabi, United Arab Emirates

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1. Identify and describe the training program.

The Public Private Partnership Project (PPP) established an initial three-year time frame for CfBT (Centre for British Teachers) to work with teachers and administrators in government schools in Abu Dhabi to upgrade their English language skills. Beginning with twelve schools in 2006, the CfBT participation grew to include thirty-six schools by 2010. Most primary schools and kindergartens were involved in the project for five years, middle schools for four years, and secondary schools for three years.

This language development programme is designed to underpin and augment the day-to-day work between CfBT and school staff. It builds on the methodology, pedagogy, and curriculum development centered around the classroom and in ongoing planning and training sessions. We believe that this language learning programme provides teachers with the maximum opportunity for personal and professional development, reinforcing classroom and planning skills while developing critical fluency in English. CfBT's focus is to help teachers develop the language they need for instruction, classroom management, planning and development.

2. Describe the target audience for the training program.

The individual educators receiving training are in-service teachers who are residents of the UAE: Some are Emirati; the majority are Arab expatriates from Palestine, Jordan, Syria, and Egypt. The male teachers are overwhelmingly non-Emirati. Few have degrees in education and most were educated in languages other than English.

3. Describe the needs assessment procedures utilized to develop the program.

CfBT's client is the Abu Dhabi Education Council (ADEC). Under the guidance of His Excellency, Sheikh Mohammed bin Zayed al Nahyan, Crown Prince of Abu Dhabi, ADEC established a curriculum and education reform project across a significant number of government schools in the Emirate of Abu Dhabi. Teaching and learning moved from Arabic to English and Arabic for maths, science and information technology (IT). In addition, schools moved to a standards-based curriculum with greater emphasis on formative assessment.

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Training is customized for each school, with individual education plans developed for each of the participants, based on their needs and objectives. This is hands-on, student-centred learning.

4. Explain the English language training program's over-arching goals and specific objectives.

ADEC had established objectives that teachers of English and principals should achieve. In most schools, the majority of teachers were identified as intermediate and beginner level learners of English. Within three years they were to achieve an Academic IELTS level of 6.5. Meanwhile, vice principals, librarians, and teachers of maths, science and IT were to achieve IELTS level 5.5.

EAL trainers participate in both formal and informal observations of teachers using English in the classroom. They offer positive, constructive feedback. The intent of the program is not just to provide teachers with English language lessons but to support them in their practice of teaching. Therefore, the same trainers who are providing English language training work with teachers in their classrooms as well.

By observing teachers in the classroom, CfBT team members can assess weaknesses and strengths, and help teachers meet the needs of students as well. By helping teachers plan lessons, EAL trainers also help target specific language for the lesson (key vocabulary and specific grammar points, for example) as well as support appropriate, clear language use (giving clear directions, asking open questions for example). Regular observation also enables trainers to map and document language learning progress and plan next steps. (See Appendix A.)

5. Describe the teaching methods and training procedures used in the program.

Each session is presented within the context of school and everyday language, with grammar embedded within that context. Language that is key to understanding and using the curriculum standards is an intrinsic part of the program.

Initial sessions focus on speaking and listening skills. This emphasis enables the teachers to build confidence, comfort, and fluency. Reading and writing are also part of this syllabus, to assist teachers in lesson planning, researching, and developing materials.

Teachers work individually, in groups, and with partners. They are encouraged to bring lesson plans, texts, and other materials to one session per week.

It is possible to set up mixed ability groups, creating realistic opportunities for co-operative learning, which again mirror teaching and learning opportunities within the teachers' classrooms. The approach is centered on building confidence, utilizing conversations and role playing among other techniques, so that teachers can use their growing practical language throughout the week in everyday situations.



Participants are encouraged to create their own English language learner portfolios of work over the length of the project. This process allows them to develop a body of work for future use, while offering a hands-on opportunity to demonstrate the value of portfolios as a central part of student work.

Teachers in the requisite subjects participate in a focussed, levelled program of Academic IELTS preparation and study. As noted above, math, science, IT teachers, librarians, principals, and deputy principals are expected to attain level 5.5. The expectation for English teachers is that they will achieve IELTS level 6.5.

6. Describe the teaching materials used in the program.

Training materials and objectives are guided by the curriculum, school calendar, classroom, and student needs. As an intrinsic part of the English Development Program, we encourage teachers to work on and adapt material from their own curriculum, enhancing the opportunities for learning and practice. There is ample opportunity for cross-curricular involvement. Independent learning opportunities and tools (i.e., Rosetta Stone) are also available.

The IELTS preparation program utilizes targeted texts and workbooks, practice tests, multimedia sources, and other materials aimed at supporting the teachers' success. The textbooks used at three different stages of the training program are listed below:

IELTS Preparatory stage:

- Jakeman, V., & McDowell, C. (2004). *Step up to IELTS*. Cambridge, UK: Cambridge University Press.
- Miller, J., & Cohen, R. F. (2006). *Reasons to write*. Oxford, England: Oxford University Press.
- Harrison, R. (2006). *Headway academic skills, Level 1*. Oxford, England: Oxford University Press

IELTS Intermediate stage:

- Conway, D., & Sheriffs, B. (2003). *On course for IELTS*. Oxford, England: Oxford University Press
- Philpot, S. (2006). *Headway academic skills, Level 2*. Oxford, England: Oxford University Press
- Philpot, S., & Curnick, L. (2007). *Headway academic skills, Level 3*. Oxford, England: Oxford University Press

IELTS Ready (pre-exam):

- O'Connel, S. (2006). *Skills for IELTS foundation*. White Plains, NY: Pearson Longman.



- Matthews, M., & Salisbury, K. (2007). *Focus on skills for IELTS*. White Plains, NY: Pearson Longman
- Brook-Hart, G. (2004). *Instant IELTS*. Cambridge, UK: Cambridge University Press

In addition, students at the “IELTS Ready” level work with the IELTS Cambridge Practice Tests 1 – 6.

7. Explain the content of the English language training program.

In order to communicate effectively in English, teachers require the following essential language skills and structures:

- Forming simple sentences/word order
- Simple question forms and responses
- Verbs and tenses
- Verbs of advice and obligation
- Using pronouns
- Comparatives and superlatives
- Participial adjectives
- Passive and imperative voices
- Conditionals
- Manipulating parts of speech
- Language for math, science and ICT

We use the teaching models that teachers will also be using in the classroom:

- Word walls
- Word webs
- Socratic discussion
- Encouraging and stimulating conversation
- Reflection activities (actively promoting reflective teaching)
- Mixed ability groups
- Learner portfolios
- Co-operative learning
- Presentations
- Role playing

A. What written and spoken genres are covered in the training program?

Participants were taught how to develop and write lesson plans and materials for classroom use as part of the practical aspects of English development. We used IELTS oriented structures for writing, to help them prepare for eventual IELTS examinations. These included short and long essays, and presenting information from diagrams or graphs, as well as analyzing contemporary issues and presenting opinions and viewpoints.



In addition to helping the teachers develop strong explication and questioning skills for use in the classroom, we also used IELTS structures to help learners develop practical skills. These include being able to introduce themselves and discuss elements of their lives, as well as discussing and answering questions on general knowledge, world events, and opinion.

B. What communicative functions are covered in the training program?

The communicative functions covered in the program focused on teaching and learning, administrative requirements, and working in a bilingual learning environment. Key skills include asking and responding to question forms, using conditionals, manipulating and explaining parts of speech, using language for praise and encouragement, and curriculum-specific language for math, science, and IT.

C. What speech events are covered in the training program?

The language development program was initiated to help teachers develop the skills needed to teach key subjects bilingually, using both English and Arabic. Teachers would, therefore, essentially become teachers of English in addition to teaching their own specialization (science, math, and IT, for example). With increasing numbers of non-Arab personnel involved in schools (with companies like CfBT, ADEC, and monitoring agencies, for example), teachers also needed to be able to explain, discuss, and question elements of education in English.

The CfBT team works with the teachers to achieve their personal learning plans, providing learning from basic sentence formation to sophisticated language manipulation, within a teaching environment that allows them to model positive classroom techniques. Specialized programmes for administrators are implemented along similar lines, focusing on the language of education administration and communication skills. The language of reports is a particular focus.

8. Explain the delivery mechanisms employed by the program.

The CfBT team brings expertise and experience from numerous sources. The primary delivery modes involve the Principal Advisor of EAL and EAL trainers. Others, including other advisors and trainers, may join the training team to provide additional and/or specialized training.

The classes are face-to-face, mostly in small, levelled groups. In virtually all schools, the teachers are also able to use self access centres and online support material if they desire additional learning and/or practice opportunities. [Rosetta Stone](#) software was also installed on computers for teachers to access, especially those who were starting at a relatively basic level.

9. Explain the assessment procedures used in the program.



Initial baseline assessments gave CfBT the ability to place teachers into levelled groups. A variety of tests were used. Those with the lowest level of English were initially assessed using [Nation's test of basic vocabulary](#). In addition, a simple oral assessment was used.

During the program, assessment involves both summative and formative approaches. Baseline assessments of the participants' speaking, listening, reading and writing take place at the start of each academic year. They are followed by mid-year and year-end assessments and benchmarked to the IELTS levels.

Learners regularly submit samples of their work and the EAL trainers provide constructive feedback. In addition to informal 'drop-ins' to observe the teachers' use of English in class, formal observations of teachers' language use occur at least once per semester using a rubric (see Appendix B). Originally the rubric was very simple and reflected the teachers' limited use of English. The revised version successfully utilizes the [Common European Framework of Reference](#) focus and criteria.

10. Explain the program evaluation mechanisms used.

The language development programme, like the rest of the PPP project, is subject to stringent annual evaluation by external monitoring agencies. The client's expectations, as reflected in Key Performance Indicators, established objectives of an increase of half an IELTS band level (.5) per academic year for 90% of the teachers in each school and for 90% of the principals working with CfBT staff privately.

11. Discuss the challenges involved in offering this English training program.

Some of the challenges implicit within this program in Abu Dhabi are cultural and are related to the social and economic realities of the education system. Others reflect the challenges found within many adult learning and workplace-centered continuing education programs.

Participation in continuing education programs is highly dependent on perceived value in terms of relevance to one's job and career advancement, and possibly increasing one's salary. At the moment there is little direct connection for many teachers: The participants' salary is not tied to their achievement. Particularly for the high number of non-nationals in the teaching profession, there is limited access to management positions. While some teachers clearly perceive the value of improved English language skills and external certification, the ongoing changes in the education reform projects in the Gulf make it difficult to have clear expectations around job security.

In terms of the practical realities, the workplace focus of the English development program means that teachers receive high quality language support in their own schools within the workday, provided by a member of the school-based team. This ready access provides both scheduled classes and the opportunity to drop in for advice and support as needed. Success is dependent on creating time within each teacher's daily timetable for



participation. As noted in the 2010 year-end report, there is a relationship between “principals’ attitudes to English language and school-wide success.” In our experience, teachers will participate in language learning when principals partner with CfBT staff to:

- identify and support language learning as a key reform objective;
- make the employees’ language sessions a part of the school schedule;
- establish language-related to continuing professional development as a priority and avoid cancelling or postponing language sessions for other events; and
- when principals themselves participate in the English program.

The original programme aimed to provide each participant with three scheduled hours of language development per week, as well as drop-in advisory sessions. Depending on the participants’ individual schedules, changing priorities within the school calendar, and personal motivation, in some schools, this schedule dropped to two weekly classes. Scheduling opportunities within kindergartens, where teachers are in class throughout the day, was also challenging. Nevertheless, in most schools 90% of the teachers were able to achieve an improvement of half an IELTS band level (.5) each year.

As noted above, the original intent was for teachers and principals to attend for no less than three formal one-hour sessions of language training per week, with additional opportunities for individual tutorials and support. As the project progressed, the number of hours dedicated to English language learning by teachers varied, depending on individual motivation, the principal’s support for professional development, school and teacher timetables, other professional demands, and maternity leave. A remaining challenge is the ability of principals and vice principals to fully participate in language development due to their highly demanding schedules.

12. Describe the successes of the program and explain how they are documented.

Since the first year of the project in 2006, the majority of partnership schools have shown profound improvement in the use of English: with teachers and CfBT staff, in classrooms for learning and teaching, in general use with visitors and staff. The students have also improved in their ability, confidence, and willingness to use English across their school experience. All schools demonstrate annual improvement in IELTS scores for teachers. In 90% of CfBT partner schools, more than 90% of the teachers improve their IELTS scores by half a band level each year. In addition to IELTS scores, external monitors noted the following in schools’ annual reports:

“All teachers for whom English is not their first language are very keen to develop their expertise and attend the weekly English language classes.” (Abu Dhabi Children’s Kindergarten)

“Targeted English language training has been enthusiastically embraced by the teachers, particularly when pedagogic and English language training is integrated.” (Khalifa bin Zayed Boys Secondary School)



“Opportunities, such as the English workshop indicate excellent development of teachers’ pedagogic skills and language skills.” (Al Dana Girls School)

“The use of English is well developed in much of the curriculum. Where English is used by teachers appropriately and creatively it is extending students’ learning...Student confidence in all aspects of English has improved dramatically, as has their use of English in a range of settings.” (Al Qadissiya Girls Secondary School)

“English is used extensively in lessons by staff and students.” (Khadija al Kubra Girls Primary School)

To continue to help teachers develop their English language skills, CfBT continues to build on current success to accomplish the following goals:

- develop personal learning plans for faculty and administrators at the start of the academic year, based on previous assessment;
- work with vice principals to develop meaningful opportunities for English development within the teachers’ weekly schedule ;
- develop and hold specialized workshops for IELTS skills success;
- support lower ability teachers using strongly scaffolded methods and resources;
- hold skill-specific assessments at appropriate intervals; and
- maintain numerous opportunities for IELTS practice tests



Appendix A

Observation of English in the Classroom (for use with teachers of subjects other than English)

CfBT Education Abu Dhabi

Teacher's Name: _____ *Subject/Grade:* _____ *School:* _____ *Date:* _____

	Advanced	Developing	Emerging	Basic	Entry
Greetings & Class introductions	Entirely in English. Uses complete sentences that are coherent & virtually correct. Native-like proficiency.	Primarily in English. Uses sentences with occasional errors.	Primarily in very simple English. Some fragmented sentences. Errors with pronouns, verbs, articles, omitted words. Able to communicate ideas, feelings.	Uses isolated phrases, words or expressions within simple conventional language. Effective communication is limited.	Uses single words or very simple phrases ineffectively. Little or no English used.
Giving Instructions	Entirely in English. Uses complete sentences that are coherent & virtually correct. Native-like proficiency. Ability to prompt & re-word as needed.	Primarily in English. Uses sentences with occasional errors. Some ability to prompt & re-word for students.	Primarily in very simple English. Some fragmented sentences. Errors with pronouns, verbs, articles, Omitted words. Able to communicate ideas/ feelings, but limited ability to re-word for students.	Uses isolated phrases, or expressions using simple English. Effective communication is limited.	Uses single words or very simple phrases ineffectively. Little or no English used.
Questioning Skills	Key questions related to lesson objectives. Review entirely in coherent English. native-like proficiency.	Asks coherent key questions related to lesson objectives, primarily in English, with occasional errors in grammar or word order.	Asks only very simple questions in English with errors in word order / tense, with words omitted. Questions may not reflect or clarify lesson objectives.	Asks one or two word questions not directly related to lesson objectives. Minimal or no review in English. Unable to make links. Effective communication is limited.	Forms simple questions with difficulty. Questions do not enhance or reflect lesson objectives. Numerous errors. Unable to link between questions.
Response to Student Questions & Discussion	Answers questions in English. Assists & prompts students with English. Able to clarify & summarize using student-appropriate materials.	Answers questions in English with occasional errors. Attempts to prompt & assist students, as well as lead & simplify discussion in English.	Able to understand & respond using very simple sentences or fragments. Errors in tense, word order, some omissions. Evidence of some questions beyond	Limited response (one or two words) in English or unable to respond in English. Effective communication is limited.	Unable to respond effectively or create useful links. No effective communication



	Advanced	Developing	Emerging	Basic	Entry
Vocabulary	Clearly provided orally & in writing. Explained in English, with Arabic reinforcement as needed. Given emphasis through-out lesson. Linked to prior learning and classroom displays..	Provided orally & in writing. Explained primarily in English, with Arabic reinforcement as needed. Language reviewed and linked to prior learning and classroom displays.	key language. Emerging Key vocabulary provided, with Arabic reinforcement, explanation. Limited review. Some links to prior learning & displayed material.	Limited or no use of key vocabulary in English. Uses vocabulary with hesitation & with very limited ability to make links & connections in English. Some vocab. may not be appropriate to learner level.	Limited or no use of key vocabulary. Used with hesitation, without clarity of meaning or intention. No effective communication.
Pronunciation	Clear pronunciation. Pace appropriate to students. assists students with pronunciation; prompts and reviews key language.	Clear pronunciation of key vocabulary. Pace appropriate to students. Attempts to assist students. Some prompting and attempts to review key language.	Hesitant or rushed pronunciation and pace. Most consonants & blends are distinguishable. Some difficulty with vowel sounds. Some attempt to correct / prompt / review student language.	Hesitant or inaccurate pronunciation. Indistinct vowel sound differentiation. Rushed or broken pace. Unable to manage 'challenging' consonants/ blends. Little or no ability to correct key student language.	Substantial difficulty with vowel sounds and consonants. Rushed or broken pace. Pronunciation may impede comprehension.
General Grammar (Provide examples if helpful.) Other Comments Name & Signature of Observer:					



Teacher's Name: _____ *Subject/Grade:* _____ *School:* _____ *Date:* _____

	Advanced	Developing	Emerging	Basic	Entry
Greetings & Class introductions	Uses complete sentences that are coherent & virtually correct.. Native-like fluency.	Uses coherent sentences with occasional errors in syntax or vocabulary (verbs, articles, plurals).	Uses very simple or fragmented sentences. Errors with pronouns, verbs, articles, omitted words. Able to communicate ideas/feelings.	Uses isolated phrases, words or expressions in simple conventional language. Effective communication is limited.	Uses single words or very simple phrases ineffectively.
Giving Instructions	Uses complete sentences that are coherent & virtually correct.. Native-like fluency.	Uses coherent sentences with occasional errors in syntax or vocabulary (verbs, articles, plurals).	Uses very simple or fragmented sentences. Errors with pronouns, verbs, articles, omitted words. Able to communicate ideas/feelings.	Uses isolated phrases, or expressions in simple, conventional language. Effective communication is limited.	Uses single words or very simple phrases ineffectively.
Questioning Skills	Asks complete questions That are coherent & Virtually correct. Native-Like proficiency. Ability to Ask higher order questions..	Asks coherent questions with occasional errors in grammar or word order. Questions are appropriate to subject and grade.	Asks very simple questions. Questions may be fragmented with errors in word order, tense, omissions. Intention is communicated.	Asks one or two word questions. Unable to link between questions. Effective communication is limited.	Forms simple questions with difficulty. Numerous errors. Unable to link between questions.
Response to Student Questions & Discussion	Able to understand, clarify & summarize / lead class in complete, coherent sentences with student-appropriate vocabulary. Ability to include higher order thinking skills.	Able to understand, lead & simplify for class in coherent sentences with appropriate vocabulary. Occasional errors in word order & grammar.	Able to understand & respond using very simple sentences or fragments. Errors in tense, word order, some omissions. Intention is communicated.	Limited response using single words or phrases. Unable to create effective links. Communication & understanding are limited.	Unable to respond effectively or create useful links. No effective communication
	Advanced	Developing	Emerging	Basic	Entry
Vocabulary	Used with facility.	Appropriate to learner	Not consistently appropriate	Used with hesitation. Some	Used with hesitation, without



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	adjusted to appropriate learner level. Meaningful reference to language displayed in class for specific lesson or via prior learning).	level. Able to explain & make links & connections in English. Occasional errors in tense or number. Effective reference to language displayed in classroom.	to learner level. Limited ability to make links & connections in English. Some errors in tense or number. Reference to language displayed in class.	words not completely appropriate to learner level. Very limited ability to explain or make links & connections in English. Little or no reference to displayed language.	clarity of meaning or intention. No effective communication.
Pronunciation	Clear, near native-like pronunciation & articulation. Excellent vowel sounds. Natural, appropriate pace.	Clear, near native-like Pronunciation. Natural Conversational pace. Vowel sounds are easily Distinguishable.	Hesitant or rushed pronunciation and pace. Most consonants & blends are distinguishable. Some difficulty with vowel sounds. Some attempt to correct / prompt / review student language.	Hesitant pronunciation. unable to manage 'challenging' consonants / blends (B,P,G,K,J,Th,Ch) Indistinct vowel sound differentiation. Rushed or broken pace..	Substantial difficulty with vowel sounds and consonants. Rushed or broken pace. Pronunciation may impede comprehension.
General Grammar (Provide examples if helpful. Other Comments					
Name & Signature of Observer:					

Appendix B

EAL FORMAL OBSERVATION FEEDBACK



(Please attach Lesson Plan)

Name of Teacher:		Subject:		Class/Grade:	
Date of Lesson Observed:		Observer:			

	Pre-Observation	Tick	Notes
Language Focus:	Lesson Basics	<input type="checkbox"/>	
	Pronunciation	<input type="checkbox"/>	
	Fluency and Pace	<input type="checkbox"/>	
	Interaction/Language Functions	<input type="checkbox"/>	
	Vocabulary Range and Appropriacy <i>(Key vocabulary/academic language)</i>	<input type="checkbox"/>	
	Grammatical Range and Accuracy	<input type="checkbox"/>	
	Language Skills <i>(all 4 areas for English Department)</i>	<input type="checkbox"/>	
	Language Learning Strategies	<input type="checkbox"/>	
Lesson Context:			
Agreed Action Points:			

Post-Observation

Comments by the teacher:

What went well?	What would you do differently and why?

Comments by the EFL Trainer:

Successful Aspects	Think About

Next Steps:

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Observer's Signature: _____ Teacher's Signature: _____

EAL FORMAL OBSERVATION RI



Name of Teacher:		Subject:		Class/Grade:	
Date of Lesson Observed:		Observer:			

	Basic User		Independent User		Proficient User	
	A1 (IELTS 0 - 1.5)	A2 (IELTS 2 – 3.5)	B1 (IELTS 4 – 4.5)	B2 (IELTS 5 – 6)	C1 (IELTS 6.5 – 7.5)	C2 (IELTS 8 – 9)
Lesson Basics	E.G. Objectives clearly displayed in English (<i>and Arabic</i>). Key vocabulary presented and fully explained/elicited. Date written fully in English.					
Pronunciation	<input type="checkbox"/> - Speech is often unintelligible.	<input type="checkbox"/> - Can use minimal pron. features. - Mispronunciations are common and frequently cause difficulty for the listener.	<input type="checkbox"/> - Can use a limited range of pron. features and attempts to control these but lapses are frequent. - Mispronunciations are frequent and cause some difficulty for the listener.	<input type="checkbox"/> - Can use a range of pron. features effectively with mixed control but this is not sustained. - Generally understandable throughout, though mispronunciation of individual words or sounds reduces clarity at times.	<input type="checkbox"/> - Can use a wide range of pron. features and sustains these with only occasional lapses. - Is easy to understand throughout; L1 accent has minimal effect on intelligibility.	<input type="checkbox"/> - Can use a full range of pron. features accurately and subtlety. - Sustains flexible use of features throughout. - Is effortless to understand.
Fluency and Pace	<input type="checkbox"/> - Can manage very short, isolated or fragmented sentences, with hesitations that impede understanding.	<input type="checkbox"/> - Can communicate ideas using very short sentences, with evident hesitations.	<input type="checkbox"/> - Can communicate reasonably well with evident hesitations and repair during longer discourse.	<input type="checkbox"/> - Can communicate ideas at a good pace; can include some hesitations when discourse is more complex.	<input type="checkbox"/> - Can communicate fluently and spontaneously, almost effortlessly. - Unfamiliar topics may hinder fluency.	<input type="checkbox"/> - Can communicate spontaneously at length with natural fluency so that it does not cause difficulty in understanding to the listener.

Interaction	<input type="checkbox"/> <ul style="list-style-type: none"> - Can interact in a simple way by asking / answering basic questions with difficulty. - These may not be appropriate to lesson content and/or do not encourage the use of English in class by the learners. 	<input type="checkbox"/> <ul style="list-style-type: none"> - Can interact using simple statements. - Has difficulty sustaining discourse with learners. - Encourages minimal use of English in class by the learners. 	<input type="checkbox"/> <ul style="list-style-type: none"> - Can initiate, maintain and close simple interaction on familiar topics. - Can use questions to concept check mutual understanding and encourages some use of English in class by the learners. 	<input type="checkbox"/> <ul style="list-style-type: none"> - Can initiate appropriate interaction using some discourse functions (<i>Eg. turn-taking</i>) when required with limited success. - Encourages use of English in class by the learners. 	<input type="checkbox"/> <ul style="list-style-type: none"> - Can initiate interaction using a variety of discourse functions when required. - Learners are expected to use English in class. 	<input type="checkbox"/> <ul style="list-style-type: none"> - Can interact with ease and native-like skill (<i>Eg. picking up & using non-verbal and intonational cues</i>) and includes a wide variety of discourse functions. - Learners are expected to use English in class that is actively supported.
Vocabulary Range / Appropriacy	<input type="checkbox"/> <ul style="list-style-type: none"> - Can only produce isolated words or memorised phrases appropriate to lesson content. 	<input type="checkbox"/> <ul style="list-style-type: none"> - Can use sufficient vocabulary to convey essential information appropriate to lesson content. - Has insufficient vocabulary for less familiar topics/content. 	<input type="checkbox"/> <ul style="list-style-type: none"> - Can talk about familiar and unfamiliar topics appropriate to lesson content but uses vocabulary with limited flexibility. - Attempts to use paraphrasing but with mixed success. 	<input type="checkbox"/> <ul style="list-style-type: none"> - Can use a wide enough range of vocabulary to discuss a variety of topics appropriate to lesson content at length and make meaning clear in spite of inappropriacies. - Can vary formulation to avoid frequent repetition. - Generally paraphrases correctly. 	<input type="checkbox"/> <ul style="list-style-type: none"> - Can use vocabulary flexibly to discuss a variety of topics appropriate to lesson content. - Uses some less common / idiomatic vocabulary and shows some awareness of style and collocation, with occasional inaccuracies. - Uses paraphrases correctly. 	<input type="checkbox"/> <ul style="list-style-type: none"> - Can use vocabulary with full flexibility and precision in all topics. - Uses idiomatic language naturally and accurately. - Uses paraphrasing effectively as required.

Grammatical Range / Accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	- Can formulate basic sentence patterns related to their subject area with limited success.	- Can formulate basic sentence patterns related to their subject area.	- Can formulate sentence patterns sufficiently well in their subject area.	- Can use a sufficient range of language clearly to describe and explain lesson content.	- Can use a broad range of language to communicate lesson content in numerous ways.	- Can use great flexibility reformulating ideas in a variety of linguistic forms to communicate lesson content in a meaningful manner.
	- Shows only limited control of a few simple grammatical structures.	- Uses some simple structures correctly, but still systematically makes basic mistakes that cause misunderstanding.	- Shows a degree of grammatical control but makes minimal errors lead to misunderstanding.	- Shows a relatively high degree of grammatical control; does not make errors that cause misunderstanding and can correct most of their mistakes.	- Consistently maintains a high degree of grammatical control; minimal errors occur without impeding understanding and are generally corrected when they do occur.	- Uses a full range of accurate grammatical structures naturally and appropriately with consistent control of complex language.
	- Errors are frequent and cause misunderstanding.					

Examples of language use:

Additional Comments: