

The oral language matrix: input/listening

	Interpersonal context	Content	Delivery	Language structures	First-language support
	The learner may understand:				The learner needs:
Foundation stage	<ul style="list-style-type: none"> – language used in face-to-face contexts, often with support from pictures or objects – limited interactions in pairs (student-to-student and student-to-teacher) – limited interactions in small-group contexts – limited interactions in whole-class contexts 	<ul style="list-style-type: none"> – basic concepts expressed in simple English (eg, colours, shapes, time, dates, numbers, body parts, feelings) – some basic instructions and simple questions – models of different types of oral texts (see <i>English Language Intensive Programme Years 7–13 Resource</i> and <i>Supporting English Language Learning in Primary Schools</i>) – words that are significant to or for them 	<ul style="list-style-type: none"> – slow and clear speech using simple language – direct address, with key words repeated often – gestures and facial expressions that accompany simple instructions, information or questions 	<ul style="list-style-type: none"> – individual words and some short chunks of language (formulaic chunks) 	<ul style="list-style-type: none"> – extensive first language support (eg, through bilingual helpers or bilingual picture dictionaries and first-language texts)
Stage 1	<ul style="list-style-type: none"> – limited interactions in pairs (student-to-student and student-to-teacher) – limited interactions in small-group contexts – limited interactions in whole-class contexts 	<ul style="list-style-type: none"> – curriculum content that reflects what their peers are learning in mainstream classes – simple, repetitive texts such as songs, rhymes, poems, and raps – one or two clusters of ideas in familiar curriculum and social contexts – carefully scaffolded texts in unfamiliar curriculum contexts – simple oral texts, which may be presented on CDs, CD-ROMS or DVDs (eg, the CD <i>Junior Journal 34 and 35</i>) 	<ul style="list-style-type: none"> – the meaning of gestures, facial expressions and changes in volume or tone – slow and clear speech, using longer phrases of simple language, with key ideas repeated – standard New Zealand English, including slang and idioms that are limited and/or explained 	<ul style="list-style-type: none"> – simple sentences and longer common phrases – short passages of natural speech, such as in conversations and instructions 	<ul style="list-style-type: none"> – extensive first language support (eg, through bilingual helpers or bilingual picture dictionaries and first-language texts)
Stage 2	<ul style="list-style-type: none"> – interactions in pairs (student-to-student and student-to-teacher) – interactions in small-group contexts – interactions in whole-class contexts – interactions through extended speech (eg, listening to a debate) 	<ul style="list-style-type: none"> – curriculum content that reflects what their peers are learning in mainstream classes – some commonly used colloquial expressions and some Māori words and phrases – extended speech in familiar curriculum and social contexts – extended speech in unfamiliar contexts with support – oral texts, which may be presented on CDs, CD-ROMs or DVDs 	<ul style="list-style-type: none"> – short passages of standard New Zealand English in a range of accents, spoken at a natural speed – extended speech that allows pauses for them to process what they have heard – the meaning of non-verbal language features (body language and prosodic features) 	<ul style="list-style-type: none"> – some complex sentences – complete and incomplete sentences 	<ul style="list-style-type: none"> – continued first-language support wherever possible, from bilingual helpers, bilingual dictionaries and first-language texts
Stage 3	<ul style="list-style-type: none"> – extended passages of natural speech – multiple speakers in interactive contexts (eg, a group or panel discussion) 	<ul style="list-style-type: none"> – a wide range of curriculum and social content – extended passages of natural speech in familiar and unfamiliar curriculum and social contexts – extended oral texts, which may be presented on CDs, CD-ROMs or DVDs (eg, the Choices audiotape <i>Danger!</i>) – figurative language, as long as it is clearly defined and explained (eg, puns and metaphors) 	<ul style="list-style-type: none"> – a range of accents, including speakers for whom English is an additional language – the purpose and effect of non-verbal language features – both standard and colloquial language – language spoken at a natural pace 	<ul style="list-style-type: none"> – connected text with several ideas or text sequences – longer passages of speech spoken at a natural pace and without planned pauses (eg, talks by visiting speakers) 	<ul style="list-style-type: none"> – continued first-language support wherever possible, from bilingual helpers, bilingual dictionaries and first-language texts
Stage 4	<ul style="list-style-type: none"> – multiple speakers in interactive contexts (eg, a group or panel discussion) – multimedia texts presented without interpersonal support (eg, a video with no teacher support) 	<ul style="list-style-type: none"> – a wide variety of texts, including multimedia texts – long and complex speech in a wide range of familiar and unfamiliar contexts – speech in situations that have an immediate context (eg, a workshop or sports game) and in situations that don't have an immediate context (eg, a history documentary) – sophisticated language devices such as irony, satire and euphemisms, as long as these are clearly identified and explained 	<ul style="list-style-type: none"> – the purpose and effect of non-verbal language features 	<ul style="list-style-type: none"> – complex, extended speech in a wide variety of structures at levels similar to a native speaker 	<ul style="list-style-type: none"> – continued encouragement to use their first language to enrich their learning