ACQUIRING ENGLISH L2 IN IRISH PRIMARY SCHOOLS:

An investigation of the relation between pupils' achievement and the learning outcomes specified in the English Language Proficiency Benchmarks
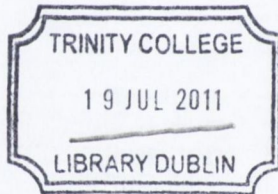
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TABLE OF CONTENTS

VOLUME III

INTEGRATE IRELAND LANGUAGE AND TRAINING

English language proficiency benchmarks for non-English-speaking pupils at primary level

Version 2.0

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Foreword

In 1996 the Irish Refugee Agency commissioned the Centre for Language and Communication Studies (CLCS), Trinity College Dublin, to write a report on the provision of English language support for refugees in Ireland. *Meeting the Language Needs of Refugees*, by David Little and Barbara Lazenby Simpson, outlined some general pedagogical principles, reported on current practice in Ireland and elsewhere, and made a number of recommendations for future action.

One of the key recommendations was that systems of English language proficiency benchmarks and associated assessment procedures should be developed, and that these systems should then be used to identify the English language needs of individual refugees and design language courses to meet those needs. The implementation of this recommendation for non-English-speaking pupils attending primary school was among the principal tasks that the Department of Education and Science assigned to the Refugee Language Support Unit (now Integrate Ireland Language and Training) in its two-year pilot phase (1999–2001).

The original primary benchmarks were drawn up in CLCS by Fiona O'Connor in consultation with David Little, Barbara Lazenby Simpson, Eilish Hurley, and two groups of primary teachers. The benchmarks were one of the two foundations on which we built the programme of support for primary teachers of English as a second language that was launched in June 2000 (the other was a specially designed version of the European Language Portfolio).

The first version of the benchmarks served us well, providing a general map of the ground to be covered and firmly rooting the development of English language proficiency in the themes of the primary curriculum. Nevertheless, as we developed more and more support material for teachers – diagnostic and assessment instruments as well as teaching aids of various kinds – we came increasingly to recognize its limitations, especially as regards the relation between the five communicative skills – listening, reading, spoken interaction, spoken production, writing – and the content of the primary curriculum.

This new version of the benchmarks seeks to overcome those limitations by (i) defining global scales of English language proficiency in greater detail than previously, (ii) including a new global scale of underlying linguistic competence, and (iii) rewriting the units of work to take specific account of the five communicative skills. In compiling this version we have been able to draw on the wealth of experience and insights that teachers have shared with us at in-service seminars over the past three years.

The original benchmarks were our starting point for developing our version of the European Language Portfolio for non-English-speaking primary pupils and the wealth of material that comprises our *Language Training Manual*. Over the coming year all of these tools and materials will be revised in the light of the new version of the benchmarks. We shall thus start the school year 2004–05 with a fully updated English language support curriculum, European Language Portfolio and *Language Training Manual*.

September 2003

David Little and Barbara Lazenby Simpson
Integrate Ireland Language and Training

Introduction

What are the benchmarks and where do they come from?

The English language proficiency benchmarks presented in this document are intended to facilitate the design and delivery of English language support for non-English-speaking pupils in Irish primary schools.

Ultimately the benchmarks derive from the Council of Europe's *Common European Framework of Reference for Languages* (Cambridge University Press, 2001), which distinguishes five communicative skills – listening, reading, spoken interaction, spoken production, writing – and six levels of proficiency – A1 (BREAKTHROUGH), A2 (WAYSTAGE), B1 (THRESHOLD), B2 (VANTAGE), C1 (EFFECTIVE OPERATIONAL PROFICIENCY), and C2 (MASTERY). Proficiency in each skill is defined at each level by a series of "can do" statements (the appendix reproduces the so-called self-assessment grid from the *Common European Framework*, which summarizes the six levels in relation to the five skills).

However, the primary benchmarks differ from the *Common European Framework* in three important respects:

1. The primary benchmarks do not describe the full range of English language proficiency achievable by a non-English-speaking child at primary level, but rather specify the minimum proficiency required for full participation in mainstream schooling. For that reason, the benchmarks correspond to the first three levels of the *Common European Framework* only.

2. Whereas the descriptions in the *Common European Framework* reflect a trajectory of language learning that typically covers many years of formal education, from young adolescent to mature adult, the primary benchmarks support a process that is developmental as well as pedagogical, and must be as compact as possible if it is to serve the needs of the target group.

3. Whereas the *Common European Framework* is concerned in the first instance with language learning for general communicative purposes, the primary benchmarks are focussed entirely on the communicative needs imposed by the curriculum. This limitation has two consequences. First, the benchmarks are defined in terms of the communicative practices of the primary classroom and major themes of the primary curriculum. And secondly, they take account of the fact that English language support is provided on a withdrawal basis – they are formulated so as to emphasize the importance of providing pupils with the means of continuing to learn English during the many hours that they spend each week in the mainstream class.

These considerations help to explain the structure of what follows. Part I provides two summary scales: (i) the *Global benchmarks of communicative proficiency*, which are effectively a domain-specific interpretation of the first three levels of the self-assessment grid from the *Common European Framework* (see appendix); and (ii) a *Global scale of underlying language competence*, which draws on the *Common European Framework* to specify progression in vocabulary, grammar, phonology, and orthography. Part II then elaborates the *Global benchmarks* in thirteen *Units of work* that reflect the thematic scope of the primary curriculum.

Uses of the primary benchmarks

In conjunction with the other tools and materials developed by IILT, the primary benchmarks can be used to

- *define the language support teacher's task;*
- *assess the proficiency of each non-English-speaking pupil newly admitted to the school;*
- *monitor his/her progress;*
- *identify the point at which he/she can be fully integrated in the mainstream;*
- *select appropriate learning activities and materials.*

Applying the benchmarks

The starting point for language support can vary greatly, depending on the individual pupil's age, mother tongue, ethnic background, and previous educational experience. As a consequence, the benchmarks should be applied to individual pupils rather than to groups. If possible, individual needs should be determined by observing pupils in the mainstream classroom. This should quickly reveal what level of language proficiency they already have, if any, and what strategies they are able to deploy to compensate for linguistic deficit.

Later, as the pupil begins to integrate socially and gradually becomes more confident and self-assured in the classroom, the language support teacher should identify, in collaboration with the mainstream class teacher, what subjects or topics will occupy the class during the coming six or eight weeks. The benchmarks can then be used to focus language support on the relevant topic area, which ensures that the child has every opportunity to begin to identify and engage with what is taking place in the mainstream classroom.

Inevitably, different children enter language support at different stages of English language proficiency, and for some the lowest levels of the benchmarks may not be relevant. For example, a child who attended school for the latter part of last school year will already be familiar with classroom and playground activities when school resumes in September and can focus immediately on the benchmark areas that support work in the mainstream classroom.

Children do not all learn in the same way and at the same rate. This makes it even more critical to identify individual pathways of learning, so that the apparently less able pupil may be helped to progress along a path and in a way that meets his/her particular language learning needs. The individual pupil's progress through the benchmarks will rarely be entirely predictable and consistent; some skills may develop more quickly than others, and at any particular level some of the tasks articulated in the units of work may prove to be more difficult than others.

European Language Portfolio

IILT has developed a version of the European Language Portfolio (ELP) for use with the benchmarks. The ELP consists of three parts:

- *Language passport* – This allows the child to articulate his/her linguistic identity and to set broad learning objectives. It also allows the language support teacher to record a regular assessment of the child's developing proficiency in global terms that are ultimately derived from the *Common European Framework*.

- *Language biography* – This contains a set of self-assessment sheets that correspond to the capacities developed in the units of work. As the child demonstrates (to him/herself as well as to the teacher) that he/she can perform a particular task, he/she records this by colouring in the appropriate icon. In this way, progress is clearly evident to the child, the class teacher and the child's parents. The child's self-assessment in the language biography combines with the teacher's assessment in the language passport to provide a profile of the child's language proficiency and learning progress. This should be invaluable to other language support teachers who may subsequently work with the child as well as to mainstream class teachers, school principals and inspectors.

- *Dossier* – In this part of the ELP the child collects worksheets and other relevant material. The dossier provides practical corroboration of the profile of language proficiency and learning progress recorded in the language passport and language biography.

Part I

Global benchmarks of communicative proficiency and global scales of underlying linguistic competence

The global benchmarks provide a general definition of levels A1, A2 and B1 in relation to LISTENING, READING, SPOKEN INTERACTION, SPOKEN PRODUCTION and WRITING. Level A1 BREAKTHROUGH focuses on the very basic communication necessary in order to familiarize pupils with the daily routines and general environment of school and thus launch the educational process. As its name implies, A2 WAYSTAGE defines an intermediate level at which the pupil is able increasingly to benefit linguistically and educationally from his/her presence in the mainstream classroom. And Level B1 THRESHOLD defines the communicative proficiency that pupils must achieve in order to be fully integrated in the mainstream. As noted in the Introduction, the benchmarks should always be read and applied with due regard for the individual pupil's age and previous educational experience (if any).

The successive levels defined in the benchmarks involve cognitive and educational as well as linguistic development. Reading, for example, progresses from familiarity with the alphabet and simple acts of comprehension based on word recognition (A1), through the ability to read simple texts that make frequent use of familiar vocabulary (A2), to the development of basic study skills, e.g. using diagrams and illustrations to support reading comprehension (B1). Similarly, writing begins as a matter of copying or writing individual words and copying simple sentences from the board (A1); the pupil then moves on to writing his/her own sentences (A2); and from there he/she progresses to the composition of short texts (B1). These are essentially the same developmental paths as are followed by native speaker pupils, and for that reason it is necessary to supplement the benchmarks with a global scale of underlying linguistic competence. This defines the *quality* of language appropriate to each of the three levels in terms of VOCABULARY, GRAMMAR, PHONOLOGY and ORTHOGRAPHY. These scales should be used in conjunction not only with the global benchmarks but also with the units of work.

[5]

Global benchmarks of communicative proficiency

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	**Listening** →◉	Can recognize and understand basic words and phrases concerning him/herself, family and school. Can understand simple questions and instructions when teachers and other pupils speak very slowly and clearly.	Can recognize and understand frequently used words relating to him/herself and family, classroom activities and routines, school instructions and procedures, friends and play. Can understand a routine instruction given outside school (e.g., by a traffic warden). Can understand what is said in a familiar context such as buying something in a shop (e.g., price). Can follow at a general level topics covered in the mainstream class provided key concepts and vocabulary have been studied in advance and there is appropriate visual support. Can follow and understand a story if it is read slowly and clearly with visual support such as facial expression, gesture and pictures.	Can understand the main points of topics that are presented clearly in the mainstream classroom. Can understand the main points of stories that are read aloud in the mainstream classroom Can understand a large part of a short film on a familiar topic provided that it is age-appropriate. Can understand detailed instructions given in all school contexts (classroom, gym, playground, etc.). Can follow classroom talk between two or more native speakers, only occasionally needing to request clarification.
	Reading **(if appropriate to the age of the pupil)** ◉→	Can recognize the letters of the alphabet. Can recognize and understand basic signs and simple notices in the school and on the way to school. Can recognize and understand basic words on labels or posters in the classroom. Can identify basic words and phrases in a new piece of text.	Can read and understand very short and simple texts that contain a high proportion of previously learnt vocabulary on familiar subjects (e.g., class texts, familiar stories). Can use the alphabet to find particular items in lists (e.g., a name in a telephone book).	Can read and understand the main points in texts encountered in the mainstream class, provided the thematic area and key vocabulary are already familiar. Can read and understand descriptions of events, feelings and wishes. Can use comprehension questions to find specific answers in a piece of text. Can use key words, diagrams and illustrations to support reading comprehension. Can follow clearly written instructions (for carrying out a classroom task, assembling or using an object, following directions, etc.).

		A1 BREAKTHROUGH	**A2 WAYSTAGE**	**B1 THRESHOLD**
S P E A K I N G	**Spoken Interaction**	Can greet, say *please* and *thank you*, and ask for directions to another place in the school.	Can ask for attention in class.	Can speak with fluency about familiar topics such as school, family, daily routine, likes and dislikes.
		Can respond non-verbally to basic directions to a place in the school when the other person supplements speech with signs or gestures.	Can greet, take leave, request and thank appropriately.	Can engage with other pupils in discussing a topic of common interest (songs, football, pop stars, etc.) or in preparing a collaborative classroom activity.
		Can give simple answers to basic questions when given time to reply and the other person is prepared to help.	Can respond with confidence to familiar questions clearly expressed about family, friends, school work, hobbies, holidays, etc., but is not always able to keep the conversation going.	Can keep a conversation going, though he/she may have some difficulty making him/herself understood from time to time.
		Can make basic requests in the classroom or playground (e.g., for the loan of a pencil) and respond appropriately to the basic requests of others.	Can generally sustain a conversational exchange with a peer in the classroom when carrying out a collaborative learning activity (making or drawing something, preparing a role-play, presenting a puppet show, etc.).	Can repeat what has been said and convey the information to another person.
			Can express personal feelings in a simple way.	
	Spoken Production	Can use simple phrases and sentences to describe where he/she lives and people he/she knows, especially family members.	Can use a series of phrases and sentences to describe in simple terms his/her family, daily routines and activities, and plans for the immediate or more distant future (e.g., out-of-school activities, holiday plans).	Can retell a story that has been read in class.
				Can retell the plot of a film he/she has seen or a book he/she has read and describe his/her reactions.
				Can describe a special event /celebration in the family (religious festival, birthday, new baby, etc.).
				Can give an account of an experience or event (travel, an accident, an incident that occurred, etc.).
				Can briefly give explanations and reasons for opinions and plans.
W R I T I N G	**Writing** (if appropriate to the age of the pupil)	Can copy or write his/her name.	Can enter newly-learnt terms in a personal or topic-based dictionary, possibly including sample sentences.	Can write a diary or news account with accuracy and coherence
		Can copy or write words and short phrases that are being learnt in class.	Can write short texts on specific or familiar topics (e.g., what I like to do when I'm at home).	Can write a short letter describing an event or a situation
		Can copy or write labels on a picture.	Can write a short message (e.g., a postcard) to a friend.	Can write a brief summary of a book or film
		Can copy short sentences from the board.		Can write an account of his/her feelings or reactions to an event or situation
		Can spell his/her name and address, and the name of the school.		Can write a short dialogue to be performed by puppets

Global scales of underlying linguistic competence

	A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
Vocabulary control	Can recognize, understand and use a limited range of basic vocabulary which has been used repeatedly in class or has been specifically taught.	Can recognize, understand and use a range of vocabulary associated with concrete everyday needs or learning experiences (e.g., topics or routines that have been introduced and practised in class).	Can recognize, understand and use a range of vocabulary related to familiar classroom themes, school routines and activities. Errors still occur when the pupil attempts to express more complex ideas or handle unfamiliar topics.
Grammatical accuracy	Can use a very limited number of grammatical structures and simple sentence patterns that he/she has learnt by repeated use (e.g., *My name is ...*)	Can use simple grammatical structures that have been learnt and practised in class. Makes frequent basic mistakes with tenses, prepositions and personal pronouns, though when he/she is speaking or writing about a familiar topic the meaning is generally clear.	Can communicate with reasonable accuracy on familiar topics (those being studied or occurring frequently during the school day). Meaning is clear despite errors. Unfamiliar situations or topics present a challenge, however, particularly when the connection to familiar patterns is not obvious.
Phonological control	Can pronounce a very limited repertoire of learnt and familiar words and phrases. Native speakers who are aware of what the pupil has been learning and familiar with the pronunciation patterns of pupils from different language backgrounds can understand his/her pronunciation, but sometimes with difficulty.	Can pronounce familiar words (those being learnt in class or used in the school generally) in a reasonably clear manner, though with a noticeable foreign accent. It is sometimes necessary to ask the pupil to repeat what he/she has said.	Can pronounce words with confidence in a clearly intelligible way. Some mispronunciations still occur, but in general he/she is closely familiar with the sounds of English.
Orthographic control **(if appropriate to the age of the pupil)**	Can copy keywords from the board, flashcards or posters. Can copy or write his/her name, address and the name of the school.	Can copy or write short sentences or phrases related to what is being studied in class. Sentence breaks are generally accurate. Words that he/she uses orally may be written with phonetic accuracy but inaccurate spelling.	Can produce short pieces of continuous writing that are generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.

Part II
Units of work

1. Myself
2. Our school
3. Food and clothes
4. Colours, shapes and opposites
5. People who help us
6. Weather
7. Transport and travel
8. Seasons, holidays and festivals
9. The local and wider community
10. Time
11. People and places in other areas
12. Animals and plants
13. Caring for my locality

The order in which the units of work are presented is dictated by the need to draw pupils as quickly as possible into full participation in the life of the school: the first two units are necessarily *Myself* and *Our school*. Pupils' confidence will grow as they develop the ability to communicate about themselves at a basic level and as they begin to understand the routine cycle of school activities. Note that *Our school* includes the identification of the different physical areas of the school as well as classroom behaviour, routines and commonly used requests.

It is important to remember that the tasks described in the units of work are by no means exhaustive; all of them can be adapted to other themes. For this reason it is important always to interpret the units of work in the light of the *Global benchmarks of communicative proficiency* and the *Global scales of underlying linguistic competence*.

UNIT 1:   MYSELF

		A1 BREAKTHROUGH	**A2 WAYSTAGE**	**B1 THRESHOLD**
U N D E R S T A N D I N G	**Listening** ⟶🗣	Can recognize his/her name when it is spoken by another person. Can understand basic questions asked by the teacher or another pupil (e.g., *What is your name?, How old are you?*). Can understand simple instructions when they are spoken slowly and accompanied by appropriate gestures.	Can follow conversations between peers during play. Can follow the important points in instructions or advice (e.g., *Stay Safe*).	Can understand what is said by teachers and peers without the need for frequent repetition or supporting gestures.
	Reading **(if appropriate to the age of the pupil)** 🗣⟶	Can find his/her name on a list.	Can read very short and simple texts with a high frequency of familiar words on topics such as children, families and school. Can use the alphabet to find his/her name in a list.	Can read and understand age-appropriate stories about children and their lives, including life in different environments (e.g., country, city, abroad).
S P E A K I N G	**Spoken Interaction** 🗣⟷🗣	Can answer basic questions about his/her name, age, family when supported by prompts. Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to basic questions about his/her likes or dislikes (e.g., *Do you like ice-cream?*). Can greet the teacher and other pupils and say goodbye. Can indicate personal needs (e.g., to go to the toilet).	Can reply with confidence to familiar questions about his/her name, age, number of brothers and sisters, etc. Can initiate conversation on a familiar topic (e.g., why he/she was late for school). Can use greetings naturally and appropriately. Can say how he/she feels (tired, upset, ill, etc.). Can tell parents about what he/she did in school. Can ask for clarification when necessary.	Can ask and respond to questions on a wide range of familiar topics (family, home, interests, etc.). Can express worries or concerns to the teacher or some other responsible person. Can give parents a detailed account of what has taken place in school and describe his/her successes and achievements.
	Spoken Production 🗣⟶	Can make a short, incomplete statement about him/herself (e.g., *name is *****).	Can describe his/her own appearance, including eye and hair colour, size, height. Can describe his/her family, daily routines, plans (e.g., for holidays), likes and dislikes.	Can explain his/her attitudes in an age-appropriate way (e.g., family values, ethnic or religious difference). Can relate an event in sequence, using descriptive language (especially appropriate adjectives).
W R I T I N G	**Writing** **(if appropriate to the age of the pupil)** ✍	Can copy or write his/her name, address, name of school. Can copy words about him/herself from the board (e.g., *my name is … , I live in …*)	Can write short texts describing his/her family, daily routines, etc. Can write short texts describing personal interests, likes and dislikes (food, TV programmes, etc.)	Can write age-appropriate descriptions of important events or personal experiences (a new baby in the family, travelling to Ireland, etc.) Can write a brief comparison of his/her life now and in the past (e.g., before attending school, in another country). Can write about personal likes and dislikes, hobbies, interests, etc.

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	**Listening** →👤	Can understand basic school and classroom rules when they are explained very simply and with appropriate gestures. Can recognize and understand the names of school equipment, resources, etc., when they occur in instructions. Can understand and follow basic instructions from peers for playing games in the playground.	Can understand instructions given in the classroom, gym, playground, etc. Can understand basic information about half days, school closures, doctor's visits, etc. Can understand at a general level topics dealt with in the mainstream class when they are introduced and explained clearly.	Can understand detailed instructions in the classroom, gym, etc. Can understand a presentation given by another pupil on a familiar topic (*My interests, My family*, etc.)
	Reading **(if appropriate to the age of the pupil)** 👤→	Can recognize and understand labels on doors in different parts of the school (*Hall, Secretary, Staff Room*, etc.). Can recognize and understand signs in the school (*Fire, Exit, No running*, etc.). Can recognize and understand words and numbers on posters and drawings in the classroom (days of the week, months of the year, etc.) Can find his/her name on a list.	Can read and understand texts about school that use a high frequency of words already familiar or recently learnt.	Can read and understand texts on school subjects provided that difficult key words and/or concepts are introduced beforehand.
S P E A K I N G	**Spoken Interaction** 👤↔👤	Can ask permission to go to the toilet. Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to basic questions on classroom topics. Can use *please* and *thank you* appropriately. Can ask for familiar classroom objects and materials (book, crayons, paper, etc.)	Can ask for attention in class. Can pass on a simple message from one teacher to another. Can generally sustain a conversation with another pupil when working collaboratively in the classroom (painting a picture, making a model, playing with puppets, etc.). With appropriate support from the teacher, can explain a situation that has arisen (e.g. a dispute with another pupil).	Can interact spontaneously in the playground, engaging with other pupils in games and activities. Can give parents a detailed account of what happens at school. Can ask and answer questions about specific classroom topics or in general discussion.
	Spoken Production 👤→	Can use key words and simple phrases/ sentences and sentences to describe a playground game.	Can use a series of phrases and sentences to describe what he/she watches on television, how he/she likes to do homework after school, and what he/she does at home.	Can give a simple talk about the school. Can explain to other pupils about going to school in another country.
W R I T I N G	**Writing** **(if appropriate to the age of the pupil)** ✍	Can copy letters and key words from the board, including phrases or simple sentences related to a classroom topic.	Can write short texts describing the classroom or other pupils in the class. Can write short texts based on a topic recently studied in class	Can write an account of the daily routine in the school. Can write about his/her friends in school and what they like to do together.

UNIT 3: FOOD AND CLOTHES

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	**Listening**	Can recognize and understand the words for key items of clothing (coat, shoes, etc.). Can recognize and understand the words for the key items of a school uniform. Can recognize and understand the words for key items of food typically brought to school by pupils (e.g., sandwich, apple, biscuit). Can understand routine classroom instructions about food or clothing (e.g., *Put on your apron for painting*).	Can understand instructions given about clothing for a particular purpose (e.g., going on a school trip). Can understand rules about bringing particular foods to school (e.g., chewing gum, crisps, etc.) and the reason for the rules.	Can understand classroom talk, including stories, containing a wide range of vocabulary related to food/clothing.
	Reading (if appropriate to the age of the pupil)	Can recognize and understand the names of basic foods. Can recognize and understand the names of the principal items of clothing	Can read and understand the menu from a café or fast-food outlet. Can read and understand the names of foods typically seen in the supermarket. Can read and understand simple descriptions of food or clothing that occur in a story.	Can read and understand about healthy eating, using the food pyramid for illustration.
S P E A K I N G	**Spoken Interaction**	Can request basic items of food/drink in a shop. Can ask how much an item costs. Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to questions about the food/drink and clothes he/she likes or dislikes.	Can ask and answer basic questions about the food/drink he/she likes or dislikes and briefly report the likes and dislikes of others. Can discuss a menu and select what he/she would like. Can answer questions about items and types of clothing, e.g., what is suitable for different kinds of weather.	Can repeat an instruction given by the teacher regarding food or clothing. Can engage in discussion about clothing/ fashion and food/drink, expressing personal preferences.
	Spoken Production	Can use key words and simple phrases/ sentences to describe likes and dislikes (e.g., *I do not like green apples, I like my new coat*).	Can use a series of phrases and sentences to describe the type of meal that he/she likes best. Can use a series of phrases and sentences to describe the events surrounding a meal of particular importance in the family (e.g., a religious festival, New Year, etc.).	Can describe his/her favourite items of clothing and explain why he/she likes them. Can explain the importance of particular foods in his/her family or culture. Can explain the importance of particular items of clothing in his/her family or culture.
W R I T I N G	**Writing** (if appropriate to the age of the pupil)	Can copy or write lists of different foods (fruits, vegetables, meats, etc.) Can copy or write lists of clothing according to contexts of use (e.g., outdoor, indoor, school, sports)	Can write a short text describing an event in which food plays a central role (e.g., a family celebration). Can write short texts describing his/her favourite items of clothing.	Can write in an age-appropriate way about clothes/fashion and food/drink. Can write instructions for making a dish/meal that he/she likes.

UNIT 4: COLOURS, SHAPES AND OPPOSITES

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	**Listening**	Can identify basic colours, shapes and opposites when they are called out by the teacher. Can find basic colours, shapes and opposites when they are called out by the teacher, e.g. in a classroom game. Can point to objects in the room on the basis of description by colour or shape.	Can follow instructions that are based on or include reference to the colour, shape or size of objects.	Can understand with ease references to colours, shapes and sizes that occur in classroom talk, including stories read aloud by the teacher, and in instructions given in the classroom or playground.
	Reading **(if appropriate to the age of the pupil)**	Can recognize and understand the words for basic colours. Can recognize and understand the words for basic shapes.	Can read and understand references to colour, shape or size in a simple text.	Can identify differences between objects, animals or people when they are described in terms of their colour, shape or size.
S P E A K I N G	**Spoken Interaction**	Can answer basic questions about the colours he/she likes best. Can answer basic questions about the colours of the clothes he/she is wearing.	Can ask and answer questions related to colours, shapes, size and opposites in discussion of familiar items such as clothing, food, classroom objects, etc.	Can discuss, e.g., items of clothing, food or locations in the school with reference to colour, size or shape.
	Spoken Production	Can name basic colours and shapes.	Can use a series of phrases and sentences to explain what colours he/she likes and why.	Can explain in an age-appropriate way the importance we attach to colours and the effect they have on us (a grey day, red for danger, etc.).
W R I T I N G	**Writing** **(if appropriate to the age of the pupil)**	Can copy or write the words for basic colours and shapes.	Can write a short description that includes reference to colours, size, shapes and opposites (e.g., *On the beach*).	Can write a postcard or short letter describing an object or a place with detailed reference to colour, size and shape. Can include reference to colour, size or shape in a written dialogue (e.g., for a puppet show). Can write a description of his/her favourite clothing, food, place, etc. with detailed reference to colours, sizes and shapes.

UNIT 5: PEOPLE WHO HELP US

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	**Listening**	Can recognize and understand basic words for people who help (e.g., teacher, guard, doctor, nurse) when they are spoken or read aloud.	Can understand the main points of classroom talk, including stories, about people with particular responsibilities in the community, provided the vocabulary used in familiar. Can understand what is said by people who help in familiar situations (the school traffic warden, shop assistants, etc.).	Can listen to a talk given by a person from the community and understand most of what is said. Can watch a video (e.g., news or documentary) about a typical incident in the community and understand most of the commentary.
	Reading (if appropriate to the age of the pupil)	Can recognize and understand the words for people who help (e.g., teacher, guard, doctor, nurse) when they appear on flashcards and posters or in simple text.	Can read and understand short texts describing the work done by people who help (doctor, dentist, shop assistant, fireman, bus driver, etc.), provided the texts contain a high frequency of familiar words.	Can read and understand a variety of texts about different jobs and responsibilities.
S P E A K I N G	**Spoken Interaction**	Can use gestures, key words and simple phrases/sentences to ask for help (e.g., in *Stay Safe* role-plays) Can reply using key words and simple phrases/sentences to basic questions about the jobs of people who can help (e.g., *Where do we find a ... ?, What does he/she do?*).	Can ask and answer questions about what people in familiar roles do in their jobs. Can talk with the teacher or another pupil about personal experiences with people in roles of responsibility (e.g., visit to doctor, parent is a nurse/doctor, school traffic warden, postman).	Can ask and answer questions about different jobs and responsibilities. Can ask questions of a speaker who has been invited to the school to talk about his/her job. Can answer typical questions that may be asked by a person in responsibility (e.g. in role-plays involving emergencies, danger, etc.).
	Spoken Production	Can give his/her name, address and school to a person in authority.	Can use a series of phrases and sentences to give a brief oral description of a visit to a particular place and the people who work there (e.g., hospital, library, fire station).	Can talk about the responsibilities of people who help, using an age-appropriate range of descriptive vocabulary.
W R I T I N G	**Writing** (if appropriate to the age of the pupil)	Can copy or write the words for people in roles of responsibility. Can label pictures of people in roles of responsibility and performing familiar jobs in the community. Can copy short sentences describing the jobs that people do.	Can write short texts using familiar vocabulary to describe what people who help (e.g., shop assistant, postman, park attendant) do during their working day.	Can write briefly about a day in the life of a person with responsibility in the community, organizing the text in a logical sequence and using an age-appropriate range of vocabulary. Can write a brief letter of thanks to someone who has given help (e.g., in the library, at the swimming pool).

UNIT 6:   WEATHER

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	**Listening**	Can recognize and understand basic words related to weather (e.g., *sun*, *rain*, *snow*, *hot*, *cold*) when they are spoken or read aloud.	Can follow at a general level weather-related topics covered in the mainstream class provided key vocabulary and concepts have been studied in advance and there is appropriate visual support.	Can watch a weather forecast on television and understand the main points. Can understand the key vocabulary used by the teacher to explain a unit in the textbook relating to weather.
	Reading (if appropriate to the age of the pupil)	Can recognize and understand basic words related to weather when they appear on a weather chart or flash cards or in a simple text.	Can use the pictures in a textbook to identify and understand key information about weather (*rain*, *wind*, *temperature*, etc.). Can identify and understand words to do with weather in stories and other texts.	Can identify and understand the key words in, e.g., a geography text relating to weather and can use them to categorize further information in the text (e.g., the effects of wind).
S P E A K I N G	**Spoken Interaction**	Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to basic questions about the weather (e.g., *Is it cold outside?*) and the kind of weather he/she likes and dislikes.	Can respond to questions about the weather he/she likes. Can take part in dicussion about the weather in Ireland and about the clothing necessary for different types of weather.	Can ask and answer questions about types of weather and the effects of weather on lifestyle.
	Spoken Production	Can use simple phrases and sentences to make a short, possibly incomplete, statement about the weather.	Can use a series of phrases and sentences, with appropriate adjectives, to describe in simple terms the weather outside the classroom.	Can compare the weather in Ireland with weather in other parts of the world
W R I T I N G	**Writing** (if appropriate to the age of the pupil)	Can copy or write basic words to do with the weather. Can copy from the board short sentences about the weather (e.g., when writing 'news').	Can write sentences about the clothes that are necessary for different types of weather. Can write a short text about 'a perfect day'.	Can write a short letter describing the weather in Ireland and the types of clothing and other items that are necessary for different kinds of weather. Can write a short text describing the influence of weather on people in different parts of the world.

UNIT 7: TRANSPORT AND TRAVEL

		A1 BREAKTHROUGH	**A2 WAYSTAGE**	**B1 THRESHOLD**
U N D E R S T A N D I N G	**Listening**	Can recognize and understand basic words that refer to different modes of transport (*train*, *car*, *plane*, etc.) when they are spoken or read aloud.	Can understand references to different modes of transport that occur in classroom talk and in stories and other texts read aloud in class.	Can understand the main points in an oral account of a journey. Can understand the main points of topics related to travel and transport presented in the mainstream classroom. Can recognize and understand all frequently occurring words to do with travel and transport.
	Reading **(if appropriate to the age of the pupil)**	Can recognize and understand labels on pictures and posters depicting modes of transport. Can identify and understand basic words to do with transport in a simple text.	Can read and understand the key points in a short text about travelling or transport.	Can use key words and pictures/diagrams to access text about travelling and transport. Can use key words to categorize information contained in a text (e.g., *Where did it happen*?, *Who was there*?).
S P E A K I N G	**Spoken Interaction**	Can respond briefly, using gesture if necessary, when asked 'How did you come to school today?' When prompted by the teacher and supported by pictures, can use basic words (including the vocabulary of colour, size and shape) and simple phrases to describe different forms of transport.	Can respond with confidence to questions about how he/she likes to travel. Can discuss experiences he/she has had in travelling. Can ask other pupils about their experience of travel.	Can participate in discussions of different modes of travel and express personal preferences. Can use illustrations in a textbook to discuss, e.g., similarities and differences between travelling now and travelling in the past. Can find out what other pupils think about different modes of transport.
	Spoken Production	Can use key words and simple phrases to name different modes of transport depicted in posters and pictures.	Can use a series of phrases and sentences to describe how he/she comes to school every day. Can name and describe briefly the different types of transport that can be seen outside the school (cars, lorries, buses, bicycles, etc.).	Can give a short talk about the types of transport seen outside the school. Can talk in an age-appropriate way about his/her experiences when travelling a long distance.
W R I T I N G	**Writing** **(if appropriate to the age of the pupil)**	Can copy or write key words relating to transport. Can label a picture or poster that depicts different modes of transport. Can copy from the board short sentences to do with transport (e.g., *I come to school each day by bus*).	Can write short texts about different forms of transport, using a textbook for support if necessary. Can write sentences that describe a familiar journey (e.g., from home to school).	Can write a short letter describing to another person how he/she travels to school. Can write 'news' about an incident that occurred when travelling to school.

UNIT 8:   SEASONS, HOLIDAYS AND FESTIVALS

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	**Listening**	Can recognize and understand the words for seasons, holidays and festivals when they are spoken or read aloud. Can follow spoken instructions to find pictures or objects in the classroom that are related to different seasons or festivals.	Can recognize and understand common words related to seasons and festivals when the teacher introduces the topic in class. Can follow at a general level stories and classroom talk about seasons or festivals.	Can understand the main points of classroom talk about seasons and festivals, using visual supports (e.g., illustrations in text book) to check the teacher's explanation. Can understand the main points of a video that shows typical activities during a festival.
	Reading (if appropriate to the age of the pupil)	Can recognize and understand the words for seasons, holidays and festivals on posters or flashcards and in very simple texts.	Can read and understand a simple description of a season or the events surrounding a festival, using pictures for support. Can read and understand simple stories that contain a high proportion of familiar vocabulary about typical seasonal or festival activities (e.g., the countryside in spring, going to the beach in summer, preparing for a religious festival).	Can read and understand the main points of texts about seasons, holidays and festivals encountered in the mainstream class. Can use key words and pictures/diagrams to access texts about seasons and festivals (e.g., in a geography textbook) and to categorize the information they contain.
S P E A K I N G	**Spoken Interaction**	Can respond with key words or simple phrases/sentences to questions about when the different seasons fall, what weather is typical of the different seasons, and when the major festivals occur.	Can respond in simple terms to questions about a festival or occasion that is important to his/her family or community. Can ask simple questions about seasonal matters or festivals that are unfamiliar. Can talk with other pupils about how particular festivals are celebrated in their homes.	Can describe and respond to questions about what takes place during a festival or celebration in his/her family or community. Can discuss and compare family/religious celebrations with other pupils. Can talk and ask questions about typical Irish festivals.
	Spoken Production	Can name the seasons and the principal festivals of the year.	Can use a series of phrases and sentences to give a simple description of the school holidays or a holiday taken abroad with the family. Can use a series of phrases and sentences to describe a special celebration at home.	Can describe to the rest of the class a special event/celebration in the family (religious festival, birthday, new baby, etc.).
W R I T I N G	**Writing** (if appropriate to the age of the pupil)	Can copy or write the names of the seasons and principal festivals. Can copy from the board short sentences about the seasons and festivals.	Can write simple sentences describing an event in the family (e.g., in 'news'). Can write simple sentences describing a party held to celebrate a festival (e.g., Hallowe'en – games, food, etc.).	Can write a short text describing a festival or celebration, with comments about his/her reaction (e.g., excited, nervous, happy, tired).

UNIT 9:   THE LOCAL AND WIDER COMMUNITY

		LEVEL A1	LEVEL A2	LEVEL B1
U **N** **D** **E** **R** **S** **T** **A** **N** **D** **I** **N** **G**	**Listening** →👤	Can recognize and understand the names for people who live and work in the local community when they are spoken or read aloud. Can listen and point to pictures or a map showing where different people work (e.g., library, chemist, supermarket, police station, swimming pool).	Can understand the main points of classroom talk, including stories read aloud by the teacher, about persons working in a particular situation (e.g., station master). Can use familiar words to access the teacher's introduction to work on a theme based on the local environment.	Can use familiar vocabulary and concepts to understand the teacher's introductions to themes related to the local community. Can use familiar vocabulary and concepts to understand a video about local history, typical occupations, etc.
	Reading **(if appropriate to the age of the pupil)** 👤→	Can recognize and understand the names on important buildings, signs, or shops in the area. Can recognize and understand the names of buildings/places on a map of the area.	Can read and understand simple texts that provide public information (e.g., about the swimming pool), identifying essential information – what place is referred to, what happens there, etc.	Can use familiar vocabulary to understand a local information leaflet (e.g., outlining the history of a place).
S **P** **E** **A** **K** **I** **N** **G**	**Spoken Interaction** 👤↔👤	Can respond to simple questions by giving the names of buildings and places where people live and work in the area. Can use key words and simple phrases/ sentences to answer basic questions about places he/she has visited in the area. Can participate in classroom discussion by naming his/her favourite place in the area (e.g., football field, park, shop).	Can ask and answer simple questions about what happens in the main public buildings in the area. Can ask and answer simple questions about what people do in those buildings.	Can discuss places that he/she has visited in the area and explain why he/she would/would not like to visit them again. Can ask and answer questions about the activities that take place in different buildings. Can ask and answer questions about the importance to the community of different buildings and activities.
	Spoken Production 👤→	Can use key words and simple phrases/ sentences to describe his/her favourite place.	Can use a series of phrases and sentences to explain why he/she likes or dislikes a particular place or area.	Can talk about a place that he/she has visited. Can talk about what people do in particular places in the area (e.g., people working in library, shops, health centre, bank).
W **R** **I** **T** **I** **N** **G**	**Writing** **(if appropriate to the age of the pupil)** ✍	Can copy or write the names of places in the area. Can copy from the board short sentences describing the activities associated with different places in the area.	Can write simple sentences describing his/her favourite place in the area and explaining why he/she likes it. Can write 'news' about a place in the area he/she has visited.	Can write a short description of a favourite place and what takes place there. Can write a short text describing where a particular building is located and why it is important. Can write a postcard briefly describing a place in the area.

UNIT 10: TIME

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	**Listening**	Can recognize and understand days of the week and clock times when they are spoken or read aloud (e.g., in information given by the teacher – *There will be a half day next Wednesday*).	Can understand at a general level information about the recent past or near future presented in school announcements, TV news or a documentary. Can understand the general context (past time) when the teacher introduces a historical theme in class. Can recognize the connections between past and present in stories told or read aloud in class (e.g., *Cinderella*).	Can understand the main points when the teacher introduces a historical topic in the mainstream classroom. Can understand the main points of a video film on a historical topic, using visual support. Can understand the concept of the future in fantasy stories (e.g., space and time travel).
	Reading **(if appropriate to the age of the pupil)**	Can recognize and understand the day and month when they are written on the board. Can recognize and understand a timetable organized according to the days of the week.	Can recognize and understand references to days, months and years in written text. Can understand a simple school notice about a forthcoming event (e.g., when it will occur, how long it will last).	Can recognize when a text refers to the past (e.g., through use of past tenses, the information provided, pictures depicting the past). Can read and understand text that refers to a time in the past (e.g., in the history textbook), using pictures/diagrams for support.
S P E A K I N G	**Spoken Interaction**	Can use single words and simple phrases to answer basic questions about what he/she does every day, or what he/she did yesterday or last week.	Can discuss with other pupils how he/she knows that time has passed (e.g., children grow bigger, hair grows longer, plants grow and change, seasons follow one another). Can ask and answer simple questions about his/her recent past, previous school, etc.	Can answer questions about what he/she hopes to do in the future (e.g., after school, at the weekend, during school holidays). Can ask other pupils about their past experiences and future plans. Can explain to a new pupil about the school week/term/year.
	Spoken Production	Can name the days of the week and months of the year. Can name the days when school takes place.	Can use a series of phrases and sentences to describe what happens in the course of a typical day in school. Can use a series of phrases and sentences to explain simply but clearly how the school year matches the calendar year.	Can talk about the changes in his/her life from past to present. Can talk about the changes in a plant/animal, etc. over time.
W R I T I N G	**Writing** **(if appropriate to the age of the pupil)**	Can copy or write the days of the week and months of the year.	Can write sentences about his/her favourite day of the week or time of the year . Can write sentences comparing last year, last birthday, etc. with this year, this birthday, etc.	Can write a short text for a historical project describing past situations or events or comparing past and present. Can write a short imaginative text about the future.

UNIT 11: PEOPLE AND PLACES IN OTHER AREAS

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	**Listening** →👤	Can recognize and understand the names of countries and nationalities represented in the school when they are spoken or read aloud. Can recognize when a simple story is located in another country.	Can understand at a general level classroom talk, including stories read aloud, about another country. Can understand the main points when the teacher introduces a topic about another country (e.g., in geography).	Can understand a video about life in another country, using visual support to aid comprehension. Can understand the main points in an oral account of an event in another country/society.
	Reading **(if appropriate to the age of the pupil)** 👤→	Can use pictures to identify references to different parts of the world in stories and textbooks.	Can read short simple texts, with a high proportion of familiar words, which describe features of life in other countries, using pictures for support.	Can read and understand texts about other countries, using familiar words and key concepts to aid comprehension and organize information.
S P E A K I N G	**Spoken Interaction** 👤↔👤	Can use key words and simple phrases/sentences to answer basic questions about where his/her family came from. Can ask other pupils basic questions about their nationality and where they came from.	Can talk with other pupils about people in other countries in order to prepare poster projects, role plays, etc.	Can discuss how children live in different parts of the world. Can talk with other pupils about the countries that they go to for holidays. Can talk about where he/she would like to live in the future.
	Spoken Production 👤→	Can say which country he/she came from and his/her nationality.	Can use a series of phrases and sentences to describe his/her parents' country of origin.	Can compare the principal features of life in another country with the principal features of life in Ireland. Can describe the particular features of life in his/her parents' country of origin.
W R I T I N G	**Writing** **(if appropriate to the age of the pupil)** ✍	Can copy from a poster or map the names of countries and other places relevant to the class (e.g., countries of origin of other pupils). Can copy or write the name of his/her country of origin. Can draw a map of another country and copy or write the names of the country and its principal cities, etc.	Can write brief notes about life in another country after reading or hearing about that country in class.	Can draw and label maps of other countries. Can write a short 'news' account of daily life in another country. Can write a letter describing the main features of daily life in Ireland. Can write a brief summary of a story about another country.

UNIT 12: ANIMALS AND PLANTS

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	**Listening** →◖	Can recognize and understand basic words relating to animals and plants when they are spoken or read aloud, especially when supported by pictures, mime, etc. Can recognize and understand the names of familiar animals and plants when they are read aloud in stories and other texts.	Can understand the main points in classroom talk about animals or plants, including stories and other texts read aloud by the teacher. Can understand at a general level when the teacher introduces a topic that includes references to animals or plants (e.g., Environmental Studies), provided key vocabulary has been prepared in advance.	Can understand the main points in a video about the natural world. Can understand the main points when the teacher introduces a topic about the natural world.
	Reading (if appropriate to the age of the pupil) ◖→	Can use pictorial support to recognize and understand the names of animals and plants when they are written down (e.g., in a picture dictionary). Can recognize and understand the names of animals on flash cards or posters.	Can read and understand very short and simple texts about animals, provided they contain a high proportion of familiar words and use appropriate visual support.	Can understand the main points in a text about the natural world, using familiar key words and pictures/diagrams to support comprehension and organize information.
S P E A K I N G	**Spoken Interaction** ◖↔◖	Can use key words and simple phrases/ sentences to answer basic questions about keeping a pet, liking animals, etc. Can use key words and simple phrases/ sentences to answer basic questions about changes in plants that are kept in the classroom.	Can answer questions about which animals or plants he/she likes and dislikes. Can ask and answer questions about keeping a pet.	Can discuss with other pupils how to include animals/plants in a project, role-play, poster project, etc. Can pass on information about taking care of animals or plants.
	Spoken Production ◖→	Can name the animals that he/she is familiar with. Can say the names of the objects on the nature table.	Can use a series of phrases and sentences to talk about keeping a pet. Can use a series of phrases and sentences to talk about wild animals and where they may be found. Can use a series of phrases and sentences to explain the purpose of the objects on the nature table.	Can explain in some detail how to look after a pet. Can retell a story about animals.
W R I T I N G	**Writing** (if appropriate to the age of the pupil) ✍	Can draw animal outlines, copying or writing appropriate labels.	Can write simple sentences about a pet or wild animal, using familiar vocabulary.	Can write an account of an incident involving an animal (e.g., a dog saves a child from drowning, a wild animal survives against the odds). Can write a summary of a story involving animals.

UNIT 13   CARING FOR MY LOCALITY

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	**Listening** →◉	Can recognize and understand basic words for the main places in the area and for what happens there (e.g., shops – buy food, park – play football) when they are spoken or read aloud.	Can understand the main points in classroom talk about environmental topics, including texts read aloud by the teacher. Can understand the main points when the teacher introduces an environmental theme, provided key vocabulary has been prepared in advance.	Can understand the main points in a talk or presentation about the local environment (e.g., given by a visiting speaker from the local library). Can understand the main points when the teacher introduces an environmental topic or one related to local activities (beach clean-up, collecting litter in the park, etc.).
	Reading **(if appropriate to the age of the pupil)** ◉→	Can recognize basic words for buildings or places in the area (e.g., bank, shop, park, playground) on labels, maps, flashcards, etc.	Can read and understand a leaflet about a place in the locality (e.g., the local park and its wildlife), identifying key words/information, using a dictionary if necessary. Can read and understand the main points of public information leaflets about litter and other environmental dangers, using pictorial support and a dictionary if necessary.	Can read and understand a text (e.g., ENFO information sheet) about the natural world, local geographical features, care for the environment, etc., using familiar words and accompanying pictures/diagrams to aid comprehension
S P E A K I N G	**Spoken Interaction** ◉↔◉	Can use key words and simple phrases/ sentences to answer basic questions about where he/she has been in the area. Can use key words and simple phrases/ sentences to answer basic questions about where he/she likes to go in the area.	Can ask and answer basic questions about activities that take place in different places in the locality, including whether and for whom these activities are important. Can ask other pupils where they have been in the locality.	Can exchange ideas with other pupils on local environmental matters (e.g., when designing a project to care for a local feature)
	Spoken Production ◉→	Can say the names of the principal places in the area, using a map for support.	Can use a series of phrases and sentences to talk about a favourite place in the area.	Can give a short age-appropriate talk on a project about local community or environmental matters.
W R I T I N G	**Writing** **(if appropriate to the age of the pupil)** ✍	Can copy or write onto a local map the names of buildings and locations in the area. Can copy or write basic words related to different buildings and locations (*swimming*, *books*, *money*, *stamps*, etc.)	Can write sentences about important places in the area, including information about the responsibilities of people living in the locality.	Can write a brief account of a local project, activity day or festival. Can write notes following a talk given by a visiting speaker on some aspect of the local environment or community.

Appendix

The Common Reference Levels of the
Common European Framework of Reference for Languages
as summarized in the self-assessment grid

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	**Listening**	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	**Spoken Interaction**	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	**Writing**	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

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APPENDIX 3: LETTER OF CONSENT

The English version of the letter requesting parental consent for pupil participation in my study is included below, translations into the home languages of the pupils (as known to their teachers) or were provided along with this letter. The study duration dates were adjusted according to the commencement of school/pupil involvement in my research project.

Research Participation: Parental Consent form

Project theme: The acquisition of English as a second language in primary schools.
Researcher: Bronagh Finnegan-Ćatibušić, B.A. M.Phil.
Academic supervisor: Professor David Little. Head, School of Linguistic, Speech and Communication Sciences, Centre for Language and Communication Studies, Trinity College, Dublin.

Dear Parent,

I am a Ph.D. student at Trinity College, Dublin, and I am carrying out research into the language support programme for children who are learning English as a second language at primary school. I would be very happy if your child could take part in this study. I will visit your child's language support class one day per week from October 2007 to June 2008. I will make some audio recordings of these classes, which I will write out as transcriptions. I will also collect some examples of written work.

For confidentiality, your child will <u>not</u> be identified by name in any of these transcriptions or examples of written work. A code will be used to refer to each child and each school involved. The original recordings will only be available to my academic supervisor, Professor David Little, and myself.

The aim of this study is to improve and develop the learning materials used in the language support programme. This is very important as the number of children who are learning English as a second language is increasing. The study will also be useful for teacher training. I hope that your child can take part in this study, as it will help all language support pupils and their teachers in primary schools across Ireland.

If you have any questions, please feel free to contact me.
Bronagh Finnegan-Ćatibušić: (042) 9322474; (086) 306 0512

You can also contact my supervisor.
Professor David Little: (01) 896 1505

Please sign here if you would like your child to be involved in this study.

_____   _____

Signature of parent   Date

[25]

APPENDIX 4: GUIDE TO TRANSCRIPTION

Transcription conventions, adapted from Schiffrin (1994):

.   falling intonation followed by noticeable pause (as at end of declarative sentence).

?   rising intonation followed by noticeable pause (as at end of interrogative sentence).

,   continuing intonation: may be slight rise or fall in contour (less than [.] or [?]); may be followed by a pause (shorter than [.] or [?])

!   animated pause.

...   noticeable pause or break in rhythm without falling intonation (each half-second pause is marked).

–   self-interruption.

(talk) production is somewhat unclear but is capable of transcription.

xxx   production cannot be transcribed (unintelligible, or produced by non-participant).

"a"   letter name (e.g. 'ay') produced, rather than phoneme (e.g. /a/).

emph underlying used to indicate emphatic stress.

CAPS used to indicate named reference e.g. (PUPIL 1).

Italics used to provide contextual information associated with production (may include some indication of its phonological characteristics).

Role-markers:

P2:   Pupil (e.g. Pupil 2) – for ethical reasons, participating pupils are numerically coded.

T: Teacher.

R: Researcher.

NPP: Non-participating pupil.

See Volume I Section 3.1.5 regarding methodological decisions involved in transcription.

APPENDIX 5: GUIDE TO CODING SYSTEM

5.1 ANALYSIS PHASE I: THREE STRAND CODING SYSTEM

The coding systems included in Appendix 5 have been specifically designed to reflect characteristics of the transcribed oral production of pupils involved in this study. As such, they are not an exhaustive list of functional, formal and interactional features; they merely represent features apparent in the L2 use of participating pupils in the context of the recorded lessons.

STRAND 1: FUNCTIONAL ANALYSIS (CODING WITH RESPECT TO BENCHMARKS)		
EXAMPLE CODES	SIGNIFICATION	COMMENTS
U3/A1/SpInt/1	Transcribed pupil turn links to Benchmark Unit 3 / Proficiency level A1 / Skill spoken Interaction / 1st descriptor: "Can request basic items of food/drink in a shop" (IILT 2003: 12).	Where multiple descriptors are associated with specific skills and proficiencies within the Benchmark Units of Work, individual descriptors are identified numerically – e.g.: in Unit 3, for the skill of spoken interaction at proficiency level A1 there are 3 descriptors, numbered accordingly: 1st=/1, 2nd=/2, 3rd=/3.
List	Listening	
Read	Reading	
SpInt	Spoken Interaction	
SpProd	Spoken Production	
Write	Writing	
%	Transcibed pupil turn links, by approximation, to a Benchmark descriptor: e.g.: U3/A1/SpInt/1%, an approximate link to the descriptor cited above – would be appropriate if a pupil *responds* in a simple manner to a request for basic items of food/drink in a shop.	Benchmarks associated with such approximations may need some minor adjustment e.g.: U3/A1/SpInt/1 may require expansion to cover both simple requests and simple responses to requests. *(All suggestions resulting from these approximations have been noted and are presented in Appendix 9.)*
$	Difficult to link transcribed pupil turn to a specific Benchmark descriptor.	A new Benchmark descriptor may be required to cover e.g. a slightly wider range of topic areas within an existing thematic unit or a new theme. *(All suggestions resulting from such unlinkable turns have been noted and are presented in Appendix 9.)*
>	Link to another Benchmark descriptor / Link to another	Pupils' transcribed turns are coded with respect to the Benchmarks by

	thematic unit, e.g.: if a pupil's transcribed turn: "yeah it's red and white" focusses on the colour of a car it may be coded as U4/A2/SpInt/1/(>U7) to indicate that it links to a descriptor from Unit 4 (Colours shapes and opposites), but also connects to Unit 7 (Transport and Travel).	considering the functional focus of each turn in its particular context. However, given the semantic connections between different themes and the functional connections between descriptors, information regarding any secondary thematic/descriptor links is included where appropriate.
#	Uncertainty	Uncertainty in coding due either to ambiguous, fragmented or indistinct production, may be associated with 'borderline' cases in deciding between Benchmarks associated with different proficiency levels.
X	Pupil's transcribed turn is not coded with respect to Benchmarks as it is either indecipherable or lacks sufficient context to determine meaning.	Includes e.g.: single-word turns comprising expressives such as 'oh!' for which it may be difficult to establish actual reference or meaning from the recording.

STRAND 2: FORMAL ANALYSIS (BASIC LINGUISTIC CODING)		
CODE	SIGNIFICATION	COMMENTS
N	Noun – singular	Common noun, singular form, includes compound nouns e.g. schoolbag, pencil-case, break-time etc.
Npl	Noun – plural	Common noun, plural form.
PN	Proper noun	Personal names of pupils, teachers, or other individuals such as family members or friends (these are anonymously referenced in the transcripts e.g. PUPIL 7), well-known character names e.g. Spiderman (transcribed), place names (local place names are anonymously referenced in transcript - more 'globalised' placenames are transcribed e.g. Mc Donald's), and product names (transcribed e.g. Coca-Cola).
Nposs / PNposs	Noun with possessive marker	Common or proper noun modified to indicate possession ('s or s').
Nln	Letter name	Alphabetical 'name' of letter e.g. "a", "b" "c" etc.
Ph	Phonic sound	Phonic sounds associated with letters or beginnings of words e.g. ssss.
PROpers	Personal pronoun	Pronoun – personal (singular / plural) I, you, she, they, me, him, us etc.
PROposs	Possessive pronoun	Mine / yours / his / hers etc.
PROrefl	Reflexive pronoun	Myself / yourself etc.
PROdem	Demonstrative pronoun	This/ that/ these / those.
PROindef	Indefinite pronoun	Somebody / anybody / nothing / everything etc.
PROsubst	Substitute pronoun	One / ones e.g. this one.
PROnum	Numeral	Exact quantitatives – 'names' of numbers e.g. two / ten etc.
PROquant	Quantifier	Inexact quantitatives e.g. all, both, many, half, some, few, none, much, several, each, a lot, a great deal etc.
PROord	Ordinatives	Exact ordinatives e.g. the first / second etc or inexact ordinatives e.g. the following.
PROrel	Relative pronoun	Pronouns binding a relative subordinate clause to (an element of) the main clause e.g. who / whom / which / that. 'Question words' used as PROrel marked as PROrelQ (to investigate in greater depth emerging features of L2 acquisition).

DETart	Article	Definite: the. Indefinite: a/an; some (plural).
DETposs	Possessive determiner	My / your / his / her etc.
DETdem	Demonstrative determiner	This / that / these / those (+ noun).
DETnum	Numeral as determiner	e.g. five cars / three houses.
DETquant	Quantifier (as determiner)	Includes e.g. all children / all the children (both/many/much/some /many/much/some/few/several +noun) also distributives (each/every + noun), fractions / multipliers e.g. half/double the size.
DETord	Ordinative determiner	e.g. his first jump.
Q	Question word	'Wh' question words: who, whom, whose, which, what, where, why, when, how. May be used as a single code added as code to other elements. For purposes of analysis,use of 'question words' as direct questions is coded: /Q/; their use as relativisers is coded e.g.: /PROrelQ/ or /ADVrelQ/; their use as indirect questions is coded: /IQ/. Question formation by inversion is coded e.g.: AUX+Q / VcopQ.
A	Adjective	Adjective (non-comparative /non-superlative form).
Acomp	Comparative adjective	Adjective morphologically marked to indicate comparative e.g. bigger.
Asup	Superlative adjective	Adjective morphologically marked to indicate superlative e.g. biggest.
AMcomp / AMsup	Adjective modifier	Modifier used with adjective to indicate comparative (more) / superlative (most). Applies to use of more/most only in cases of adjective modification
V	Verb	Verb in infinitive stem or present form (includes morphological marking 3p '-s' and imperative use)
Ving	Present participle form of verb, marked by '–ing' ending	Used to indicate aspect e.g. verb in present progressive form marked by '-ing'
Vpast	Verb in simple past tense with marking '-ed' or irregular past verb	Verbs in past tense form marked by ('-ed' or irregular past tense forms (e.g. walked / went).
Vpp	Past participle form of verb ('-en'/ '-ed' / irregular past	Verb form used to indicate aspect in present, past and future perfect tenses e.g. broken/ walked / gone – also used to indicate passive

	participle)	voice.
Vcop	Copular verb 'to be'	Verb 'to be' linking subject with predicate (focus only on copular verb 'be' in this study as it is frequently used as an indicator of L2 acquisition), use within past context e.g. 'was' / 'were' coded as VcopPast, use within question context coded as VcopQ, or VcopPastQ.
VN	Verbal noun	Participle of verb functioning as a noun e.g. learning English is easy (in this study, also applied to the use of '-ing' endings within the formation of compound noun phrases e.g. swimming pool, involving some modification of verbs which pupils are in the process of acquiring).
VApp	Verbal adjective	Adjective formed using past participle of verb e.g. a broken pencil (in this study generally only used in relation to verbs which appear to be concurrently in the process of acquisition, i.e. some evidence of modification, verb-derived adjectives which appear to be used only in an adjectival sense within the transcripts are usually coded, based on context /A/).
AUX	Auxiliary verb	Auxiliary verbs used to indicate tense / aspect / mood / voice (auxiliaries are coded to indicate verbal origin, interrogative & negative mood, tense): e.g. AUXbePastNeg.
AUXbe	Verb 'to be' used as auxiliary	Aspect markers e.g. present progressive: is/are making / past progressive: was/were making (also in conjunction with other auxiliaries e.g. future progressive, future form 'going to' and perfect forms) also passive markers e.g. is made / was made.
AUXdo	Verb 'to do' used as auxiliary	Present or past tense use of do/did in negatives and questions – e.g. he doesn't walk / did she walk?
AUXhave	Verb 'to have' used as auxiliary	Use of has/have/had to indicate aspect in perfect tenses.
AUXwill	Verb form 'will' to indicate future	Positive and negative use of 'will' to indicate future reference (this is really just a specific instance of use of modals for prediction, however for research purposes it is interesting to examine when learners develop ability to express future reference).
AUXgoto	Form 'going to' indicate future (e.g.	Form 'going to' used with AUXbe to indicate future reference (e.g. plans), may also appear

	plans)	in transcripts as 'gonna', to indicate phonetic contraction.
AUXmod	Verb form used as modifier to indicate ability, possibility, obligation etc.	Forms such as can/could/would/ may/might /must/should etc. also includes units which may be considered 'phrasal' or 'semi' auxiliaries e.g. 'have to'.
ADV	Adverb	Adverb modifying verb / circumstantial adverbs (modifying degree of adjective, noun phrase or prepositional phrase – e.g. really / just / only etc.; conjunctive adverbs (e.g. so); deictic references e.g. here / there / now / then etc. (Prepositional adverbs are considered in notes for PREP below).
ADVrel	Relative adverb	Relative adverbs e.g. when / why/ where, functioning as a clause marker e.g. 'the time when ...', generally require use of 'question word' – coded as /ADVrelQ/.
PREP	Preposition	Preposition indicating location / time / relationship / means / causality, connected to a phrase or clause, prepositions as particles in phrasal verbs / prepositional adverbs (generally coded as /PREP/ considering early stage of participants' L2 development).
INF	Infinitive particle	The use of 'to' to indicate the infinitive form of the verb.
NEG/Neg	Negative particle	Negative particle 'not' used independently or, often in contracted form, with auxiliaries – e.g do not / do+n't). In this study, may be added to pronouns and adverbs may indicate negativity, e.g. never: ADVNeg / nobody PROindefNeg, in order to examine more fully the development of negative expression in participants' L2 use.
CON	Co-ordinating conjunction	Conjunctions linking units of equal grammatical status: e.g. and/but/or.
SUB	Subordinating conjunction	Conjunctions binding clauses of unequal grammatical status (main to subordinate / hierarchical series of subordinate clauses) e.g: because / if etc.
TC	Subordinator marking 'that-clause'	Subordinator 'that' functioning as a complementizer, e.g. You know that I don't want to read the book.
IQ	Indirect Question	Nominal subordinate clause introduced by a 'question word' - wh-binding elements wh-adverbs (how/why/when/where) or wh-pronouns (what/who/which/whose) e.g. I

		don't know where the pencil is.
EXP	Expressives	Includes interjections e.g. oh!/ah!/aha!/ wow!/ ouch!/oops!/cool! Also expletives – swear words etc, phrases e.g. Oh my God! Also animal noises e.g. baa etc. - coded EXPnoise.
INTmin	Minimal interactives	Interactives functioning primarily to maintain interaction e.g. yes/yeah/no/OK/oh/ah
INTsoc	Social interactives	Interactives with an identifiable social purpose e.g. hi/bye/hello/please/thank you/excuse me/sorry etc.
*	Non-target-like use	* Indicates that element is produced in non-target-like manner (in terms of grammar OR lexis) e.g. I go to school yesterday – PROpers/V*/N/ADV//, also includes omissions of elements, marked /*/ e.g. I want book – PROpers/V/*/N//. Can also indicate semantic inappropriateness. (See Appendix 5 Section 5.2 for further coding of non-target-like production as part of Analysis Phase II).
~	Hesitation in production of language element	Can come before element (e.g. false start) or after (e.g. incomplete utterance).
#	Uncertainty re. language element	May depend on context, e.g. is the pupil using the word 'sleep' as a verb or a noun? Can also indicate any phonological uncertainty noted in the transcripts.
X	Non-analysable element	Element cannot be analysed, generally due to indecipherability.

NB: Coding generally applied at word-level (sensitive to morphological markings), however a single code may cover a multi-word unit performing a single grammatical function e.g. Santa Claus - /PN/.

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Morley, G. D. (2004): Explorations in Functional Syntax: A New Framework for Lexicogrammatical Analysis. London. Equinox Publishing Ltd.

STRAND 3: CONVERSATION ANALYSIS (CODING OF INTERACTIONAL FEATURES)			
CODES INDICATING BASIC ADJACENCY PAIRS			
FPP		SPP	
QUESTION	**Q**	ANSWER	**Ans**
Information seeking question – elicits information not known to speaker.	**Q(IS)**	Provide 'acceptable' (sufficient/anticipated) response information/opinion).	**Ans(Iprov)** **Ans(Oprov)**
Elicit information known to questioner.	**Q(IK)**	Provide 'partial' response – may require expansion / repair.	**Ans(Ipart)** **Ans(Opart)**
Opinion Seeking question.	**Q(OS)**	Provide response which is not acceptable to questioner – requires further work/repair.	**Ans(Iprov)*** **Ans(Oprov)***
Elicit response from selection of known information.	**Q(SEL)**	Respond with: Suggestion. Partial suggestion. Unacceptable suggestion. (SUG also be used as FPP - see below.)	**SUG** **SUGpart** **SUG***
Knowledge checking question (e.g. do you know X?)	**Q(EK)**	Response indicating knowledge. Response indicating lack of knowledge. NB: after SPP, responses may be accepted or rejected by questioner.	**Ans(K)** **Ans(NK)** **Ac(Ans)** **Rej(Ans)**
TOPIC PROFFER	**TOP**		
Provide information /opinion on new aspect of topic / 'news-marker' indicating shift of focus, e.g. by elaborating on FPP/SPP / asking a topic-related question (often a yes/no or tag	**TOP(EL)** **TOPQ** **TOPQtag**	Align with speaker - accept & elaborate on topic – generally additional information, but possibly adding opinion. Accept topic (e.g following tag question) without expansion.	**TOP(EL)** **TOP(EL-Oprov)** **Ac(TOP)&NEL** Minimal alignment (without elaboration, see also *Post* sequences

			below)
question) aligns with speaker, may extend sequence (see *Post* sequences below).		Deny alignment with speaker (reject topic).	**Rej(TOP)** Non-alignment.
TELLING	**TEL**	Provide information / opinion.	
Initiation providing information (e.g. explanation etc.) or opinion.	**TEL(Iprov)** **TEL(Oprov)**	Reaction to information/opinion: Aligning with speaker (accepting information/opinon).	**Ac(TEL)**
Story telling: telling sequence negotiated so as to allow extended multi-unit turns.	**TEL(Story)**	Denying alignment (rejecting information/opinion)	**Rej(TEL)** Telling may be responded to by expansion **R(TEL)&EL**
REQUEST	**REQ**		
Request for item/ action to be performed/ permission/practical or language-related help.	**REQ**	Accept / Reject (decline) request. Request acceptance may be in form of e.g. offer. Request may be challenged.	**Ac(REQ)** **Rej(REQ)** **OFF** **Chall(REQ)**
Request for clarification (relates to *Repair* sequences, see below).	**REQclar**	Accept request for clarification by providing clarification.	**CLAR**
OFFER	**OFF**	Accept / Reject (decline) offer.	**Ac (OFF)** **Rej(OFF)**
INVITATION	**INV**	Accept / Reject (decline) invitation.	**Ac(INV)** **Rej(INV)**
SUGGESTION Making a suggestion (may be topic or sequence related).	**SUG**	Accept / Reject (decline) suggestion.	**Ac(SUG)** **Rej(SUG)**
In pedagogical context, may include partial suggestion to be completed.	**SUGpart**	Complete partial suggestion with acceptable information.	**SUGcomp**

INSTRUCTIONS May also include instructions to focus (see below).	**INST**	Respond to instructions May include non-verbal response.	**R(INST) NVR**
Also, within L2 classroom, teacher may give 'instruction to repeat' – (see *Repair* sequences)	**INST(Rp)**	Respond by repeating in accordance with instruction.	**Rp**
SUMMONS Orients recipients' attention by 'calling on' recipient.	**SUM**	Respond to summons (could also reject/ challenge summons in manner similar to requests - see above).	**R(SUM)**
FOCUS Focus marker – functions to orient attention (cf. summons.)	**FOC**	Respond to focus of attention (e.g. request) which generally follows.	**R(FOC)**
ANNOUNCEMENT Generally indicating orientation within interaction e.g. 'I'm finished' etc. If content based, treat as TEL(Iprov).	**ANN**	Respond to announcement (could also challenge).	**R(ANN)**
COMPLAINT Also includes reprimands.	**CMP**	Accept and remedy complaint. Reject /deny complaint. Challenge (e.g. with counter complaint).	**Ac(CMP)** **Rej(CMP) Chall(CMP)**
ACCUSATION	**ACC**	Respond to accusation. Reject accusation. Challenge accusation (could also make a complaint).	**R(ACC) Rej(ACC) Chall(ACC)**
APOLOGY	**APOL**	Accept apology. Reject apology.	**Ac(APOL) Rej(APOL)**
EXCLAMATION	**EXCL**	Respond to exclamation.	**R(EXCL)**
GREETING	**GRT**	Greeting response.	**GRT**
SOCIAL ENQUIRY Generally follows on from greeting: 'How are you?' etc.	**ENQsoc**	Respond to social enquiry (with conventional / anticipated response).	**R(ENQ)**

		Respond to social enquiry with (more meaningful) elaboration.	R(ENQ)&EL
LEAVE-TAKING (See also *Closing* sequences below)	LT	Leave-taking response.	LT
READING Turn involving reading (aloud). Request to read. Partial reading	**READ** **REQ(READ)** **READpart**	Respond to reading (accept or reject). Respond to request to read by reading. Complete reading.	Ac(READ) Rej(READ) READ READcomp
SPELLING	**SPELL**	Respond to spelling (accept or reject) Sequences may also comprise requests to spell / completion of spellings etc (see 'reading' above).	Ac(SPELL) Rej(SPELL)
RECITATION In primary school context e.g. nursery rhymes, poems etc.	**RECIT**	Respond to recitation (accept or reject) Sequences may also comprise requests to recite / completion of recitation etc. (see 'reading' above).	Ac(RECIT) Rej(RECIT)
SINGING	**SING**	Respond to singing (cf. 'reading' for further sequence options).	R(SING)
NOISE Non-verbal but 'meaningful' noise e.g. making animal or vehicle sounds.	**NOISE**	Respond to noise.	R(NOISE)
SEQUENCE EXPANSION / COMPLETION / REPAIR / GENERAL CODES			
INDICATION OF MAIN ADJACENCY PAIRS	**F** **S**	Highlight main pairs within sequence: FPP base SPP base	Fb: Sb:
PRE-EXPANSION	**Pre:**	Pre-sequences may be identifiable as: Pre-request Pre-telling Pre-question	For example: **Pre:REQ**

		Pre-offer Pre-summons Pre-announcement Prefacing story	Pre-pre sequences may also occur (adjacency pairs in pre-sequences are not separately coded as F/S).
INSERT EXPANSION	**Ins:**	Insertion of sub-sequence after FPP but before SPP.	Insert expansion may include its own distinct adjacency pairs – e.g.: **Ins:Q(IS)//** **Ins:Ans(Iprov)** These are not separately coded (as F/S).
POST-EXPANSION	**Post:**	Expansion following SPP. May also involve repair (if so, coded as **REP:** - see below	Post expansion may include its own distinct adjacency pairs – not separately coded (as F/S)
EXTENDED TURN EXPANSION	**EXT:**	One speaker allowed extended turns due to the nature of the sequence e.g. story-telling, reading aloud.	Also **Fbext: / Sbext:** where the base FPP (or SPP) in the extended sequence comprises several unit
SEQUENCE CLOSING THIRDS Turns designed to achieve sequence closure (NB: may still be followed by further expansion, see e.g. **PCM** below)	**SCT:**	Following *Fb/Sb* or *Fb/Sb/Post* sequence. Marked for repair sequences. SCT may be minimal e.g. Oh / OK (previous turn received / accepted). May comprise social phrases - thanks etc. May include assessment e.g. 'Good'. Or SCT may be composite: e.g. Oh. OK. / Oh, good (including element of assessment).	**SCT** **SCTrep** **SCT: Ac(X)** **SCT: SOC** **SCT:AS** **SCT:Ac(X)&AS**
SOCIAL	**SOC**	Generally featuring in	**SOC**

EXPRESSIONS		closing sequences e.g. 'enjoy your meal' / thank you etc. (see also 'social enquiry' *Fb/Sb* pairs above)	
ASSESSMENT	**AS**	Assessment – evaluation (generally positive, possibly with upgrading) resulting in alignment as a means of sequence closure e.g. 'good', 'great' etc. NB negative assessments may require further expansion.	**Ac(AS)** **Rej(AS)**
POST COMPLETION MUSING	**PCM**	Additional turn relating to completed sequence.	
POST-EXPANSION AFTER DISPREFERRED SPP	**Rej / Chall**	Rejection of / challenge to SPP – disagreement based – expansion required – may involve reworking of original SPP until disagreement is resolved. May also involve accounting for non-alignment following Rej/Chall etc.	**R(Rej)** **Rej(Chall)** **ACO**
ELABORATION OF SPP	**EL**	Elaboration resulting from SPP, may involve conveying of new information or opinions (cf. 'topicalisation' above). Could be expanded to involve assessment or qualification (negative evaluation). In *Post* sequence, opportunity to elaborate need not be taken up, resulting in non-elaboration.	**R(EL)&TOP(EL)** **R(EL)&AS** **R(EL)&NEL**

	REQ(EL)	Also consider request for elaboration Response – elaboration on topic requested. (In L2 classroom context, such sequences may have a more linguistic focus.)	TOP(EL)
COUNTER	COU	Projects the FPP back upon the original speaker.	
PAUSE	Pau	May indicate topic break or need for repair.	
HESITATION	H	Hesitation – may be due to interactional or language factors – marked by use of non verbals (e.g. 'em'/'eh'). NB – incomplete or hesitant attempts at verbal production may be classified within *Repair* sequences.	
LAUGH	Lau	Laughter as part of turn. (See also contextual notes to transcripts).	
WORD-PLAY	wp	Ludic use of language, generally added as a sub-code.	
REPAIR Particularly in L2 classroom interaction, repair initiation and actual repair may occur across a (lengthy) sequence of turns by different speakers – i.e. *Repair* sequence. May occur as either Insert expansion or Post expansion.	REP:	May be: Self-initiated self-repair (Speaker indicates & solves prob). Self-initiated other-repair (Speaker indicates prob – other solves). Other-initiated self-repair (Other indicates prob, Speaker solves). Other-initiated other repair (Other indicates & solves prob).	CORself Indicates self-initiated self-repair within own turn. Instances of other (initiated) repair are identifiable from the overall repair sequence - NB codes e.g. REC / COR etc (explained below).

RECAST	**REC**	Recasting (some or all) of problem source turn (generally for linguistic reasons). May recast (elements of) own turn of or other's turn.	**RECself** Self-recast within own turn Recast of other marked as sub code: 'rec' e.g.: **Ac(EL)rec** **Ac(Ans)rec** **R(SUG)rec**
		Other-initiated recasts (e.g. by the teacher) may or may not be incorporated by the subsequent speaker (e.g. pupil).	
		Recasting also relates to the more general concept of 'reworking' e.g. of FPP.	**Fb(1) / Fb(2)** Before any definite repair sequence emerges, a problematic or unclear *Fb* may be recast (by the same speaker) to make it more accessible to the recipient.
REPEAT	**Rp**	Repeat production (own or another's) – could be delayed.	
	Irp	Immediate repetition of some/all or another speaker's turn – direct repetition. May also feature as a sub-code.	For example: **Ans(Iprov)irp**
CORRECTION	**COR**	Correction, may be direct or embedded. May also involve providing 'missing info' e.g. after a pause (no response).	**COR(Iprov)**
RESPONSE TO CORRECTION	**Ac(COR)** **Rej(COR)** **Chall(COR)**	Correction may be accepted e.g.: direct repetition of **COR** item,	

		or it may be incorporated into the recipient's turn. Correction may also be declined (rejected/ ignored / challenged). Acceptance of **COR** by immediate repetitition.	**CORirp**
		COR in response to prompt (assisted, but not full correction).	**CORprom**
		COR partially successful, some incorporation of **COR** but needs further repair.	**CORpart**
		In some cases **COR** may not be incorporated.	**CORninc**
PROMPT	**PROM**	Prompting suggesting target response without providing full correction- includes part of target response (otherwise classify as e.g. **SUGpart**).	
		Prompt may result in correction (see above), or may not be incorporated.	**PROMninc**
REQUEST FOR CLARIFICATION	**REQ(CLAR)**	Clarification provided as means of repair (see 'requests' above). Correction may require clarification.	**CLAR**
EXPRESSION OF NEED FOR REPAIR	**TEL(NK)**	Turn indicating a problem exists e.g. 'I don't know' (may be language or cognition related).	**R(TEL)&TEL(Iprov)**
PRE-REPAIR PROBLEM SOURCE	**(!)**	Indicates that turn may lead to a repair sequence (e.g. turn contains linguistic error) – depends on context as to whether this will be addressed). NB original speaker's	

		turn may not appear problematic (e.g. teacher's turn), however it may cause issues for the recipient (e.g. pupil), possibly due to comprehension difficulties .	
CHECK	**CH**	Could be related to language / cognition / listening abilities / concentration / environmental factors. May involve: Minimal check – may be non-verbal e.g. 'hmh?' or 'yes?'/'no?' Check (e.g. answer) by immediate repetition. Check with new question (tag questions may also act as 'checks'). May appear in *Repair* sequences or precipiate repair.	**CHQ** **CH(Ans)irp** **CH(Q)**
CONFIRM	**Cf**	Confirmation of a response e.g. yeah, or confirmation with immediate repetition, may follow a 'check'. Generally appear in *Post* or *Repair* sequences.	**Cf(Ac)**
TURN MANAGEMENT In classroom interaction, some short turns may function solely to manage the turn-taking sequence (cf. SUM / FOC etc. above).	**TM**	Possible turn management: Move on Go ahead Giving other speaker right to take turn. TM may be responded to with further TM.	**R(TM)**
INTERLOCUTOR IDENTITY		For each turn, the identity of speakers is marked:	

	p-p' (p-ps) p-t p-self t-p (t-ps)	pupil to other pupil(s) pupil to teacher pupil self-talk teacher to pupil(s)	
UNCERTAINTY	#	Uncertainty as to how the turn element should be coded (due to ambiguities in context).	
UNFINISHED	~	Turn or turn element appears to be unfinished (due either to interruption or to language issues).	
INTERRUPTION	^	Interruption by other speaker or due to 2 or more speakers speaking together.	
BREAK IN CODING	<	Break where a non-participating pupil's turn (non-transcribed, marked xxx) intervenes in sequence involving participating pupils.	
SEQUENCE UNCLEAR	(seq?)	Break due to gap in transcription due to interruption of lesson, indecipherability or non-transcribed (lengthy) teacher turn.	
NON-ANALYSABLE	X	Turn or turn element is not analysable, generally due to indecipherable production.	
SEQUENCE MARKERS	{ }	Marking the beginning and end of identifiable interactional sequences	

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5.2   ANALYSIS PHASE II: ADDITIONAL LINGUISTIC SUB-CODES

The coding system presented below shows how linguistic errors and omissions were further described in Analysis Phase II. This system is based on the L2 production of ESL pupils participating in my study and has been used to provide a detailed, data-driven illustration of their L2 use. Due to the diversity of this L2 use, it was necessary to devise an extensive range of linguistic sub-codes. In Appendix 5, I have presented a sample of these codes, particularly those relating to the six grammatical indicators of L2 acquisition which were analysed both quantitatively and qualitatively in Volume I and in the pupil profiles included in Volume II. The sample below is not an exhaustive list of these codes. However, additional sub-codes for these six grammatical indicators, and elements which do not feature in this sample (e.g. adjectives, possessive determiners) were devised in a similar fashion. In each case, the nature of the error/omission involved and the likely production of a native-English-speaking child in an equivalent context was considered.

SAMPLE OF ADDITIONAL LINGUISTIC SUB-CODES USED IN ANALYSIS PHASE II	
#phon	Phonological ambiguity.
#ambig	Semantic ambiguity may relate to lexical choice or to child's idiosyncratic interpretation of talk topic.
#nob	Omission of element in non-obligatory context (e.g. omission of article in context of a guessing or naming activity in which a native-English-speaking child may not necessarily include articles).
#frag	Fragmented or unfinished turn – often due to interruption.
#play	Ambiguity possibly due to word play.
IC	Incorrect choice – refers to incorrect choice of lexis or, in combination with other sub-codes, to incorrect choice of grammatical element.
N*NoSR	Noun with incorrect number – singular required.
N*NoPLR	Noun with incorrect number – plural required.
N*PossR	Noun form incorrect – possessive form required.
V*NoSR	Verb with incorrect number – singular required.
V*NoPLR	Verb with incorrect number – plural required.
V*TPastR	Verb in incorrect tense – past required.
V*TPresR	Verb in incorrect tense – present required.
V*TVppR	Verb in incorrect tense – past participle required.
V*AProgR	Verb with incorrect aspect – progressive required.
Ving*AVstemR	Verb with incorrect aspect – simple required.
V*VInfR	Incorrect verb form – infinitive required.
Vcop*NoSR	Copular verb 'to be' with incorrect number – singular required.
Vcop*NoPLR	Copular verb 'to be' with incorrect number – plural required.
PROpers*CSubjR	Personal pronoun with incorrect case – subject pronoun required.
PROpers*CObjR	Personal pronoun with incorrect case – object pronoun required.

PROpers*GenMR	Personal pronoun with incorrect gender – masculine required.
PROpers*GenFR	Personal pronoun with incorrect gender – feminine required.
PROpers*NoSR	Personal pronoun with incorrect number – singular required.
PROpers*NoPR	Personal pronoun with incorrect number – plural required.
PROpers*ICpossR	Incorrect choice of personal pronoun – possessive marker required.
DETart*ICaR	Incorrect choice of article – 'a' required.
DETart*ICthe R	Incorrect choice of article – 'the' required.
DETart*ICanR	Incorrect choice of article – 'an' required.
DETart*ICpossR	Incorrect use of article – possessive marker required.
DETart*NR	Article used when not required.
PREP*IC	Incorrect choice of personal pronoun, generally sub-coded to indicate nature of error (e.g. PREP*ICinRon: 'in' used incorrectly in context requiring 'on').
PREP*NR	Preposition used when not required
AUXbe*IC	Incorrect choice of auxiliary, generally sub-coded to indicate nature of error (e.g. AUXbe*ICdoR – auxiliary 'be' used incorrectly in context requiring auxiliary 'do').
AUXbe*NoPLR	Auxiliary used with incorrect number – plural required.
AUXbe*TPastR	Auxiliary used with incorrect tense – past form required.
O*N	Omission of noun.
O*V	Omission of verb, generally sub-coded to indicate nature of omission (e.g. O*Vcop, O*Vpast etc.).
O*PROpers	Omission of personal pronoun, generally sub-coded to indicate nature of omission (e.g. O*PROpersSubj, O*PROpersObj.).
O*DETart	Omission of article.
O*PREP	Omission of preposition.
O*AUXbe	Omission of auxiliary e.g. 'be'.
O*Mult	Omission of multiple elements (ambiguity may arise if elements individually specified).
O*X	Omission of element, ambiguous.

APPENDIX 6: OVERVIEW OF SELECTED LESSONS

The table below indicates the lessons selected for Analysis Phase II (shaded). It also gives and outline of all the recorded lessons in terms of pupil attendance and contribution to classroom talk, as well as identifying the main lesson themes of each recorded lesson.

SCHOOL & GROUP	PUPIL (& TEACHER)	LESSON NO. & DATE	ATTEND-ANCE (YES/NO)	TOTAL REC. LESSONS (OWN GROUP)[1]	PUPIL:{PARTICIPANT +TEACHER} TURN RATIO [2]	MAIN LESSON THEME(S)[4]
School 1: G4 – 1st Class (A)	(Pupil 1) (T2)	Lesson 1: 2 Oct 07	N	21 (24)	X	X
	Pupil 1 (T2)	Lesson 2: 9 Oct 07	Y		P1: 96 / P2: 71 / T: 170 Tot: 337 P1 rat: 0.285	Home (U1)
	X	Lesson 3: 16 Oct 07	N		X	X
	Pupil 1 (T2)	Lesson 4: 23 Oct 07	Y		P1: 111 / P2: 97 / T: 167 Tot: 375 P1 rat: 0.296	Food (U3)
	Pupil 1 (T2)	Lesson 5: 13 Nov 07	Y (group change)[5]		P1: 50 / T: 53 (NPPs) / Tot: 103 P1 rat: 0.485	Food / shopping (U3)
	Pupil 1 (T1)	Lesson 6: 20 Nov 07	Y (group change)		P1: 36 / T: 41 (NPPs) / Tot: 77 P1 rat: 0.468	Literacy (GB) (U2)
	Pupil 1 (T1)	Lesson 7: 27 Nov 07	Y (group change)		P1: 80 / T: 103 (NPPs) / Tot: 183 P1 rat: 0.437	Literacy (GB) (U2)
	Pupil 1 (T1)	Lesson 8: 4 Dec 07	Y (group change)		P1: 63 / T: 63 (NPPs) / Tot: 126 P1 rat: 0.500	Literacy (GB) (U2)
	Pupil 1 (T2)	Lesson 9: 11 Dec 07	Y		P1: 167 / P2: 122 T: 264 / Tot: 553 P1 rat: 0.302	Food (U3)
	Pupil 1 (T2)	Lesson 10: 15 Jan 08	Y		P1: 178 / P2: 109 / T: 260 / Tot: 547 P1 rat: 0.325	Colours, transport (U4) (U7)
	Pupil 1 (T2)	Lesson 11: 29 Jan 08	Y		P1: 155 / P2: 87 / T: 225 / Tot: 467 P1 rat: 0.332	Colours, shapes (U4)

	Pupil 1 (T2)	Lesson 12: 5 Feb 08	Y		P1: 137 / P2: 80 / T: 195 / Tot: 412 P1 rat: 0.333	Colours, shapes (U4)
	Pupil 1 (T3)	Lesson 13: 12 Feb 08	Y		P1: 222 /P2: 87 / T: 280 / Tot: 589 P1 rat: 0.377	Weather, months, seasons (U6) (U8) (U10)
	Pupil 1 (T3)	Lesson 14: 19 Feb 08	Y		P1: 216 / P2: 162 / T: 356 / Tot: 734 P1 rat: 0.294	Weather, clothes (U6) (U3)
	Pupil 1 (T3)	Lesson 15: 4 Mar 08	Y		P1: 248 / P2: 143 / T: 367 / Tot: 758 P1 rat: 0.327	People who help (U5)
	Pupil 1 (T3)	Lesson 16: 11 Mar 08	Y		P1: 386 / T: 386 / Tot:772 P1 rat: 0.500	Transport, People who help (U7) (U5)
	Pupil 1 (T2)	Lesson 17: 8 Apr 08	Y		P1: 226 / P2: 176 / T: 324 / Tot: 726 P1 rat: 0.311	Myself, art activity, festivals (U1) (U2) (U8)
	Pupil 1 (T2)	Lesson 18: 15 Apr 08	Y		P1: 245 / P2: 156 / T: 361 / Tot: 762 P1 rat: 0.322	Fantasy, school activities, literacy (U2) (GB)
	Pupil 1 (T3)	Lesson 19: 29 Apr 08	Y		P1: 197 / P2: 125 / T: 294 / Tot: 616 P1 rat: 0.320	Animals, food (U12) (U3)
	Pupil 1 (T3)	Lesson 20: 6 May 08	Y		P1: 285 / P2: 163 / T: 386 / Tot: 834 P1 rat: 0.342	Animals, food, myself (U12) (U3) (U1)
	Pupil 1 (T3)	Lesson 21: 13 May 08	Y		P1: 241 / P2: 131 / T: 332 / Tot: 704 P1 rat: 0.342	Animals (U12)
	Pupil 1 (T3)	Lesson 22: 20 May 08	Y		P1: 237 / P2: 125 / T: 333 / Tot: 695 P1 rat: 0.341	People & places, animals, literacy (U11) (U2) (U12)
	Pupil 1 (T3)	Lesson 23: 27 May 08	Y		P1: 265 / P2: 112 / T: 342 / Tot: 719 P1 rat: 0.369	Literacy, myself, people & places (U2) (U1) (U11)
	X	Lesson 24: 10 Jun 08	N		X	X
School 1: G4 – 1st Class (A)	Pupil 2 (T2)	Lesson 1: 2 Oct 07	Y	20 (21)	P2: 216 / T: 223 Tot: 439 P2 rat: 0.492	Myself (U1) (U3) (U12)

	Pupil 2 (T2)	Lesson 2: 9 Oct 07	Y		P1: 96 / P2: 71 / T: 170 / Tot: 336 P2 rat: 0.211	Home (U1)
	Pupil 2 (T2)	Lesson 3: 16 Oct 07	Y		P2: 155 / T: 158 Tot: 313 P2 rat: 0.495	Clothes (U3)
	Pupil 2 (T2)	Lesson 4: 23 Oct 07	Y		P1: 111 / P2: 97 / T: 167 / Tot: 375 P2 rat: 0.259	Food (U3)
	X	Lesson 5: 13 Nov 07	X (group change)[6]		X	X
	X	Lesson 6: 20 Nov 07	X (group change)		X	X
	X	Lesson 7: 27 Nov 07	X (group change)		X	X
	Pupil 2 (T1)	Lesson 8: 4 Dec 07	Y (with S1/G2/SIA)		P2: 27 / P5: 81 / P6: 121 / T: 206 / Tot: 435 P2 rat: 0.062	Literacy, animals (GB) (U2) (U12)
	Pupil 2 (T2)	Lesson 9: 11 Dec 07	Y		P1: 167 / P2: 122 T: 264 / Tot: 553 P2 rat: 0.221	Food (U3)
	Pupil 2 (T2)	Lesson 10: 15 Jan 08	Y		P1: 178 / P2: 109 / T: 260 / Tot: 547 P2 rat: 0.199	Colours, transport (U4) (U7)
	Pupil 2 (T2)	Lesson 11: 29 Jan 08	Y		P1: 155 / P2: 87 / T: 225 / Tot: 467 P2 rat: 0.180	Colours, shapes (U4)
	Pupil 2 (T2)	Lesson 12: 5 Feb 08	Y		P1: 137 / P2: 80 / T: 195 / Tot: 412 P2 rat: 0.194	Colours, shapes (U4)
	Pupil 2 (T3)	Lesson 13: 12 Feb 08	Y		P1: 221 /P2: 87 / T: 280 / Tot: 588 P2 rat: 0.148	Weather, months, seasons (U6) (U8) (U10)
	Pupil 2 (T3)	Lesson 14: 19 Feb 08	Y		P1: 216 / P2: 162/ T: 356 / Tot: 734 P2 rat: 0.221	Weather, clothes (U6) (U3)
	Pupil 2 (T3)	Lesson 15: 4 Mar 08	Y		P1: 248 / P2: 143 / T: 367 / Tot: 758 P2 rat: 0.189	People who help (U5)
	X	Lesson 16: 11 Mar 08	N		X	X

	Pupil 2 (T2)	Lesson 17: 8 Apr 08	Y		P1: 226 / P2: 176 / T: 324 / Tot: 726 P2 rat: 0.242	Myself, art activity, festivals (U1) (U2) (U8)
	Pupil 2 (T2)	Lesson 18: 15 Apr 08	Y		P1: 245 / P2: 156 / T: 361 / Tot: 762 P2 rat: 0.205	Fantasy, school activities, literacy (U2) (GB)
	Pupil 2 (T3)	Lesson 19: 29 Apr 08	Y		P1: 197 / P2: 125 / T: 294 / Tot: 616 P2 rat: 0.203	Animals, food (U12) (U3)
	Pupil 2 (T3)	Lesson 20: 6 May 08	Y		P1: 285 / P2: 163 / T: 386 / Tot: 834 P2 rat: 0.195	Animals, food, myself (U12) (U3) (U1)
	Pupil 2 (T3)	Lesson 21: 13 May 08	Y		P1: 241 / P2: 131 / T: 332 / Tot: 704 P2 rat: 0.186	Animals (U12)
	Pupil 2 (T3)	Lesson 22: 20 May 08	Y		P1: 237 / P2: 125 / T: 333 / Tot: 695 P2 rat: 0.180	People & places, animals, literacy (U11) (U2) (U12)
	Pupil 2 (T3)	Lesson 23: 27 May 08	Y		P1: 265 / P2: 112 / T: 342 / Tot: 719 P2 rat: 0.156	Literacy, myself, people & places (U2) (U1) (U11)
	Pupil 2 (T4)	Lesson 24: 10 Jun 08	Y		P2: 276 / T: 280 / Tot: 556 P2 rat: 0.496	Literacy - letter recognition (GB) (U2)
School 1: G1 – Junior Infants	Pupil 3 (T1)	Lesson 1: 6 Nov 07	Y	17	P3: 28 / P4: 28 / T: 75 (NPPs) Tot: 131 P3 rat: 0.214	Food (U3)
	Pupil 3 (T1)	Lesson 2: 13 Nov 07	Y		P3: 16 / P4: 28 / T: 62 (NPPs) Tot: 106 P3 rat: 0.151	Food, shopping (U3)
	Pupil 3 (T1)	Lesson 3: 20 Nov 07	Y		P3: 16 / P4: 15 / T: 39 (NPPs) / Tot: 70 P3 rat: 0.229	Literacy (GB) (U2)
	Pupil 3 (T1)	Lesson 4: 4 Dec 07	Y		P3: 40 / P4: 37 / T: 80 (NPPs) / Tot: 157 P3 rat: 0.255	Clothes, travel, (U3) (U7)
	Pupil 3 (T1)	Lesson 5: 15 Jan 08	Y		P3: 40 / P4: 42 / T: 102 (NPPs) / Tot: 184 P3 rat: 0.217	Animals (U12)

	Pupil 3 (T1)	Lesson 6: 22 Jan 08	Y		P3: 42 / P4: 121 / T: 192 (NPPs) / Tot: 355 P3 rat: 0.118	Transport and travel, literacy (U7) (GB)
	Pupil 3 (T1)	Lesson 7: 29 Jan 08	Y		P3: 50 / P4: 75 / T: 135 (NPPs) / Tot: 260 P3 rat: 0.192	Local area, transport, literacy (U9) (U7) (GB)
	Pupil 3 (T1)	Lesson 8: 5 Feb 08	Y		P3: 38 / P4: 64 / T: 122 (NPPs) / Tot: 224 P3 rat: 0.170	People who help, transport (U5) (U7)
	Pupil 3 (T1)	Lesson 9: 12 Feb 08	Y		P3: 21 / P4: 80 / T: 116 (NPPs) / Tot: 217 P3 rat: 0.097	People who help, local area (U5) (U9)
	Pupil 3 (T1)	Lesson 10: 19 Feb 08	Y		P3: 35 / P4: 88 / T: 134 (NPPs) Tot: 257 P3 rat: 0.136	Colours (U4)
	Pupil 3 (T1)	Lesson 11: 26 Feb 08	Y (group change)[7]		P3: 43 / P4: 46 / T: 90 (NPPs) / Tot: 179 P3 rat: 0.240	Shapes, home, food (U4) (U1) (U3)
	X	Lesson 12: 4 Mar 08	N		X	X
	Pupil 3 (T4)	Lesson13: 11 Mar 08	Y		P3: 48 / P4: 58 / T: 126 (NPPs) / Tot: 232 P3 rat: 0.207	Literacy (GB) (U2)
	X	Lesson 14: 15 Apr 08	N		X	X
	Pupil 3 (T1)	Lesson 15: 29 Apr 08	Y		P3: 43 / P4: 112 / T: 157 (NPPs) / Tot: 312 P3 rat: 0.138	Nursery rhymes, art activity (U2)
	Pupil 3 (T1)	Lesson 16: 6 May 08	Y		P3: 44 / P4: 98 / T: 161 (NPPs) / Tot: 303 P3 rat: 0.145	Seasons, flowers, myself (U8) (U12) (U1)
	Pupil 3 (T1)	Lesson 17: 20 May 08	Y		P3: 44 / P4: 114 / T: 158 (NPPs) / Tot: 316 P3 rat: 0.139	Nursery rhymes, routines (U2) (U1)

	Pupil 3 (T1)	Lesson 18: 27 May 08	Y		P3: 87 / P4: 69 / T: 215 (NPPs) / Tot: 371 P3 rat: 0.235	Literacy (GB) (U2)
	Pupil 3 (T1)	Lesson 19: 10 Jun 08	Y		P3: 42 / P4: 89 / T: 223 (NPPs) / Tot: 354 P3 rat: 0.119	Literacy, myself, school (GB) (U1) (U2)
School 1: G1 – Junior Infants	Pupil 4 (T1)	Lesson 1: 6 Nov 07	Y	19	P3: 28 / P4: 28 / T: 75 (NPPs) Tot: 131 P4 rat: 0.214	Food (U3)
	Pupil 4 (T1)	Lesson 2: 13 Nov 07	Y		P3: 16 / P4: 28 / T: 62 (NPPs) Tot: 106 P4 rat: 0.264	Food, shopping (U3)
	Pupil 4 (T1)	Lesson 3: 20 Nov 07	Y		P3: 16 / P4: 15 /T: 39 (NPPs) / Tot: 70 P4 rat: 0.214	Literacy (GB) (U2)
	Pupil 4 (T1)	Lesson 4: 4 Dec 07	Y		P3: 40 / P4: 37 / T: 80 (NPPs) / Tot: 157 P4 rat: 0.236	Clothes, travel, literacy (U3) (U7) (GB)
	Pupil 4 (T1)	Lesson 5: 15 Jan 08	Y		P3: 40 / P4: 42 / T: 102 (NPPs) / Tot: 184 P4 rat: 0.228	Animals (U12)
	Pupil 4 (T1)	Lesson 6: 22 Jan 08	Y		P3: 42 / P4: 121 / T: 192 (NPPs) / Tot: 355 P4 rat: 0.341	Transport and travel, literacy (U7) (GB)
	Pupil 4 (T1)	Lesson 7: 29 Jan 08	Y		P3: 50 / P4: 75 / T: 135 (NPPs) / Tot: 260 P4 rat: 0.288	Local area, transport, literacy (U9) (U7) (GB)
	Pupil 4 (T1)	Lesson 8: 5 Feb 08	Y		P3: 38 / P4: 64 / T: 122 (NPPs) / Tot: 224 P4 rat: 0.286	People who help, transport (U5) (U7)
	Pupil 4 (T1)	Lesson 9: 12 Feb 08	Y		P3: 21 / P4: 80 / T: 116 (NPPs) / Tot: 217 P4 rat: 0.369	People who help, local area (U5) (U9)
	Pupil 4 (T1)	Lesson 10: 19 Feb 08	Y		P3: 35 / P4: 88 / T: 134 (NPPs) Tot: 257 P4 rat: 0.342	Colours (U4)

	Pupil 4 (T1)	Lesson 11: 26 Feb 08	Y (group change)		P3: 43 / P4: 46 / T: 90 (NPPs) / Tot: 179 P4 rat: 0.257	Shapes, home, food (U4) (U1) (U3)
	Pupil 4 (T1)	Lesson 12: 4 Mar 08	Y		P4: 58 / T: 60 (NPPs) / Tot: 118 P4: 0.492	Shapes, colours (U4)
	Pupil 4 (T4)	Lesson 13: 11 Mar 08	Y		P3: 48 / P4: 58 / T: 126 (NPPs) / Tot: 232 P4 rat: 0.250	Literacy (GB) (U2)
	Pupil 4 (T1)	Lesson 14: 15 Apr 08	Y		P4: 141 / T: 157 (NPPs) / Tot: 298 P4 rat: 0.473	Animals (U12)
	Pupil 4 (T1)	Lesson 15: 29 Apr 08	Y		P3: 43 / P4: 112 / T: 157 (NPPs) / Tot: 312 P4 rat: 0.359	Nursery rhymes, art activity (U2)
	Pupil 4 (T1)	Lesson 16: 6 May 08	Y		P3: 44 / P4: 98 / T: 161 (NPPs) / Tot: 303 P4 rat: 0.323	Seasons, flowers, myself (U8) (U12) (U1)
	Pupil 4 (T1)	Lesson 17: 20 May 08	Y		P3: 44 / P4: 114 / T: 158 (NPPs) / Tot: 316 P4 rat: 0.361	Nursery rhymes, routines (U2) (U1)
	Pupil 4 (T1)	Lesson 18: 27 May 08	Y		P3: 87 / P4: 69 / T: 215 (NPPs) / Tot: 371 P4 rat: 0.186	Literacy (GB) (U2)
	Pupil 4 (T1)	Lesson 19: 10 Jun 08	Y		P3: 42 / P4: 89 / T: 223 (NPPs) / Tot: 354 P3 rat: 0.120	Literacy, myself, school (GB) (U1) (U2)
School 1: G2 – Senior Infants (A)	Pupil 6 (T1)	Lesson 1: 6 Nov 07	Y	8	P5: 85 / P6: 117 / T: 153 / Tot: 355 P6 rat: 0.330	Food (U3)
	Pupil 6 (T1)	Lesson 2: 13 Nov 07	Y		P5:100 / P6: 129 / T: 178 / Tot: 407 P6 rat: 0.317	Food, shopping (U3)
	Pupil 6 (T1)	Lesson 3: 20 Nov 07	Y		P5: 85 / P6: 160 / T: 209 / Tot: 454 P6 rat: 0.352	Literacy (GB) (U2)

[53]

	Pupil 6 (T1)	Lesson 4: 27 Nov 07	Y		P5: 84 / P6: 108 / T: 175 / Tot: 367 P6 rat: 0.294	Literacy (GB) (U2)
	Pupil 6 (T1)	Lesson 5: 4 Dec 07	Y (group change + Pupil 2)		P2: 27 / P5: 81 / P6: 121 / T: 206 / Tot: 435 P6 rat: 0.278	Literacy, animals (GB) (U2) (U12)
	X	Lesson 6: 15 Jan 08	N		X	X
	Pupil 6 (T1)	Lesson 7: 22 Jan 08	Y (group change + Pupil 7)[8]		P5: 73 / P6: 134 / P7: 38 / T: 211 / Tot: 456 P6 rat: 0.294	Transport and travel (U7)
	Pupil 6 (T1)	Lesson 8: 29 Jan 08	Y		P5: 58 / P6: 88 / P7: 58 / T: 170 / Tot: 374 P6 rat: 0.235	Local area, transport, myself (U9) (U7) (U1)
	X	Lesson 9: 5 Feb 08	N		X	X
	Pupil 6 (T1)	Lesson 10: 12 Feb 08	Y		P5:118 / P6: 229 / T: 290 / Tot: 637 P6 rat: 0.359	Local area (U9) (U13)
	X	Lesson 11: 19 Feb 08	N		X	X
	X	Lesson 12: 26 Feb 08	N		X	X
School 1: G2 – Senior Infants (A) & 2nd Class	Pupil 7 (T1)	Lesson 7: 22 Jan 08	Y (group change)	12	P5: 73 / P6: 134 / P7: 38 / T: 211 / Tot: 456 P7 rat: 0.083	Transport and travel (U7)
	Pupil 7 (T1)	Lesson 8: 29 Jan 08	Y		P5: 58 / P6: 88 / P7: 58 / T: 170 / Tot: 374 P7 rat: 0.155	Local area, transport, myself (U9) (U7) (U1)
	Pupil 7 (T1)	Lesson 9: 5 Feb 08	Y		P5: 149 / P7: 123 / T: 255 / Tot: 527 P7 rat: 0.233	People who help

	X	Lesson 10: 12 Feb 08	N		X	X
	Pupil 7 (T1)	Lesson 11: 19 Feb 08	Y		P5: 120 / P7: 136 / T: 224 / Tot: 480 P7 rat: 0.283	Colours and shapes, literacy (U4) (U2)
	Pupil 7 (T1)	Lesson 12: 26 Feb 08	Y		P5: 159 / P7: 121 / T: 268 / Tot: 548 P7 rat: 0.221	Season, clothes, colours (U8) (U3) (U4)
School 1: G5 – 1st Class (B) & 2nd Class	Pupil 7 (contd) (T1)	Lesson 1: 4 Mar 08	Y (group change)		P7: 194 / P8: 215 / T: 362 / Tot: 771 P7 rat: 0.252	Myself, body (U1)
	X	Lesson 2: 8 Apr 08	N		X	X
	X	Lesson 3: 15 Apr 08	N		X	X
	Pupil 7 (T1)	Lesson 4: 29 Apr 08	Y (arrived late)		P7: 91 / P8: 256 / T: 336 / Tot: 683 P7 rat: 0.133	Clothes, weather (U3) (U6)
	Pupil 7 (T1)	Lesson 5: 6 May 08	Y		P7: 103 / P8: 139 / T: 215 / Tot: 457 P7 rat: 0.225	Food (U3)
	Pupil 7 (T1)	Lesson 6: 13 May 08	Y		P7: 178 / P8: 191 / T: 326 / Tot: 695 P7 rat: 0.256	Food (U3)
	Pupil 7 (T1)	Lesson 7: 20 May 08	Y		P7: 213 / P8: 191 / T: 274 (NPP) / Tot: 678 P7 rat: 0.314	Food (U3)
	Pupil 7 (T1)	Lesson 8: 27 May 08	Y		P7: 144 / P8: 176 / T: 238 / Tot: 558 P7 rat: 0.258	Myself, actions (U1) (U2)
	Pupil 7 (T1)	Lesson 9: 10 Jun 08	Y		P7: 188 / P8: 157 / T: 305 / Tot: 650 P7 rat: 0.289	Countries, People who help, environment (U11) (U5) (U13)
School 1: G5 – 1st Class (B) & 2nd Class	Pupil 8 (T1)	Lesson 1: 4 Mar 08	Y	9	P7: 194 / P8: 215 / T: 362 / Tot: 771 P8 rat: 0.279	Myself, body (U1)

	Pupil 8 (T1)	Lesson 2: 8 Apr 08	Y		P8: 209 / T: 218 / Tot: 427 P8 rat: 0.489	Animals, time, numbers (U12) (U10)
	Pupil 8 (T1)	Lesson 3: 15 Apr 08	Y		P8: 314 / T: 315 / Tot: 629 P8 rat: 0.499	Animals, literacy (U12) (U2) (GB)
	Pupil 8 (T1)	Lesson 4: 29 Apr 08	Y		P7: 91 / P8: 256 / T: 336 / Tot: 683 P8 rat: 0.375	Clothes, weather (U3) (U6)
	Pupil 8 (T1)	Lesson 5: 6 May 08	Y		P7: 103 / P8: 139 / T: 215 / Tot: 457 P8 rat: 0.304	Food (U3)
	Pupil 8 (T1)	Lesson 6: 13 May 08	Y		P7: 178 / P8: 191 / T: 326 / Tot: 695 P8 rat: 0.275	Food (U3)
	Pupil 8 (T1)	Lesson 7: 20 May 08	Y		P7: 213 / P8: 191 / T: 274 (NPP) / Tot: 678 P8 rat: 0.282	Food (U3)
	Pupil 8 (T1)	Lesson 8: 27 May 08	Y		P7: 144 / P8: 176 / T: 238 / Tot: 558 P8 rat: 0.315	Myself, actions (U1) (U2)
	Pupil 8 (T1)	Lesson 9: 10 Jun 08	Y		P7: 188 / P8: 157 / T: 305 / Tot: 650 P8 rat: 0.242	Countries, People who help, environment (U11) (U5) (U13)
School 1: G3 – Senior Infants (B)	Pupil 9 (T2)	Lesson 1: 2 Oct 07	Y	4	P9: 37 / P10: 28 / P11: 24 / T: 81 / Tot: 170 P9 rat: 0.218	Literacy, art activity (U2)
	X	Lesson 2: 9 Oct 07	N		X	X
	Pupil 9 (T2)	Lesson 3: 23 Oct 07	Y		P9: 65 / P10: 40 / P11: 29 / T: 112 / Tot: 246 P9 rat: 0.264	Food, Halloween (U3) (U8)
	Pupil 9 (T2)	Lesson 4: 11 Dec 07	Y		P9: 249 / P11: 157 / T: 342 / Tot: 748 P9 rat: 0.333	Food (U3)
	Pupil 9 (T2)	Lesson 5: 8 Apr 08	Y		P9: 383 / T: 387 / Tot: 770 P9 rat: 0.497	Festivals, myself (U8) (U1)

School 2: G1 – Junior Infants (A)	Pupil 12 (T5)	Lesson 1: 10 Dec 07	Y	9	P12: 37 / P13: 20 / P14: 50 / T: 134 (NPPs) / Tot: 241 P12 rat: 0.154	Time, seasons, weather, clothes (U10) (U8) (U6) (U3)
	Pupil 12 (T5)	Lesson 2: 14 Jan 08	Y		P12: 16 / P14: 45 / T: 78 (NPPs) / Tot:139 P12 rat: 0.115	Myself, time (days) (U1) (U10)
	Pupil 12 (T6)	Lesson 3: 28 Jan 08	Y		P12: 80 / P13: 1 / P14: 60 / T: 144 (NPPs) / Tot: 285 P12 rat: 0.281	Myself, literacy (U1) (U2) (GB)
	X	Lesson 4: 4 Feb 08	N		X	X
	Pupil 12 (T5)	Lesson 5: 18 Feb 08	Y		P12: 46 / P14: 103 / T: 184 (NPPs) / Tot: 333 P12 rat: 0.138	Food, shopping (U3)
	X	Lesson 6: 7 Apr 08	N		X	X
	Pupil 12 (T5)	Lesson 7: 14 Apr 08	Y		P12: 46 / P13: 50 / P14: 105 / T: 241 (NPPs) / Tot: 442 P12 rat: 0.104	Animals, weather (U12) (U6)
	Pupil 12 (T5)	Lesson 8: 21 Apr 08	Y		P12: 36 / P13: 29 / P14: 162 / T: 264 (NPPs) / Tot: 491 P12 rat: 0.073	Seasons, animals, environment (U8) (U12) (U13)
	Pupil 12 (T6)	Lesson 9: 28 Apr 08	Y		P12: 62 / P13: 37 / P14: 109 / T: 208 (NPPs) / Tot: 416 P12 rat: 0.149	Animals, seasons (U12) (U8)
	Pupil 12 (T6)	Lesson 10: 12 May 08	Y		P12: 49 / P13: 37 / P14: 149 / T: 256 (NPPs) / Tot: 491 P12 rat: 0.098	Opposites (U4)
	Pupil 12 (T6)	Lesson 11: 19 May 08	Y		P12: 64 / P14: 142 / T: 239 (NPPs) / Tot: 445 P12 rat: 0.144	Opposites, animals (U4) (U12)
	X	Lesson 12: 26 May 08	N		X	X

School 2: G1 – Junior Infants (A)	Pupil 13 (T5)	Lesson 1: 10 Dec 07	Y	8	P12: 37 / P13: 20 / P14: 50 / T: 134 (NPPs) / Tot: 241 P13 rat: 0.083	Time, seasons, weather, clothes (U10) (U8) (U6) (U3)
	X	Lesson 2: 14 Jan 08	N		X	X
	Pupil 13 (T6)	Lesson 3: 28 Jan 08	Y		P12: 80 / P13: 1 / P14: 60 / T: 144 (NPPs) / Tot: 285 P13 rat: 0.004	Myself, literacy (U1) (U2) (GB)
	Pupil 13 (T5)	Lesson 4: 4 Feb 08	Y		P13: 28 / P14: 110 / T: 184 (NPPs) / Tot: 322 P13 rat: 0.087	Animals, seasons, time (U12) (U8) (U10)
	X	Lesson 5: 18 Feb 08	N		X	X
	X	Lesson 6: 7 Apr 08	N		X	X
	Pupil 13 (T5)	Lesson 7: 14 Apr 08	Y		P12: 46 / P13: 50 / P14: 105 / T: 241 (NPPs) / Tot: 442 P13 rat: 0.113	Animals, weather (U12) (U6)
	Pupil 13 (T5)	Lesson 8: 21 Apr 08	Y		P12: 36 / P13: 29 / P14: 162 / T: 264 (NPPs) / Tot: 491 P13 rat: 0.059	Seasons, animals, environment (U8) (U12) (U13)
	Pupil 13 (T6)	Lesson 9: 28 Apr 08	Y		P12: 62 / P13: 37 / P14: 109 / T: 208 (NPPs) / Tot: 416 P13 rat: 0.089	Animals, seasons (U12) (U8)
	Pupil 13 (T6)	Lesson 10: 12 May 08	Y		P12: 49 / P13: 37 / P14: 149 / T: 256 (NPPs) / Tot: 491 P13 rat: 0.075	Opposites (U4)
	X	Lesson 11: 19 May 08	N		X	X
	Pupil 13 (T5)	Lesson 12: 26 May 08	Y		P13: 112 / P14: 138 / T: 268 (NPPs) / Tot: 518 P13 rat: 0.216	Opposites, food (U4) (U3)

School 2: G1 – Junior Infants (A)	Pupil 14 (T5)	Lesson 1: 10 Dec 07	Y	12	P12: 37 / P13: 20 / P14: 50 / T: 134 (NPPs) / Tot: 241 P14 rat: 0.207	Time, seasons, weather, clothes (U10) (U8) (U6) (U3)
	Pupil 14 (T5)	Lesson 2: 14 Jan 08	Y		P12: 16 / P14: 45 / T: 78 (NPPs) / Tot:139 P14 rat: 0.324	Myself, time (days) (U1) (U10)
	Pupil 14 (T6)	Lesson 3: 28 Jan 08	Y		P12: 80 / P13: 1 / P14: 60 / T: 144 (NPPs) / Tot: 285 P14 rat: 0.211	Myself, literacy (U1) (U2) (GB)
	Pupil 14 (T5)	Lesson 4: 4 Feb 08	Y		P13: 28 / P14: 110 / T: 184 (NPPs) / Tot: 322 P14 rat: 0.342	Animals, seasons, time (U12) (U8) (U10)
	Pupil 14 (T5)	Lesson 5: 18 Feb 08	Y		P12: 46 / P14: 103 / T: 184 (NPPs) / Tot: 333 P14 rat: 0.309	Food, shopping (U3)
	Pupil 14 (T5)	Lesson 6: 7 Apr 08	Y		P14: 193 / T: 201 (NPPs) / Tot: 394 P14 rat: 0.490	Animals, transport and travel, myself (U12) (U7) (U1)
	Pupil 14 (T5)	Lesson 7: 14 Apr 08	Y		P12: 46 / P13: 50 / P14: 105 / T: 241 (NPPs) / Tot: 442 P14 rat: 0.238	Animals, weather (U12) (U6)
	Pupil 14 (T5)	Lesson 8: 21 Apr 08	Y		P12: 36 / P13: 29 / P14: 162 / T: 264 (NPPs) / Tot: 491 P14 rat: 0.330	Seasons, animals, environment (U8) (U12) (U13)
	Pupil 14 (T6)	Lesson 9: 28 Apr 08	Y		P12: 62 / P13: 37 / P14: 109 / T: 208 (NPPs) / Tot: 416 P14 rat: 0.262	Animals, seasons (U12) (U8)
	Pupil 14 (T6)	Lesson 10: 12 May 08	Y		P12: 49 / P13: 37 / P14: 149 / T: 256 (NPPs) / Tot: 491 P14 rat: 0.303	Opposites (U4)
	Pupil 14 (T6)	Lesson 11: 19 May 08	Y		P12: 64 / P14: 142 / T: 239 (NPPs) / Tot: 445 P14 rat: 0.319	Opposites, animals (U4) (U12)

[59]

	Pupil 14 (T5)	Lesson 12: 26 May 08	Y		P13: 112 / P14: 138 / T: 268 (NPPs) / Tot: 518 P14 rat: 0.266	Opposites, food (U4) (U3)
School 2: G2 – Junior Infants (B)	Pupil 15 (T5)	Lesson 1: 10 Dec 07	Y	10	P15: 51 / P16: 85 / T: 153 (NPPs) / Tot: 289 P15 rat: 0.176	Time, myself (U10) (U1)
	Pupil 15 (T5)	Lesson 2: 14 Jan 08	Y		P15: 20 / P16: 33 / T: 80 (NPPs) / Tot: 133 P15 rat: 0.150	People who help, time (U5) (U10)
	Pupil 15 (T5)	Lesson 3: 28 Jan 08	Y (rec. prob.)		X	X
	Pupil 15 (T5)	Lesson 4: 18 Feb 08	Y		P15: 67 / P16: 64 / T: 174 (NPPs) / Tot: 305 P15 rat: 0.220	Food, shopping (U3)
	Pupil 15 (T5)	Lesson 5: 7 Apr 08	Y		P15: 90 / P16: 66 / T: 155 (NPPs) / Tot: 311 P15 rat: 0.289	Animals, weather, time (U12) (U6) (U10)
	Pupil 15 (T5)	Lesson 6: 14 Apr 08	Y		P15: 74 / P16: 61 / T: 168 (NPPs) / Tot: 303 P15 rat: 0.244	Animals (U12)
	Pupil 15 (T5)	Lesson 7: 21 Apr 08	Y		P15: 63 / P16: 120 / T: 198 (NPPs) / Tot: 381 P15 rat: 0.165	Seasons, animals and plants, clothes (U8) (U12) (U3)
	Pupil 15 (T6)	Lesson 8: 28 Apr 08	Y		P15:134 / T: 148 (NPPs) / Tot: 282 P15: 0.475	Seasons, animals (U8) (U12)
	Pupil 15 (T6)	Lesson 9: 12 May 08	Y		P15: 69 / P16: 112 / T: 173 (NPPs) / Tot: 354 P15: 0.195	Opposites (U4)
	Pupil 15 (T6)	Lesson 10: 19 May 08	Y		P15: 79 / P16: 133 / T: 245 (NPPs) / Tot: 457 P15 rat: 0.173	Opposites (U4)
	Pupil 15 (T5)	Lesson 11: 26 May 08	Y		P15: 51 / P16: 114 / T: 160 (NPPs) / Tot: 325 P15 rat: 0.157	Animals, myself (U12) (U1)

School 2: G2 – Junior Infants (B)	Pupil 16 (T5)	Lesson 1: 10 Dec 07	Y	9	P15: 51 / P16: 85 / T: 153 (NPPs) / Tot: 289 P16 rat: 0.294	Time, myself (U10) (U1)
	Pupil 16 (T5)	Lesson 2: 14 Jan 08	Y		P15: 20 / P16: 33 / T: 80 (NPPs) / Tot: 133 P16 rat: 0.248	People who help, time (U5) (U10)
	X	Lesson 3: 28 Jan 08	N		X	X
	Pupil 16 (T5)	Lesson 4: 18 Feb 08	Y		P15: 67 / P16: 64 / T: 174 (NPPs) / Tot: 305 P16 rat: 0.210	Food, shopping (U3)
	Pupil 16 (T5)	Lesson 5: 7 Apr 08	Y		P15: 90 / P16: 66 / T: 155 (NPPs) / Tot: 311 P16 rat: 0.212	Animals, weather, time (U12) (U6) (U10)
	Pupil 16 (T5)	Lesson 6: 14 Apr 08	Y		P15: 74 / P16: 61 / T: 168 (NPPs) / Tot: 303 P16 rat: 0.201	Animals (U12)
	Pupil 16 (T5)	Lesson 7: 21 Apr 08	Y		P15: 63 / P16: 120 / T: 198 (NPPs) / Tot: 381 P16 rat: 0.315	Seasons, animals and plants, clothes (U8) (U12) (U3)
	X	Lesson 8: 28 Apr 08	N		X	X
	Pupil 16 (T6)	Lesson 9: 12 May 08	Y		P15: 69 / P16: 112 / T: 173 (NPPs) / Tot: 354 P16 rat: 0.316	Opposites (U4)
	Pupil 16 (T6)	Lesson 10: 19 May 08	Y		P15: 79 / P16: 133 / T: 245 (NPPs) / Tot: 457 P16 rat: 0.291	Opposites (U4)
	Pupil 16 (T5)	Lesson 11: 26 May 08	Y		P15: 51 / P16: 114 / T: 160 (NPPs) / Tot: 325 P16 rat: 0.351	Animals, myself (U12) (U1)
School 3: G1 – Junior Infants	(Pupil 17) (T7)	Lesson 1: 10 Oct 07	N	11	X	X

Pupil 17 (T7)	Lesson 2: 17 Oct 07	Y		P17: 50 / P18: 23 / P19: 48 / P20: 17 / T: 158 / Tot: 296 P17 rat: 0.169	Myself, colours (U1) (U4)
Pupil 17 (T7)	Lesson 3 – 24 Oct 07	Y (rec. prob.)		X	X
Pupil 17 (T7)	Lesson 4: 7 Nov 07	Y		P17: 87 / P18: 69 / P19: 72 / P20: 27 / T: 261 / Tot: 516 P17 rat: 0.169	Food, myself, colours (U3) (U1) (U4)
Pupil 17 (T7)	Lesson 5: 14 Nov 07	Y		P17: 87 / P18: 37 / P19: 46 / P20: 40 / T: 215 / Tot: 425 P17 rat: 0.205	Literacy, myself, clothes (U2) (GB) (U1) (U4)
Pupil 17 (T7)	Lesson 6: 21 Nov 07	Y		P17: 95 / P18: 49 / P19: 91 / P20: 28 / T: 290 / Tot: 553 P17 rat: 0.172	Food and clothes, myself (home) / colours (U3) (U1) (U4)
X	Lesson 7: 28 Nov 07	N		X	X
X	Lesson 8: 5 Dec 07	N		X	X
Pupil 17 (T7)	Lesson 9: 12 Dec 07	Y		P17: 91 / P18: 48 / P19: 77 / P20: 67 / T: 340 / Tot: 623 P17 rat: 0.146	Christmas, food (U8) (U3)
Pupil 17 (T7)	Lesson 10: 16 Jan 08	Y		P17: 79 / P18: 28 / P19: 43 / P20: 19 / T: 189 (NPP) / Tot: 358 P17 rat: 0.221	Myself, literacy (U1) (U2) (GB)
Pupil 17 (T7)	Lesson 11: 23 Jan 08	Y		P17: 117 / P18: 87 / P19: 74 / P20: 52 / T: 306 / Tot: 636 P17 rat: 0.184	Myself, animals, transport, literacy (U1) (U12) (U7) (U2)
Pupil 17 (T7)	Lesson 12: 30 Jan 08	Y		P17: 67 / P18: 96 / P19: 73 / P20: 39 / T: 275 / Tot: 550 P17 rat: 0.122	Literacy, time, animals (U2) (U10) (U12)
Pupil 17 (T7)	Lesson 13: 6 Feb 08	Y		P17: 22 / P18: 43 / P19: 36 / P20: 22 / T: 137 / Tot: 260 P17 rat: 0.085	Literacy, myself, food (U2) (U1) (U3)

	Pupil 17 (T7)	Lesson 14: 13 Feb 08	Y		P17: 93 / P18: 64 / P19: 84 / P20: 31 / T: 289 / Tot: 561 P17 rat: 0.166	Home, animals, literacy (U1) (U12) (U2)
	X	Lesson 15: 20 Feb 08	N		X	X
	Pupil 17 (T7)	Lesson 16: 27 Feb 08	Y		P17: 57 / P19: 65 / P20: 73 / T: 173 / Tot: 368 P17 rat: 0.155	Myself, Animals, nursery rhymes (U1) (U12)
School 3: G1 – Junior Infants	Pupil 20 X	Lesson 1: 10 Oct 07	N	14	X	X
	Pupil 20 (T7)	Lesson 2: 17 Oct 07	Y		P17: 50 / P18: 23 / P19: 48 / P20: 17 / T: 158 / Tot: 296 P20 rat: 0.057	Myself, colours (U1) (U4)
	Pupil 20 (T7)	Lesson 3: 24 Oct 07	Y (rec. prob.)		X	X
	Pupil 20 (T7)	Lesson 4: 7 Nov 07	Y		P17: 87 / P18: 69 / P19: 72 / P20: 27 / T: 261 / Tot:516 P20 rat: 0.052	Food, myself, colours (U3) (U1) (U4)
	Pupil 20 (T7)	Lesson 5: 14 Nov 07	Y		P17: 87 / P18: 37 / P19: 46 / P20: 40 / T: 215 / Tot: 425 P20 rat: 0.094	Literacy, myself, clothes (U2) (GB) (U1) (U4)
	Pupil 20 (T7)	Lesson 6: 21 Nov 07	Y		P17: 95 / P18: 49 / P19: 91 / P20: 28 / T: 290 / Tot: 553 P20 rat: 0.051	Food and clothes, myself (home) / colours (U3) (U1) (U4)
	Pupil 20 (T7)	Lesson 7: 28 Nov 07	Y		P18: 89 / P19: 122 / P20: 105 / T: 291 / Tot: 607 P20 rat: 0.173	Food and clothes, colours (U3) (U4)
	Pupil 20 (T7)	Lesson 8: 5 Dec 07	Y		P18: 59 / P19: 141 / P20: 66 / T: 317 / Tot: 583 P20 rat: 0.113	Christmas, clothes, colours (U8) (U3) (U4)
	Pupil 20 (T7)	Lesson 9: 12 Dec 07	Y		P17: 91 / P18: 48 / P19: 77 / P20: 67 / T: 340 / Tot: 623 P20 rat: 0.108	Christmas, food (U8) (U3)

	Pupil 20 (T7)	Lesson 10: 16 Jan 08	Y		P17: 79 / P18: 28 / P19: 43 / P20: 19 / T: 189 / Tot: 358 P20 rat: 0.053	Myself, literacy (U1) (U2) (GB)
	Pupil 20 (T7)	Lesson 11: 23 Jan 08	Y		P17: 117 / P18: 87 / P19: 74 / P20: 52 / T: 306 / Tot: 636 P20 rat: 0.081	Myself, animals, transport, literacy (U1) (U12) (U7) (U2)
	Pupil 20 (T7)	Lesson 12: 30 Jan 08	Y		P17: 67 / P18: 96 / P19: 73 / P20: 39 / T: 275 / Tot: 550 P20 rat: 0.071	Literacy, time, animals (U2) (U10) (U12)
	Pupil 20 (T7)	Lesson 13: 6 Feb 08	Y		P17: 22 / P18: 43 / P19: 36 / P20: 22 / T: 137 / Tot: 260 P20 rat: 0.085	Literacy, myself, food (U2) (U1) (U3)
	Pupil 20 (T7)	Lesson 14: 13 Feb 08	Y		P17: 93 / P18: 64 / P19: 84 / P20: 31 / T: 289 / Tot: 561 P20 rat: 0.055	Home, animals, literacy (U1) (U12) (U2)
	Pupil 20 (T7)	Lesson 15: 20 Feb 08	Y		P18: 135 / P19: 100 / P20: 89 / T: 317 / Tot: 641 P20 rat: 0.139	Myself, animals, literacy (U1) (U12) (U2) (GB)
	Pupil 20 (T7)	Lesson 16: 27 Feb 08	Y		P17: 57 / P19: 65 / P20: 73 / T: 173 / Tot: 368 P20 rat: 0.198	Myself, Animals, nursery rhymes (U1) (U12)
School 3: G3 – 1st Class	Pupil 25 (T7)	Lesson 1: 10 Oct 07	Y	15	P25: 23 / P26: 18 / P27: 47 / T: 84 / Tot: 172 P25 rat: 0.134	Festivals, people who help, food (U8) (U5) (U3)
	Pupil 25 (T7)	Lesson 2: 17 Oct 07	Y		P25: 17 / P26: 28 / P27: 45 / T: 81 / Tot: 160 P25 rat: 0.099	People who help us (U5)
	Pupil 25 (T7)	Lesson 3: 24 Oct 07	Y (rec. prob.)		X	X
	Pupil 25 (T7)	Lesson 4: 7 Nov 07	Y		P25: 26 / P26: 48 / P27: 42 / T: 117 / Tot: 233 P25 rat: 0.112	People who help, food, (U5) (U3)

	Pupil 25 (T7)	Lesson 5: 14 Nov 07	Y		P25: 25 / P26: 49 / P27: 41 / T: 97 / Tot: 212 P25 rat: 0.118	Time, weather, myself, food (U10) (U6) (U1) (U3)
	Pupil 25 (T7)	Lesson 6: 21 Nov 07	Y		P25: 28 / P26: 34 / P27: 78 / T: 129 / Tot: 269 P25 rat: 0.104	Birthdays, myself, literacy (U8) (U1) (U2)
	Pupil 25 (T7)	Lesson 7: 28 Nov 07	Y		P25: 71 / P26: 32 / P27: 74 / T: 151 / Tot: 328 P25 rat: 0.216	Myself, Christmas, literacy (U1) (U8) (U2)
	Pupil 25 (T7)	Lesson 8: 5 Dec 07	Y		P25: 45 / P26: 59 / P27: 91 / T: 187 / Tot: 382 P25 rat: 0.118	Christmas, animals, myself, literacy (U8) (U12) (U1) (U2)
	Pupil 25 (T7)	Lesson 9: 12 Dec 07	Y		P25: 67 / P26: 72 / P27: 68 / P28: 7 / P29: 2 / T: 204 / Tot: 420 P25 rat: 0.160	Christmas (U8)
	Pupil 25 (T7)	Lesson 10: 16 Jan 08	Y		P25: 81 / P26: 58 / P27: 79 / T: 192 / Tot: 410 P25 rat: 0.198	Transport, festivals (U7) (U8)
	Pupil 25 (T7)	Lesson 11: 23 Jan 08	Y		P25: 57 / P26: 65 / P27: 90 / T: 179 / Tot: 391 P25 rat: 0.146	People who help us, local area (U5) (U9)
	Pupil 25 (T7)	Lesson 12: 30 Jan 08	Y		P25: 56 / P26: 106 / P27: 82 / T: 241 / Tot: 485 P25 rat: 0.115	Time, seasons (U10) (U8)
	Pupil 25 (T7)	Lesson 13: 6 Feb 08	Y		P25: 49 / P26: 103 / P27: 93 / T: 196 / Tot: 441 P25 rat: 0.111	Literacy, time, festivals (U2) (U1) (U10) (U8)
	Pupil 25 (T7)	Lesson 14: 13 Feb 08	Y		P25: 58 / P26: 36 / P27: 147 / T: 224 / Tot: 465 P25 rat: 0.125	Seasons, animals, school, literacy (U8) (U12) (U2)
	Pupil 25 (T7)	Lesson 15: 20 Feb 08	Y		P25: 75 / P26: 50 / P27: 49 / T: 128 / Tot: 302 P25 rat: 0.248	Transport, time (U7) (U10)

	Pupil 25 (T7)	Lesson 16: 27 Feb 08	Y		P25: 32 / P26: 51 / P27: 31 / T: 84 / Tot: 198 P25 rat: 0.162	Animals (U12)
School 3: G3 – 1st Class	Pupil 27 (T7)	Lesson 1: 10 Oct 07	Y	15	P25: 23 / P26: 18 / P27: 47 / T: 84 / Tot: 172 P27 rat: 0.273	Festivals, people who help, food (U8) (U5) (U3)
	Pupil 27 (T7)	Lesson 2: 17 Oct 07	Y		P25: 17 / P26: 28 / P27: 45 / T: 81 / Tot: 168 P27 rat: 0.268	People who help us (U5)
	Pupil 27 (T7)	Lesson 3: 24 Oct 07	Y (rec. prob.)		X	X
	Pupil 27 (T7)	Lesson 4: 7 Nov 07	Y		P25: 26 / P26: 48 / P27: 42 / T: 117 / Tot: 233 P27 rat: 0.180	People who help, food, (U5) (U3)
	Pupil 27 (T7)	Lesson 5: 14 Nov 07	Y		P25: 25 / P26: 49 / P27: 41 / T: 97 / Tot: 212 P27 rat: 0.193	Time, weather, myself, food (U10) (U6) (U1) (U3)
	Pupil 27 (T7)	Lesson 6: 21 Nov 07	Y		P25: 28 / P26: 34 / P27: 78 / T: 129 / Tot: 269 P27 rat: 0.290	Birthdays, myself, literacy (U8) (U1) (U2)
	Pupil 27 (T7)	Lesson 7: 28 Nov 07	Y		P25: 71 / P26: 32 / P27: 74 / T: 151 / Tot: 328 P27 rat: 0.226	Myself, Christmas, literacy (U1) (U8) (U2)
	Pupil 27 (T7)	Lesson 8: 5 Dec 07	Y		P25: 45 / P26: 59 / P27: 91 / T: 187 / Tot: 382 P27 rat: 0.238	Christmas, animals, myself, literacy (U8) (U12) (U1) (U2)
	Pupil 27 (T7)	Lesson 9: 12 Dec 07	Y		P25: 67 / P26: 72 / P27: 68 / P28: 7 / P29: 2 / T: 204 / Tot: 420 P27 rat: 0.162	Christmas (U8)
	Pupil 27 (T7)	Lesson 10: 16 Jan 08	Y		P25: 81 / P26: 58 / P27: 79 / T: 192 / Tot: 410 P27 rat: 0.193	Transport, festivals (U7) (U8)

	Pupil 27 (T7)	Lesson 11: 23 Jan 08	Y		P25: 57 / P26: 65 / P27: 90 / T: 179 / Tot: 391 P27 rat: 0.230	People who help us, local area (U5) (U9)
	Pupil 27 (T7)	Lesson 12: 30 Jan 08	Y		P25: 56 / P26: 106 / P27: 82 / T: 241 / Tot: 485 P27 rat: 0.169	Time, seasons (U10) (U8)
	Pupil 27 (T7)	Lesson 13: 6 Feb 08	Y		P25: 49 / P26: 103 / P27: 93 / T: 196 / Tot: 441 P27 rat: 0.211	Literacy, time, festivals (U2) (U1) (U10) (U8)
	Pupil 27 (T7)	Lesson 14: 13 Feb 08	Y		P25: 58 / P26: 36 / P27: 147 / T: 224 / Tot: 465 P27 rat: 0.316	Seasons, animals, school, literacy (U8) (U12) (U2)
	Pupil 27 (T7)	Lesson 15: 20 Feb 08	Y		P25: 75 / P26: 50 / P27: 49 / T: 128 / Tot: 302 P27 rat: 0.162	Transport, time (U7) (U10)
	Pupil 27 (T7)	Lesson 16: 27 Feb 08	Y		P25: 32 / P26: 51 / P27: 31 / T: 84 / Tot: 198 P27 rat: 0.157	Animals (U12)
School 3: G4 – 3rd Class & 5th Class[9]	Pupil 28 (T7)	Lesson 1: 17 Oct 07	Y	13	P28: 40 / T: 37 / Tot: 77 P28 rat: 0.519	People who help, school, literacy (U5) (U2)
	Pupil 28 (T7)	Lesson 2: 24 Oct 07	Y (rec. prob.)		X	X
	Pupil 28 (T7)	Lesson 3: 7 Nov 07	Y		P28: 63 / T: 64 Tot: 127 P28 rat: 0.496	Animals (U12)
	Pupil 28 (T7)	Lesson 4: 14 Nov 07	Y		P28: 49 / T: 48 / Tot: 97 P28 rat: 0.505	Animals, literacy (U12) (U2)
	Pupil 28 (T7)	Lesson 5: 21 Nov 07	Y		P28: 44 / T: 46 / Tot: 90 P28 rat: 0.489	Animals (U12)
	Pupil 28 (T7)	Lesson 6: 28 Nov 07	Y		P28: 51 / T: 52 / Tot: 103 P28 rat: 0.495	Time, weather, literacy (U10) (U6) (U2)
	Pupil 28 (T7)	Lesson 7: 5 Dec 07	Y		P28: 81 / T: 73 / Tot: 154 P28 rat: 0.526	Myself, fantasy, literacy (U1) (U2) (GB)

Pupil 28 (T7)	Lesson 8: 12 Dec 07	Y		P28: 54 / P29: 58 / T: 100 / Tot: 212 P28 rat: 0.255	Myself, literacy (U1) (U2)
Pupil 28 (T7)	Lesson 9: 16 Jan 08	Y		P28: 48 / P29: 28 / T: 63 / Tot: 139 P28 rat: 0.345	People and places, myself school, literacy (U11) (U1) (U2)
Pupil 28 (T7)	Lesson 10: 23 Jan 08	Y		P28: 52 / T: 44 / Tot: 96 P28 rat: 0.542	Animals, food (U12) (U3)
Pupil 28 (T7)	Lesson 11: 30 Jan 08	Y		P28: 44 / P29: 79 / T: 87 / Tot: 210 P28 rat: 0.210	Weather, literacy (U6) (U2)
X	Lesson 12: 6 Feb 08	N		X	X
Pupil 28 (T7)	Lesson 13: 13 Feb 08	Y		P28: 107 / P29: 91 / T: 176 / Tot: 374 P28 rat: 0.286	Myself, school, literacy (U1) (U2)
Pupil 28 (T7)	Lesson 14: 20 Feb 08	Y		P28: 142 / P29: 126 / T: 213 / Tot: 481 P28 rat: 0.295	Myself, animals and plants, literacy (U1) (U12) (U2)
Pupil 28 (T7)	Lesson 15: 27 Feb 08	Y		P28: 62 / P29: 29 / T: 88 / Tot: 179 P28 rat: 0.346	Animals, literacy (U12) (U2)

(See over for notes to Appendix 6)

NOTES:

1. Total number of recorded lessons – does not include lessons for which pupil was absent or in which there were recording problems (rec. prob.).

2. Pupil/overall transcribed turn ratio – this is not an absolute indicator of pupil participation in the recorded lesson. Although lessons were transcribed as extensively as possible considering technology and time, the transcription process involved a certain amount of selection:
   - Extended teacher talk was not transcribed.
   - Discourse involving non-participating pupils (NPPs) was not transcribed, although turns taken by NPPs were marked (NPP: XXX) in the transcription of interactions involving participating pupils, as an indicator of the overall discourse context. These markers were not included in the calculation of the pupil/overall transcribed turn ratio which, practically and ethically, can be based solely on transcribed material, however, the presence of NPPs in certain lesson groups was acknowledged.
   - Unidentifiable turns (marked P?: in the transcripts) and choral responses (marked Ps:) were not included in the calculation of this ratio.
   - Some sections of pupil 'reading aloud' were not transcribed if, the quality of the recording was poor, the technology was inadequate for slow-speed replay (in the early stages of the study), or if it was felt that considering time, the reading was sufficiently fluent to be described rather than transcribed, preference was given to the transcription of non-fluent reading, as a potential source of evidence of L2 acquisition.

   While the effects of the above choices have an impact on the strength of the pupil/overall transcribed turn ratio as an indicator of pupil participation in any particular lesson, this ratio still serves a useful guide to the engagement of individual pupils.

3. Main lesson theme(s) – these are generally described in relation to the Benchmarks, although there may be some thematic subdivision (e.g. 'home' is associated with Unit 1: 'Myself'), and the inclusion of some additional emerging themes (e.g. 'fantasy'). The label 'literacy' is applied to lessons in which there was a significant element of more decontextualised literacy-related activity (e.g. phonics for younger children, grammar-based tasks for older pupils). Generally these activities were coded in relation to the Global Benchmarks or Unit 2: 'Our school', which encompasses school subject-related activities e.g. English as subject). Many of these activities seemed to be merely re-capping work from the mainstream classroom.

4. In School 1, Group 4 (1st Class), the group was split for 4 weeks in November / December 2007 due to staffing changes. During this period, Pupil 1 was placed in a group with several highly proficient non-participating pupils of his age. Although his production was recorded, his involvement was noticeably less in this group than in Group 4, and is better not included in the selected lessons as would not appear adequately reflective of his English L2 development. However, Pupil 1's struggling performance in these lessons indicates the challenges he faced within a larger group of more proficient pupils.

5. In School 1, Group 4 (1st Class), due to the group change outlined above, Pupil 2 was placed in an unrecorded group for 3 weeks, and joined Group 2 (Senior Infants) for 1 week. While this lesson was recorded, Pupil 2's involvement was limited.

6. In School 1, Group 1 (Junior Infants) the group changed permanently from Lesson 11 onwards. Two very proficiency NPPs were replaced by two less proficient NPPs, although even these two new pupils were more proficient than either Pupil 3 or Pupil 4 who were in the very early stages of English L2 acquisition.

7. In School 1, Pupil 7, a pupil in 2nd Class who enrolled in January 2008, was first placed in Group 2 (Senior Infants), but moved to Group 5 (1st and 2nd Class) which was created in March 2008, following Pupil 8's arrival to Ireland and Pupil 6's return to his home country.

8. In School 3, Group 4 (3rd Class & 5th Class), depending on scheduling, Pupil 28 was either taught separately in one-to-one lessons or together with Pupil 29 (particularly in term 2). She also received some language support in the afternoons (not included in study), which usually involved written work based upon activities from the previous morning.

APPENDIX 7: OVERALL STATISTICAL RESULTS[1]

7.1 NOUN DISTRIBUTION

PROFICIENCY RATIO BAND: A1 ONLY – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	21	21	21	21
	Missing	0	0	0	0
	Mean	15.0000	.6632	.9143	.0347
	Std. Error of Mean	3.23596	.06474	.01727	.01489
	Median	11.0000	.6471	.9091	.0000
	Mode	1.00[a]	.14	1.00	.00
	Std. Deviation	14.82903	.29669	.07912	.06821
	Variance	219.900	.088	.006	.005
	Skewness	1.450	-.142	-.294	2.790
	Std. Error of Skewness	.501	.501	.501	.501
	Kurtosis	1.840	-.275	-1.003	9.099
	Std. Error of Kurtosis	.972	.972	.972	.972
	Range	56.00	1.04	.25	.29
	Minimum	1.00	.14	.75	.00
	Maximum	57.00	1.19	1.00	.29
	Sum	315.00	13.93	19.20	.73

a. Multiple modes exist. The smallest value is shown

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[1] Appendix 7 presents the cumulative statistical results upon which the overall findings of my study (in terms of its quantitatively analysed variables) are based. These results, obtained using the SPSS program, enabled the creation of graphical representations and informed the comparative discussion of participating pupils' L2 acquisition included in Volume I, Chapter 4.

PROFICIENCY RATIO BAND: 0.01-0.1 A2 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	26	26	26	26
	Missing	0	0	0	0
	Mean	22.8462	.5019	.8524	.0289
	Std. Error of Mean	2.58439	.03442	.02285	.01068
	Median	19.5000	.5000	.8750	.0000
	Mode	6.00[a]	.50	1.00	.00
	Std. Deviation	13.17784	.17550	.11652	.05443
	Variance	173.655	.031	.014	.003
	Skewness	.620	-.202	-.816	2.416
	Std. Error of Skewness	.456	.456	.456	.456
	Kurtosis	-.594	-.558	.083	5.452
	Std. Error of Kurtosis	.887	.887	.887	.887
	Range	45.00	.65	.44	.20
	Minimum	6.00	.16	.56	.00
	Maximum	51.00	.81	1.00	.20
	Sum	594.00	13.05	22.16	.75

a. Multiple modes exist. The smallest value is shown

[71]

PROFICIENCY RATIO BAND: 0.11-0.2 A2 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	22	22	22	22
	Missing	0	0	0	0
	Mean	36.9545	.5464	.9169	.0424
	Std. Error of Mean	6.27835	.05673	.01343	.01276
	Median	31.0000	.5763	.9231	.0207
	Mode	14.00^a	.11^a	1.00	.00
	Std. Deviation	29.44806	.26610	.06298	.05985
	Variance	867.188	.071	.004	.004
	Skewness	1.063	.065	-.241	1.716
	Std. Error of Skewness	.491	.491	.491	.491
	Kurtosis	1.044	-.481	-.737	2.100
	Std. Error of Kurtosis	.953	.953	.953	.953
	Range	111.00	1.01	.20	.20
	Minimum	1.00	.11	.80	.00
	Maximum	112.00	1.12	1.00	.20
	Sum	813.00	12.02	20.17	.93

a. Multiple modes exist. The smallest value is shown

[72]

PROFICIENCY RATIO BAND: 0.21-0.3 A2 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	21	21	21	21
	Missing	0	0	0	0
	Mean	44.7143	.6561	.9404	.0207
	Std. Error of Mean	6.58720	.06089	.01124	.00592
	Median	42.0000	.5667	.9434	.0000
	Mode	24.00[a]	.17[a]	1.00	.00
	Std. Deviation	30.18633	.27904	.05153	.02712
	Variance	911.214	.078	.003	.001
	Skewness	.473	.894	-.287	.929
	Std. Error of Skewness	.501	.501	.501	.501
	Kurtosis	-.473	1.025	-1.097	-.379
	Std. Error of Kurtosis	.972	.972	.972	.972
	Range	111.00	1.20	.15	.08
	Minimum	2.00	.17	.85	.00
	Maximum	113.00	1.37	1.00	.08
	Sum	939.00	13.78	19.75	.44

a. Multiple modes exist. The smallest value is shown

[73]

PROFICIENCY RATIO BAND: 0.31-0.4 A2 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	16	16	16	16
	Missing	0	0	0	0
	Mean	52.0625	.5845	.8879	.0139
	Std. Error of Mean	7.53131	.04000	.02674	.00417
	Median	55.5000	.5698	.9011	.0072
	Mode	22.00	.35[a]	.89[a]	.00
	Std. Deviation	30.12522	.16001	.10696	.01668
	Variance	907.529	.026	.011	.000
	Skewness	.160	1.136	-2.063	.836
	Std. Error of Skewness	.564	.564	.564	.564
	Kurtosis	-1.175	2.972	5.709	-.571
	Std. Error of Kurtosis	1.091	1.091	1.091	1.091
	Range	93.00	.68	.44	.05
	Minimum	9.00	.35	.56	.00
	Maximum	102.00	1.02	1.00	.05
	Sum	833.00	9.35	14.21	.22

a. Multiple modes exist. The smallest value is shown

[74]

PROFICIENCY RATIO BAND: 0.41-0.5 A2 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	6	6	6	6
	Missing	0	0	0	0
Mean		42.1667	.6124	.9070	.0238
Std. Error of Mean		16.73005	.09713	.03475	.00862
Median		25.5000	.6539	.9185	.0275
Mode		9.00[a]	.30[a]	.76[a]	.00
Std. Deviation		40.98008	.23792	.08512	.02112
Variance		1679.367	.057	.007	.000
Skewness		1.898	-.303	-1.045	-.198
Std. Error of Skewness		.845	.845	.845	.845
Kurtosis		3.726	-1.742	1.151	-2.449
Std. Error of Kurtosis		1.741	1.741	1.741	1.741
Range		112.00	.60	.24	.05
Minimum		9.00	.30	.76	.00
Maximum		121.00	.90	1.00	.05
Sum		253.00	3.67	5.44	.14

a. Multiple modes exist. The smallest value is shown

[75]

PROFICIENCY RATIO BAND: 0.51-0.6 A2 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	7	7	7	7
	Missing	0	0	0	0
	Mean	38.0000	.7077	.9424	.0492
	Std. Error of Mean	11.04321	.05720	.01504	.01633
	Median	31.0000	.6809	.9355	.0476
	Mode	12.00[a]	.54[a]	.89[a]	.00
	Std. Deviation	29.21757	.15134	.03979	.04321
	Variance	853.667	.023	.002	.002
	Skewness	1.992	.219	.061	.323
	Std. Error of Skewness	.794	.794	.794	.794
	Kurtosis	4.439	-1.983	-1.076	-.916
	Std. Error of Kurtosis	1.587	1.587	1.587	1.587
	Range	88.00	.37	.11	.12
	Minimum	12.00	.54	.89	.00
	Maximum	100.00	.91	1.00	.12
	Sum	266.00	4.95	6.60	.34

a. Multiple modes exist. The smallest value is shown

[76]

PROFICIENCY RATIO BAND: 0.61-0.7 A2 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	28.0000	.5714	.9643	.0000
	Median	28.0000	.5714	.9643	.0000
	Mode	28.00	.57	.96	.00
	Range	.00	.00	.00	.00
	Minimum	28.00	.57	.96	.00
	Maximum	28.00	.57	.96	.00
	Sum	28.00	.57	.96	.00

[77]

PROFICIENCY RATIO BAND: 0.01-0.11 B1 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	49.0000	1.1395	.8776	.0204
	Median	49.0000	1.1395	.8776	.0204
	Mode	49.00	1.14	.88	.02
	Range	.00	.00	.00	.00
	Minimum	49.00	1.14	.88	.02
	Maximum	49.00	1.14	.88	.02
	Sum	49.00	1.14	.88	.02

Statistics

		Total noun use	Total noun accuracy rate	Total noun omission rate
N	Valid	2	2	2
	Missing	0	0	0
	Mean	62.5000	.8705	.0000
	Std. Error of Mean	2.50000	.03718	.00000
	Median	62.5000	.8705	.0000
	Mode	60.00[a]	.83[a]	.00
	Std. Deviation	3.53553	.05258	.00000
	Variance	12.500	.003	.000
	Range	5.00	.07	.00
	Minimum	60.00	.83	.00
	Maximum	65.00	.91	.00
	Sum	125.00	1.74	.00

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.21-0.3 B1 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	38.0000	1.3103	.8158	.0000
	Median	38.0000	1.3103	.8158	.0000
	Mode	38.00	1.31	.82	.00
	Range	.00	.00	.00	.00
	Minimum	38.00	1.31	.82	.00
	Maximum	38.00	1.31	.82	.00
	Sum	38.00	1.31	.82	.00

PROFICIENCY RATIO BAND: 0.31-0.4 B1 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	98.0000	1.1136	.9490	.0000
	Median	98.0000	1.1136	.9490	.0000
	Mode	98.00	1.11	.95	.00
	Range	.00	.00	.00	.00
	Minimum	98.00	1.11	.95	.00
	Maximum	98.00	1.11	.95	.00
	Sum	98.00	1.11	.95	.00

PROFICIENCY RATIO BAND: 0.41-0.5 B1 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	3	3	3	3
	Missing	0	0	0	0
Mean		13.3333	.8702	.9602	.0000
Std. Error of Mean		3.84419	.23250	.02029	.00000
Median		15.0000	.8824	.9474	.0000
Mode		6.00^a	.46^a	.93^a	.00
Std. Deviation		6.65833	.40270	.03515	.00000
Variance		44.333	.162	.001	.000
Skewness		-1.056	-.136	1.427	
Std. Error of Skewness		1.225	1.225	1.225	1.225
Range		13.00	.81	.07	.00
Minimum		6.00	.46	.93	.00
Maximum		19.00	1.27	1.00	.00
Sum		40.00	2.61	2.88	.00

a. Multiple modes exist. The smallest value is shown

[82]

PROFICIENCY RATIO BAND: 0.51-0.6 B1 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	4	4	4	4
	Missing	0	0	0	0
Mean		38.7500	1.2751	.9568	.0000
Std. Error of Mean		11.17568	.17054	.01647	.00000
Median		36.5000	1.1926	.9526	.0000
Mode		18.00[a]	.96[a]	.92[a]	.00
Std. Deviation		22.35136	.34108	.03294	.00000
Variance		499.583	.116	.001	.000
Skewness		.257	1.337	.680	
Std. Error of Skewness		1.014	1.014	1.014	1.014
Kurtosis		-4.243	2.524	.655	
Std. Error of Kurtosis		2.619	2.619	2.619	2.619
Range		46.00	.80	.08	.00
Minimum		18.00	.96	.92	.00
Maximum		64.00	1.76	1.00	.00
Sum		155.00	5.10	3.83	.00

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.61-0.7 B1 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	57.0000	1.3337	.9408	.0263
	Std. Error of Mean	19.00000	.02340	.01974	.00000
	Median	57.0000	1.3337	.9408	.0263
	Mode	38.00[a]	1.31[a]	.92[a]	.03
	Std. Deviation	26.87006	.03309	.02791	.00000
	Variance	722.000	.001	.001	.000
	Range	38.00	.05	.04	.00
	Minimum	38.00	1.31	.92	.03
	Maximum	76.00	1.36	.96	.03
	Sum	114.00	2.67	1.88	.05

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.71-0.8 B1 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	49.0000	1.2449	.9753	.0000
	Std. Error of Mean	24.00000	.24490	.00653	.00000
	Median	49.0000	1.2449	.9753	.0000
	Mode	25.00[a]	1.00[a]	.97[a]	.00
	Std. Deviation	33.94113	.34634	.00924	.00000
	Variance	1152.000	.120	.000	.000
	Range	48.00	.49	.01	.00
	Minimum	25.00	1.00	.97	.00
	Maximum	73.00	1.49	.98	.00
	Sum	98.00	2.49	1.95	.00

a. Multiple modes exist. The smallest value is shown

[85]

PROFICIENCY RATIO BAND: 0.81-0.9 B1 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	55.0000	1.4103	.9818	.0000
	Median	55.0000	1.4103	.9818	.0000
	Mode	55.00	1.41	.98	.00
	Range	.00	.00	.00	.00
	Minimum	55.00	1.41	.98	.00
	Maximum	55.00	1.41	.98	.00
	Sum	55.00	1.41	.98	.00

[86]

PROFICIENCY RATIO BAND: 0.91-1.0 B1 – NOUN USE / ACCURACY / OMISSION

Statistics

		Total noun use	Total noun use per analysed turn	Total noun accuracy rate	Total noun omission rate
N	Valid	5	5	5	5
	Missing	0	0	0	0
	Mean	54.4000	1.6806	.9560	.0039
	Std. Error of Mean	17.01352	.26136	.01561	.00392
	Median	51.0000	1.5714	.9688	.0000
	Mode	10.00[a]	1.14[a]	.90[a]	.00
	Std. Deviation	38.04340	.58441	.03491	.00877
	Variance	1447.300	.342	.001	.000
	Skewness	.577	.614	-1.320	2.236
	Std. Error of Skewness	.913	.913	.913	.913
	Kurtosis	.199	-1.320	1.253	5.000
	Std. Error of Kurtosis	2.000	2.000	2.000	2.000
	Range	100.00	1.36	.09	.02
	Minimum	10.00	1.14	.90	.00
	Maximum	110.00	2.50	.99	.02
	Sum	272.00	8.40	4.78	.02

a. Multiple modes exist. The smallest value is shown

[87]

7.2 VERB DISTRIBUTION

PROFICIENCY RATIO BAND: A1 ONLY – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	21	21	19	19
	Missing	0	0	2	2
	Mean	3.6190	.2335	.8576	.6228
	Std. Error of Mean	.69856	.04978	.05843	.28023
	Median	3.0000	.1915	1.0000	.1111
	Mode	1.00	.00	1.00	.00
	Std. Deviation	3.20119	.22811	.25470	1.22151
	Variance	10.248	.052	.065	1.492
	Skewness	.717	2.016	-2.446	2.447
	Std. Error of Skewness	.501	.501	.524	.524
	Kurtosis	-.626	5.603	6.823	5.595
	Std. Error of Kurtosis	.972	.972	1.014	1.014
	Range	10.00	1.00	1.00	4.50
	Minimum	.00	.00	.00	.00
	Maximum	10.00	1.00	1.00	4.50
	Sum	76.00	4.90	16.29	11.83

PROFICIENCY RATIO BAND: 0.01-0.1 A2 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	26	26	26	26
	Missing	0	0	0	0
	Mean	17.3846	.3615	.8401	.1599
	Std. Error of Mean	2.44451	.03284	.02624	.04791
	Median	13.0000	.3521	.8787	.0639
	Mode	13.00	.19[a]	1.00	.00
	Std. Deviation	12.46460	.16747	.13379	.24430
	Variance	155.366	.028	.018	.060
	Skewness	1.094	.905	-1.083	2.114
	Std. Error of Skewness	.456	.456	.456	.456
	Kurtosis	1.219	1.144	.411	4.714
	Std. Error of Kurtosis	.887	.887	.887	.887
	Range	51.00	.73	.46	1.00
	Minimum	3.00	.10	.54	.00
	Maximum	54.00	.82	1.00	1.00
	Sum	452.00	9.40	21.84	4.16

a. Multiple modes exist. The smallest value is shown

0

[89]

PROFICIENCY RATIO BAND: 0.11-0.2 A2 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	22	22	22	22
	Missing	0	0	0	0
	Mean	28.4545	.5162	.8263	.1076
	Std. Error of Mean	3.36568	.03878	.03743	.03080
	Median	28.0000	.5470	.8905	.0619
	Mode	12.00[a]	.15[a]	.67[a]	.00
	Std. Deviation	15.78645	.18188	.17556	.14448
	Variance	249.212	.033	.031	.021
	Skewness	.319	-.506	-1.542	2.233
	Std. Error of Skewness	.491	.491	.491	.491
	Kurtosis	-1.028	-.442	2.060	5.945
	Std. Error of Kurtosis	.953	.953	.953	.953
	Range	52.00	.66	.63	.60
	Minimum	5.00	.15	.37	.00
	Maximum	57.00	.81	1.00	.60
	Sum	626.00	11.36	18.18	2.37

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.21-0.3 A2 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	21	21	21	21
	Missing	0	0	0	0
	Mean	36.2381	.5607	.7887	.0501
	Std. Error of Mean	4.77788	.04429	.02354	.00984
	Median	34.0000	.5065	.8000	.0566
	Mode	5.00[a]	.32[a]	.80[a]	.00
	Std. Deviation	21.89499	.20296	.10789	.04508
	Variance	479.390	.041	.012	.002
	Skewness	.190	1.831	-1.656	.724
	Std. Error of Skewness	.501	.501	.501	.501
	Kurtosis	-1.230	4.402	4.512	.171
	Std. Error of Kurtosis	.972	.972	.972	.972
	Range	66.00	.89	.49	.16
	Minimum	5.00	.32	.44	.00
	Maximum	71.00	1.21	.93	.16
	Sum	761.00	11.78	16.56	1.05

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.31-0.4 A2 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	16	16	16	16
	Missing	0	0	0	0
	Mean	68.9375	.8025	.8058	.0336
	Std. Error of Mean	9.50854	.04624	.04072	.00711
	Median	59.0000	.7539	.8436	.0268
	Mode	31.00	.52[a]	.45[a]	.00
	Std. Deviation	38.03414	.18497	.16287	.02844
	Variance	1446.596	.034	.027	.001
	Skewness	.374	.764	-.658	.782
	Std. Error of Skewness	.564	.564	.564	.564
	Kurtosis	-1.231	.413	-.405	.041
	Std. Error of Kurtosis	1.091	1.091	1.091	1.091
	Range	117.00	.69	.55	.10
	Minimum	20.00	.52	.45	.00
	Maximum	137.00	1.21	1.00	.10
	Sum	1103.00	12.84	12.89	.54

a. Multiple modes exist. The smallest value is shown

[92]

PROFICIENCY RATIO BAND: 0.41-0.5 A2 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	6	6	6	6
	Missing	0	0	0	0
	Mean	59.6667	.9163	.8094	.0179
	Std. Error of Mean	20.27423	.08939	.03498	.00882
	Median	45.0000	.9104	.8011	.0102
	Mode	18.00[a]	.60[a]	.68[a]	.00
	Std. Deviation	49.66152	.21897	.08568	.02161
	Variance	2466.267	.048	.007	.000
	Skewness	2.021	-.207	-.349	.614
	Std. Error of Skewness	.845	.845	.845	.845
	Kurtosis	4.491	-.987	.005	-1.792
	Std. Error of Kurtosis	1.741	1.741	1.741	1.741
	Range	139.00	.57	.24	.05
	Minimum	18.00	.60	.68	.00
	Maximum	157.00	1.17	.92	.05
	Sum	358.00	5.50	4.86	.11

a. Multiple modes exist. The smallest value is shown

[93]

PROFICIENCY RATIO BAND: 0.51-0.6 A2 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	7	7	7	7
	Missing	0	0	0	0
	Mean	58.8571	1.0253	.5506	.8347
	Std. Error of Mean	19.51852	.10000	.01157	.02805
	Median	43.0000	.9333	.5323	.8261
	Mode	14.00[a]	.81[a]	.53	.74[a]
	Std. Deviation	51.64116	.26457	.03062	.07421
	Variance	2666.810	.070	.001	.006
	Skewness	1.972	1.864	1.234	.563
	Std. Error of Skewness	.794	.794	.794	.794
	Kurtosis	4.278	3.625	-.637	-.006
	Std. Error of Kurtosis	1.587	1.587	1.587	1.587
	Range	154.00	.77	.07	.22
	Minimum	14.00	.81	.53	.74
	Maximum	168.00	1.57	.60	.96
	Sum	412.00	7.18	3.85	5.84

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.61-0.7 A2 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	37.0000	.7551	.9730	.0270
	Median	37.0000	.7551	.9730	.0270
	Mode	37.00	.76	.97	.03
	Range	.00	.00	.00	.00
	Minimum	37.00	.76	.97	.03
	Maximum	37.00	.76	.97	.03
	Sum	37.00	.76	.97	.03

[95]

0.01-0.1 PROFICIENCY RATIO BAND: B1 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	19.0000	.4419	.8421	.0000
	Median	19.0000	.4419	.8421	.0000
	Mode	19.00	.44	.84	.00
	Range	.00	.00	.00	.00
	Minimum	19.00	.44	.84	.00
	Maximum	19.00	.44	.84	.00
	Sum	19.00	.44	.84	.00

PROFICIENCY RATIO BAND: 0.11-0.2 B1 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	53.5000	.9348	.9425	.0100
	Std. Error of Mean	3.50000	.10152	.02246	.01000
	Median	53.5000	.9348	.9425	.0100
	Mode	50.00[a]	.83[a]	.92[a]	.00[a]
	Std. Deviation	4.94975	.14356	.03176	.01414
	Variance	24.500	.021	.001	.000
	Range	7.00	.20	.04	.02
	Minimum	50.00	.83	.92	.00
	Maximum	57.00	1.04	.96	.02
	Sum	107.00	1.87	1.88	.02

a. Multiple modes exist. The smallest value is shown

[97]

PROFICIENCY RATIO BAND: 0.21-0.3 B1 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	23.0000	.7931	.8261	.0000
	Median	23.0000	.7931	.8261	.0000
	Mode	23.00	.79	.83	.00
	Range	.00	.00	.00	.00
	Minimum	23.00	.79	.83	.00
	Maximum	23.00	.79	.83	.00
	Sum	23.00	.79	.83	.00

PROFICIENCY RATIO BAND: 0.31-0.4 B1 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	83.0000	.9432	.8193	.0361
	Median	83.0000	.9432	.8193	.0361
	Mode	83.00	.94	.82	.04
	Range	.00	.00	.00	.00
	Minimum	83.00	.94	.82	.04
	Maximum	83.00	.94	.82	.04
	Sum	83.00	.94	.82	.04

PROFICIENCY RATIO BAND: 0.41-0.5 B1 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	3	3	3	3
	Missing	0	0	0	0
	Mean	24.0000	1.6290	.9282	.0000
	Std. Error of Mean	3.21455	.26419	.01802	.00000
	Median	23.0000	1.7692	.9333	.0000
	Mode	19.00[a]	1.12[a]	.89[a]	.00
	Std. Deviation	5.56776	.45760	.03121	.00000
	Variance	31.000	.209	.001	.000
	Skewness	.782	-1.250	-.720	
	Std. Error of Skewness	1.225	1.225	1.225	1.225
	Range	11.00	.88	.06	.00
	Minimum	19.00	1.12	.89	.00
	Maximum	30.00	2.00	.96	.00
	Sum	72.00	4.89	2.78	.00

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.51-0.6 B1 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	4	4	4	4
	Missing	0	0	0	0
	Mean	43.0000	1.4777	.8547	.0086
	Std. Error of Mean	9.97497	.12622	.06181	.00862
	Median	39.5000	1.4638	.8838	.0000
	Mode	25.00[a]	1.26[a]	.69[a]	.00
	Std. Deviation	19.94994	.25244	.12361	.01724
	Variance	398.000	.064	.015	.000
	Skewness	.621	.045	-.919	2.000
	Std. Error of Skewness	1.014	1.014	1.014	1.014
	Kurtosis	-2.212	-5.742	-.774	4.000
	Std. Error of Kurtosis	2.619	2.619	2.619	2.619
	Range	43.00	.46	.27	.03
	Minimum	25.00	1.26	.69	.00
	Maximum	68.00	1.72	.96	.03
	Sum	172.00	5.91	3.42	.03

a. Multiple modes exist. The smallest value is shown

[101]

PROFICIENCY RATIO BAND: 0.61-0.7 B1 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	84.0000	2.0579	.8204	.0049
	Std. Error of Mean	18.00000	.29926	.03253	.00490
	Median	84.0000	2.0579	.8204	.0049
	Mode	66.00[a]	1.76[a]	.79[a]	.00[a]
	Std. Deviation	25.45584	.42322	.04601	.00693
	Variance	648.000	.179	.002	.000
	Range	36.00	.60	.07	.01
	Minimum	66.00	1.76	.79	.00
	Maximum	102.00	2.36	.85	.01
	Sum	168.00	4.12	1.64	.01

a. Multiple modes exist. The smallest value is shown

[102]

PROFICIENCY RATIO BAND: 0.71-0.8 B1- VERB USE /ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	62.0000	1.7159	.8757	.0000
	Std. Error of Mean	16.00000	.12408	.08082	.00000
	Median	62.0000	1.7159	.8757	.0000
	Mode	46.00[a]	1.59[a]	.79[a]	.00
	Std. Deviation	22.62742	.17548	.11430	.00000
	Variance	512.000	.031	.013	.000
	Range	32.00	.25	.16	.00
	Minimum	46.00	1.59	.79	.00
	Maximum	78.00	1.84	.96	.00
	Sum	124.00	3.43	1.75	.00

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.81-0.9 B1 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	82.0000	2.1026	.8902	.0244
	Median	82.0000	2.1026	.8902	.0244
	Mode	82.00	2.10	.89	.02
	Range	.00	.00	.00	.00
	Minimum	82.00	2.10	.89	.02
	Maximum	82.00	2.10	.89	.02
	Sum	82.00	2.10	.89	.02

PROFICIENCY RATIO BAND: 0.91-1.0 B1 – VERB USE / ACCURACY / OMISSION

Statistics

		Total verb use	Total verb use per analysed turn	Total verb accuracy rate	Total verb omission rate
N	Valid	5	5	5	5
	Missing	0	0	0	0
	Mean	68.0000	1.8145	.8864	.0000
	Std. Error of Mean	23.31952	.09014	.04434	.00000
	Median	64.0000	1.7500	.9329	.0000
	Mode	7.00[a]	1.61[a]	.77[a]	.00
	Std. Deviation	52.14403	.20155	.09915	.00000
	Variance	2719.000	.041	.010	.000
	Skewness	.860	1.057	-.313	
	Std. Error of Skewness	.913	.913	.913	.913
	Kurtosis	1.667	.909	-2.250	
	Std. Error of Kurtosis	2.000	2.000	2.000	2.000
	Range	142.00	.52	.23	.00
	Minimum	7.00	1.61	.77	.00
	Maximum	149.00	2.13	1.00	.00
	Sum	340.00	9.07	4.43	.00

a. Multiple modes exist. The smallest value is shown

[105]

7.3   PERSONAL PRONOUN DISTRIBUTION

PROFICIENCY RATIO BAND: A1 ONLY – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	21	21	14	14
	Missing	0	0	7	7
Mean		2.0952	.1310	.8006	.0357
Std. Error of Mean		.50665	.03744	.08781	.03571
Median		2.0000	.0652	1.0000	.0000
Mode		.00[a]	.00	1.00	.00
Std. Deviation		2.32174	.17155	.32856	.13363
Variance		5.390	.029	.108	.018
Skewness		1.568	1.620	-1.512	3.742
Std. Error of Skewness		.501	.501	.597	.597
Kurtosis		2.495	2.046	1.295	14.000
Std. Error of Kurtosis		.972	.972	1.154	1.154
Range		8.00	.60	1.00	.50
Minimum		.00	.00	.00	.00
Maximum		8.00	.60	1.00	.50
Sum		44.00	2.75	11.21	.50

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.01-0.1 A2 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	26	26	24	24
	Missing	0	0	2	2
	Mean	10.2308	.2147	.9136	.1129
	Std. Error of Mean	1.55742	.02342	.03671	.02725
	Median	9.0000	.2000	1.0000	.1043
	Mode	5.00	.00[a]	1.00	.00
	Std. Deviation	7.94132	.11943	.17986	.13350
	Variance	63.065	.014	.032	.018
	Skewness	1.061	.066	-3.069	1.415
	Std. Error of Skewness	.456	.456	.472	.472
	Kurtosis	.793	-.467	10.866	2.140
	Std. Error of Kurtosis	.887	.887	.918	.918
	Range	30.00	.44	.80	.50
	Minimum	.00	.00	.20	.00
	Maximum	30.00	.44	1.00	.50
	Sum	266.00	5.58	21.93	2.71

a. Multiple modes exist. The smallest value is shown

**PROFICIENCY RATIO BAND: 0.11-0.2 A2 – PERSONAL PRONOUN USE / ACCURACY /
OMISSION**

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	22	22	22	22
	Missing	0	0	0	0
	Mean	22.8182	.4034	.9114	.0909
	Std. Error of Mean	3.04699	.03779	.02935	.02066
	Median	22.5000	.4504	.9616	.0714
	Mode	3.00ᵃ	.60	1.00	.00
	Std. Deviation	14.29164	.17725	.13768	.09689
	Variance	204.251	.031	.019	.009
	Skewness	.167	-.823	-1.887	1.569
	Std. Error of Skewness	.491	.491	.491	.491
	Kurtosis	-.886	-.335	3.008	2.025
	Std. Error of Kurtosis	.953	.953	.953	.953
	Range	48.00	.58	.50	.33
	Minimum	2.00	.04	.50	.00
	Maximum	50.00	.62	1.00	.33
	Sum	502.00	8.88	20.05	2.00

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.21-0.3 A2 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	21	21	21	21
	Missing	0	0	0	0
	Mean	26.3810	.4060	.8940	.0928
	Std. Error of Mean	3.93971	.04024	.03074	.03033
	Median	24.0000	.3231	.9365	.0417
	Mode	7.00[a]	.19[a]	1.00	.00
	Std. Deviation	18.05402	.18439	.14087	.13898
	Variance	325.948	.034	.020	.019
	Skewness	.490	1.034	-1.909	2.201
	Std. Error of Skewness	.501	.501	.501	.501
	Kurtosis	-.837	.072	3.328	4.392
	Std. Error of Kurtosis	.972	.972	.972	.972
	Range	60.00	.64	.50	.50
	Minimum	3.00	.19	.50	.00
	Maximum	63.00	.83	1.00	.50
	Sum	554.00	8.53	18.77	1.95

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.31-0.4 A2 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	16	16	16	16
	Missing	0	0	0	0
	Mean	52.2500	.5912	.9285	.0791
	Std. Error of Mean	8.34191	.04940	.02243	.01489
	Median	42.5000	.5417	.9643	.0804
	Mode	78.00[a]	.29[a]	1.00	.00
	Std. Deviation	33.36765	.19759	.08972	.05957
	Variance	1113.400	.039	.008	.004
	Skewness	.607	.705	-1.192	.542
	Std. Error of Skewness	.564	.564	.564	.564
	Kurtosis	-.884	-.038	.206	.480
	Std. Error of Kurtosis	1.091	1.091	1.091	1.091
	Range	104.00	.71	.26	.22
	Minimum	9.00	.29	.74	.00
	Maximum	113.00	1.00	1.00	.22
	Sum	836.00	9.46	14.86	1.26

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.41-0.5 A2 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	6	6	6	6
	Missing	0	0	0	0
	Mean	48.5000	.7117	.9164	.1215
	Std. Error of Mean	19.09930	.10912	.03175	.05003
	Median	38.0000	.6840	.9082	.0916
	Mode	11.00[a]	.37[a]	1.00	.03[a]
	Std. Deviation	46.78354	.26729	.07777	.12254
	Variance	2188.700	.071	.006	.015
	Skewness	2.102	.537	-.010	2.097
	Std. Error of Skewness	.845	.845	.845	.845
	Kurtosis	4.813	.408	-2.292	4.768
	Std. Error of Kurtosis	1.741	1.741	1.741	1.741
	Range	130.00	.77	.18	.34
	Minimum	11.00	.37	.82	.03
	Maximum	141.00	1.14	1.00	.36
	Sum	291.00	4.27	5.50	.73

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.51–0.60 A2 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	7	7	7	7
	Missing	0	0	0	0
	Mean	45.0000	.7807	.8726	.0899
	Std. Error of Mean	16.15844	.05414	.03874	.03920
	Median	38.0000	.7500	.8667	.0556
	Mode	15.00[a]	.53[a]	.69[a]	.03[a]
	Std. Deviation	42.75122	.14324	.10250	.10372
	Variance	1827.667	.021	.011	.011
	Skewness	2.315	-.328	-.679	2.413
	Std. Error of Skewness	.794	.794	.794	.794
	Kurtosis	5.718	1.494	.500	6.059
	Std. Error of Kurtosis	1.587	1.587	1.587	1.587
	Range	124.00	.47	.31	.29
	Minimum	15.00	.53	.69	.03
	Maximum	139.00	1.00	1.00	.32
	Sum	315.00	5.46	6.11	.63

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.61-0.7 A2 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	25.0000	.5102	1.0000	.0400
	Median	25.0000	.5102	1.0000	.0400
	Mode	25.00	.51	1.00	.04
	Range	.00	.00	.00	.00
	Minimum	25.00	.51	1.00	.04
	Maximum	25.00	.51	1.00	.04
	Sum	25.00	.51	1.00	.04

PROFICIENCY RATIO BAND: 0.01-0.10 B1 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	15.0000	.3488	1.0000	.0667
	Median	15.0000	.3488	1.0000	.0667
	Mode	15.00	.35	1.00	.07
	Range	.00	.00	.00	.00
	Minimum	15.00	.35	1.00	.07
	Maximum	15.00	.35	1.00	.07
	Sum	15.00	.35	1.00	.07

PROFICIENCY RATIO BAND: 0.11-0.2 B1 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	48.0000	.8356	1.0000	.0208
	Std. Error of Mean	1.00000	.01894	.00000	.00043
	Median	48.0000	.8356	1.0000	.0208
	Mode	47.00[a]	.82[a]	1.00	.02[a]
	Std. Deviation	1.41421	.02678	.00000	.00061
	Variance	2.000	.001	.000	.000
	Range	2.00	.04	.00	.00
	Minimum	47.00	.82	1.00	.02
	Maximum	49.00	.85	1.00	.02
	Sum	96.00	1.67	2.00	.04

a. Multiple modes exist. The smallest value is shown

[115]

PROFICIENCY RATIO BAND: 0.21-0.3 B1 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	19.0000	.6552	1.0000	.0526
	Median	19.0000	.6552	1.0000	.0526
	Mode	19.00	.66	1.00	.05
	Range	.00	.00	.00	.00
	Minimum	19.00	.66	1.00	.05
	Maximum	19.00	.66	1.00	.05
	Sum	19.00	.66	1.00	.05

PROFICIENCY RATIO BAND: 0.31-0.4 B1 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	85.0000	.9659	.9529	.0471
	Median	85.0000	.9659	.9529	.0471
	Mode	85.00	.97	.95	.05
	Range	.00	.00	.00	.00
	Minimum	85.00	.97	.95	.05
	Maximum	85.00	.97	.95	.05
	Sum	85.00	.97	.95	.05

PROFICIENCY RATIO BAND: 0.41-0.5 B1 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	3	3	3	3
	Missing	0	0	0	0
	Mean	20.3333	1.3580	.9402	.0311
	Std. Error of Mean	2.60342	.15514	.01325	.01556
	Median	20.0000	1.2308	.9516	.0448
	Mode	16.00[a]	1.18[a]	.91[a]	.00[a]
	Std. Deviation	4.50925	.26872	.02295	.02695
	Variance	20.333	.072	.001	.001
	Skewness	.331	1.653	-1.684	-1.697
	Std. Error of Skewness	1.225	1.225	1.225	1.225
	Range	9.00	.49	.04	.05
	Minimum	16.00	1.18	.91	.00
	Maximum	25.00	1.67	.96	.05
	Sum	61.00	4.07	2.82	.09

a. Multiple modes exist. The smallest value is shown

[118]

PROFICIENCY RATIO BAND: 0.51-0.6 B1 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	4	4	4	4
	Missing	0	0	0	0
	Mean	39.0000	1.2518	.9482	.0068
	Std. Error of Mean	12.64252	.10316	.01930	.00676
	Median	31.5000	1.3185	.9418	.0000
	Mode	19.00[a]	.96[a]	.91[a]	.00
	Std. Deviation	25.28504	.20633	.03860	.01351
	Variance	639.333	.043	.001	.000
	Skewness	1.236	-1.506	.875	2.000
	Std. Error of Skewness	1.014	1.014	1.014	1.014
	Kurtosis	.724	2.119	.919	4.000
	Std. Error of Kurtosis	2.619	2.619	2.619	2.619
	Range	55.00	.46	.09	.03
	Minimum	19.00	.96	.91	.00
	Maximum	74.00	1.41	1.00	.03
	Sum	156.00	5.01	3.79	.03

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.61-0.7 B1 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	75.0000	1.9119	.9535	.0344
	Std. Error of Mean	8.00000	.48091	.00171	.01034
	Median	75.0000	1.9119	.9535	.0344
	Mode	67.00[a]	1.43[a]	.95[a]	.02[a]
	Std. Deviation	11.31371	.68011	.00242	.01462
	Variance	128.000	.463	.000	.000
	Range	16.00	.96	.00	.02
	Minimum	67.00	1.43	.95	.02
	Maximum	83.00	2.39	.96	.04
	Sum	150.00	3.82	1.91	.07

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.71-0.81B1 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	60.0000	1.7927	.9327	.0242
	Std. Error of Mean	2.00000	.52735	.01891	.02419
	Median	60.0000	1.7927	.9327	.0242
	Mode	58.00[a]	1.27[a]	.91[a]	.00[a]
	Std. Deviation	2.82843	.74578	.02674	.03421
	Variance	8.000	.556	.001	.001
	Range	4.00	1.05	.04	.05
	Minimum	58.00	1.27	.91	.00
	Maximum	62.00	2.32	.95	.05
	Sum	120.00	3.59	1.87	.05

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.81-0.9 B1 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	57.0000	1.4615	.9649	.0351
	Median	57.0000	1.4615	.9649	.0351
	Mode	57.00	1.46	.96	.04
	Range	.00	.00	.00	.00
	Minimum	57.00	1.46	.96	.04
	Maximum	57.00	1.46	.96	.04
	Sum	57.00	1.46	.96	.04

PROFICIENCY RATIO BAND: 0.91- 1.0 B1 – PERSONAL PRONOUN USE / ACCURACY / OMISSION

Statistics

		Total personal pronoun use	Total personal pronoun use per analysed turn	Total personal pronoun accuracy rate	Total personal pronoun omission rate
N	Valid	5	5	5	5
	Missing	0	0	0	0
	Mean	48.0000	1.2611	.9458	.0159
	Std. Error of Mean	15.30033	.07817	.01855	.00759
	Median	49.0000	1.2500	.9286	.0182
	Mode	4.00[a]	1.00[a]	.91[a]	.00
	Std. Deviation	34.21257	.17479	.04148	.01697
	Variance	1170.500	.031	.002	.000
	Skewness	.389	-.732	.606	.648
	Std. Error of Skewness	.913	.913	.913	.913
	Kurtosis	1.159	.136	-2.436	-.250
	Std. Error of Kurtosis	2.000	2.000	2.000	2.000
	Range	94.00	.44	.09	.04
	Minimum	4.00	1.00	.91	.00
	Maximum	98.00	1.44	1.00	.04
	Sum	240.00	6.31	4.73	.08

a. Multiple modes exist. The smallest value is shown

[123]

7.4 ARTICLE DISTRIBUTION

PROFICIENCY RATIO BAND: A1 ONLY - ARTICLE USE / ACCURACY / OMISSION

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	21	21	12	12
	Missing	0	0	9	9
	Mean	1.4762	.0856	.5868	.2361
	Std. Error of Mean	.50999	.02975	.13280	.11322
	Median	1.0000	.0217	.7708	.0000
	Mode	.00	.00	1.00	.00
	Std. Deviation	2.33707	.13632	.46004	.39221
	Variance	5.462	.019	.212	.154
	Skewness	2.293	1.968	-.484	1.456
	Std. Error of Skewness	.501	.501	.637	.637
	Kurtosis	4.804	3.408	-1.827	.700
	Std. Error of Kurtosis	.972	.972	1.232	1.232
	Range	8.00	.50	1.00	1.00
	Minimum	.00	.00	.00	.00
	Maximum	8.00	.50	1.00	1.00
	Sum	31.00	1.80	7.04	2.83

Statistics

PROFICIENCY RATIO BAND: 0.01-0.1 A2 – ARTICLE USE / ACCURACY / OMISSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	26	26	25	25
	Missing	0	0	1	1
	Mean	3.5769	.0739	.6919	1.1907
	Std. Error of Mean	.93837	.01346	.07645	.26377
	Median	2.0000	.0490	.9167	.8333
	Mode	1.00	.03	1.00	.00^a
	Std. Deviation	4.78475	.06862	.38227	1.31883
	Variance	22.894	.005	.146	1.739
	Skewness	3.398	1.978	-.899	1.429
	Std. Error of Skewness	.456	.456	.464	.464
	Kurtosis	13.687	4.031	-.696	1.909
	Std. Error of Kurtosis	.887	.887	.902	.902
	Range	24.00	.29	1.00	5.00
	Minimum	.00	.00	.00	.00
	Maximum	24.00	.29	1.00	5.00
	Sum	93.00	1.92	17.30	29.77

a. Multiple modes exist. The smallest value is shown

0

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
ON	Valid	22	22	22	22
	Missing	0	0	0	0
	Mean	7.3636	.1413	.6692	.7276
	Std. Error of Mean	1.79169	.02746	.07218	.19412
	Median	5.5000	.0902	.7183	.3750
	Mode	1.00	.01[a]	1.00	.00
	Std. Deviation	8.40377	.12879	.33854	.91052
	Variance	70.623	.017	.115	.829
	Skewness	2.760	1.278	-.977	1.250
	Std. Error of Skewness	.491	.491	.491	.491
	Kurtosis	9.561	1.391	-.092	.481
	Std. Error of Kurtosis	.953	.953	.953	.953
	Range	38.00	.49	1.00	3.00
	Minimum	1.00	.01	.00	.00
	Maximum	39.00	.50	1.00	3.00
	Sum	162.00	3.11	14.72	16.01

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.21-0.3 A2 – ARTICLE USE / ACCURACY / OMISSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	21	21	21	21
	Missing	0	0	0	0
	Mean	12.0000	.2065	.8519	.3710
	Std. Error of Mean	2.10215	.03258	.03938	.11659
	Median	10.0000	.1818	.9167	.2812
	Mode	7.00	.18	1.00	.00
	Std. Deviation	9.63328	.14930	.18047	.53428
	Variance	92.800	.022	.033	.285
	Skewness	1.624	1.517	-1.200	3.438
	Std. Error of Skewness	.501	.501	.501	.501
	Kurtosis	2.942	2.253	.517	13.637
	Std. Error of Kurtosis	.972	.972	.972	.972
	Range	39.00	.60	.60	2.50
	Minimum	1.00	.04	.40	.00
	Maximum	40.00	.63	1.00	2.50
	Sum	252.00	4.34	17.89	7.79

PROFICIENCY RATIO BAND: 0.31-0.4 A2 – ARTICLE USE / ACCURACY / OMISSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	16	16	16	16
	Missing	0	0	0	0
	Mean	18.5000	.2095	.7977	.3610
	Std. Error of Mean	3.16754	.02776	.03563	.10364
	Median	16.5000	.2041	.7980	.2500
	Mode	3.00[a]	.07[a]	.67[a]	.25
	Std. Deviation	12.67017	.11105	.14253	.41455
	Variance	160.533	.012	.020	.172
	Skewness	.429	1.526	.067	2.524
	Std. Error of Skewness	.564	.564	.564	.564
	Kurtosis	-.944	3.398	-1.617	6.787
	Std. Error of Kurtosis	1.091	1.091	1.091	1.091
	Range	41.00	.45	.40	1.67
	Minimum	3.00	.07	.60	.00
	Maximum	44.00	.52	1.00	1.67
	Sum	296.00	3.35	12.76	5.78

a. Multiple modes exist. The smallest value is shown

[128]

PROFICIENCY RATIO BAND: 0.41-0.5 A2 – ARTICLE USE / ACCURACY / OMISSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	6	6	6	6
	Missing	0	0	0	0
	Mean	14.0000	.2586	.9312	.4456
	Std. Error of Mean	2.92119	.07236	.04369	.32119
	Median	16.5000	.2675	1.0000	.0749
	Mode	1.00[a]	.03[a]	1.00	.00
	Std. Deviation	7.15542	.17723	.10703	.78674
	Variance	51.200	.031	.011	.619
	Skewness	-1.459	.622	-1.006	2.142
	Std. Error of Skewness	.845	.845	.845	.845
	Kurtosis	2.134	1.040	-1.646	4.631
	Std. Error of Kurtosis	1.741	1.741	1.741	1.741
	Range	20.00	.52	.22	2.00
	Minimum	1.00	.03	.78	.00
	Maximum	21.00	.55	1.00	2.00
	Sum	84.00	1.55	5.59	2.67

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.51-0.6 A2 – ARTICLE USE / ACCURACY / OMISSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	7	7	7	7
	Missing	0	0	0	0
	Mean	14.2857	.3224	.7749	.2866
	Std. Error of Mean	2.14603	.05593	.04141	.05526
	Median	13.0000	.3191	.8000	.2500
	Mode	13.00	.12[a]	.62[a]	.08[a]
	Std. Deviation	5.67786	.14797	.10957	.14621
	Variance	32.238	.022	.012	.021
	Skewness	-.064	.790	-.159	.494
	Std. Error of Skewness	.794	.794	.794	.794
	Kurtosis	.764	1.309	-.706	.575
	Std. Error of Kurtosis	1.587	1.587	1.587	1.587
	Range	18.00	.47	.32	.46
	Minimum	5.00	.12	.62	.08
	Maximum	23.00	.59	.93	.53
	Sum	100.00	2.26	5.42	2.01

a. Multiple modes exist. The smallest value is shown

[130]

PROFICIENCY RATIO BAND: 0.61-0.71 A2 – ARTICLE USE / ACCURACY / OMISSSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	14.0000	.2857	1.0000	.2857
	Median	14.0000	.2857	1.0000	.2857
	Mode	14.00	.29	1.00	.29
	Range	.00	.00	.00	.00
	Minimum	14.00	.29	1.00	.29
	Maximum	14.00	.29	1.00	.29
	Sum	14.00	.29	1.00	.29

PROFICIENCY RATIO BAND: 0.01-0.1B1 – ARTICLE USE / ACCURACY / OMISSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	20.0000	.4651	.9500	.0500
	Median	20.0000	.4651	.9500	.0500
	Mode	20.00	.47	.95	.05
	Range	.00	.00	.00	.00
	Minimum	20.00	.47	.95	.05
	Maximum	20.00	.47	.95	.05
	Sum	20.00	.47	.95	.05

PROFICIENCY RATIO BAND: 0.11-0.2 B1 – ARTICLE USE /ACCURACY / OMISSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	40.0000	.6992	.9632	.0735
	Std. Error of Mean	3.00000	.08258	.00974	.01948
	Median	40.0000	.6992	.9632	.0735
	Mode	37.00[a]	.62[a]	.95[a]	.05[a]
	Std. Deviation	4.24264	.11678	.01378	.02756
	Variance	18.000	.014	.000	.001
	Range	6.00	.17	.02	.04
	Minimum	37.00	.62	.95	.05
	Maximum	43.00	.78	.97	.09
	Sum	80.00	1.40	1.93	.15

a. Multiple modes exist. The smallest value is shown

[133]

PROFICIENCY RATIO BAND: 0.21-0.3 B1 – ARTICLE USE / ACCURACY / OMISSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	27.0000	.9310	1.0000	.0370
	Median	27.0000	.9310	1.0000	.0370
	Mode	27.00	.93	1.00	.04
	Range	.00	.00	.00	.00
	Minimum	27.00	.93	1.00	.04
	Maximum	27.00	.93	1.00	.04
	Sum	27.00	.93	1.00	.04

PROFICIENCY RATIO BAND: 0.31-0.4 B1 – ARTICLE USE /ACCURACY / OMISSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	69.0000	.7841	.9710	.0725
	Median	69.0000	.7841	.9710	.0725
	Mode	69.00	.78	.97	.07
	Range	.00	.00	.00	.00
	Minimum	69.00	.78	.97	.07
	Maximum	69.00	.78	.97	.07
	Sum	69.00	.78	.97	.07

[135]

PROFICIENCY RATIO BAND: 0.41-0.5 B1 – ARTICLE USE / ACCURACY / OMISSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	3	3	3	3
	Missing	0	0	0	0
	Mean	9.6667	.6259	.8949	.0222
	Std. Error of Mean	3.52767	.22231	.05436	.02222
	Median	11.0000	.6471	.8667	.0000
	Mode	3.00[a]	.23[a]	.82[a]	.00
	Std. Deviation	6.11010	.38505	.09415	.03849
	Variance	37.333	.148	.009	.001
	Skewness	-.935	-.246	1.230	1.732
	Std. Error of Skewness	1.225	1.225	1.225	1.225
	Range	12.00	.77	.18	.07
	Minimum	3.00	.23	.82	.00
	Maximum	15.00	1.00	1.00	.07
	Sum	29.00	1.88	2.68	.07

a. Multiple modes exist. The smallest value is shown

[136]

PROFICIENCY RATIO BAND: 0.51-0.6 B1 – ARTICLE USE / ACCURACY / OMISSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	4	4	4	4
	Missing	0	0	0	0
	Mean	21.5000	.7373	.8104	.0603
	Std. Error of Mean	4.64579	.08753	.02453	.04581
	Median	23.0000	.7310	.7937	.0238
	Mode	9.00[a]	.57[a]	.77[a]	.00
	Std. Deviation	9.29157	.17507	.04906	.09163
	Variance	86.333	.031	.002	.008
	Skewness	-.875	.054	1.443	1.669
	Std. Error of Skewness	1.014	1.014	1.014	1.014
	Kurtosis	1.128	-5.475	1.661	2.661
	Std. Error of Kurtosis	2.619	2.619	2.619	2.619
	Range	22.00	.34	.11	.19
	Minimum	9.00	.57	.77	.00
	Maximum	31.00	.91	.88	.19
	Sum	86.00	2.95	3.24	.24

a. Multiple modes exist. The smallest value is shown

[137]

PROFICIENCY RATIO BAND: 0.61-0.7 B1 – ARTICLE USE / ACCURACY / OMISSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	26.5000	.6047	.8345	.1166
	Std. Error of Mean	10.50000	.03325	.08446	.00845
	Median	26.5000	.6047	.8345	.1166
	Mode	16.00[a]	.57[a]	.75[a]	.11[a]
	Std. Deviation	14.84924	.04702	.11944	.01194
	Variance	220.500	.002	.014	.000
	Range	21.00	.07	.17	.02
	Minimum	16.00	.57	.75	.11
	Maximum	37.00	.64	.92	.12
	Sum	53.00	1.21	1.67	.23

a. Multiple modes exist. The smallest value is shown

[138]

PROFICIENCY RATIO BAND: 0.71-0.8 B1 – ARTICLE USE / ACCURACY / OMISSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	21.5000	.5759	.9655	.1392
	Std. Error of Mean	7.50000	.01592	.03448	.06773
	Median	21.5000	.5759	.9655	.1392
	Mode	14.00[a]	.56[a]	.93[a]	.07[a]
	Std. Deviation	10.60660	.02251	.04877	.09579
	Variance	112.500	.001	.002	.009
	Range	15.00	.03	.07	.14
	Minimum	14.00	.56	.93	.07
	Maximum	29.00	.59	1.00	.21
	Sum	43.00	1.15	1.93	.28

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.81-0.9 B1 – ARTICLE USE / ACCURACY / OMISSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	43.0000	1.1026	.9535	.0465
	Median	43.0000	1.1026	.9535	.0465
	Mode	43.00	1.10	.95	.05
	Range	.00	.00	.00	.00
	Minimum	43.00	1.10	.95	.05
	Maximum	43.00	1.10	.95	.05
	Sum	43.00	1.10	.95	.05

PROFICIENCY RATIO BAND: 0.91-1.0 B1 – ARTICLE USE / ACCURACY / OMISSION

Statistics

		Total article use	Total article use per analysed turn	Total article accuracy rate	Total article omission rate
N	Valid	5	5	5	5
	Missing	0	0	0	0
	Mean	35.4000	1.1850	.9515	.0289
	Std. Error of Mean	14.01642	.38990	.02319	.01182
	Median	41.0000	1.1571	.9535	.0465
	Mode	2.00[a]	.07[a]	1.00	.00
	Std. Deviation	31.34167	.87185	.05186	.02644
	Variance	982.300	.760	.003	.001
	Skewness	.566	.551	-.551	-.601
	Std. Error of Skewness	.913	.913	.913	.913
	Kurtosis	-.242	1.805	-.984	-3.323
	Std. Error of Kurtosis	2.000	2.000	2.000	2.000
	Range	79.00	2.43	.12	.05
	Minimum	2.00	.07	.88	.00
	Maximum	81.00	2.50	1.00	.05
	Sum	177.00	5.93	4.76	.14

a. Multiple modes exist. The smallest value is shown

[141]

7.5   PREPOSITION DISTRIBUTION

PROFICIENCY RATIO BAND: A1 ONLY – PREPOSITION USE / ACCURACY / OMISSION

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	21	21	6	6
	Missing	0	0	15	15
	Mean	.5238	.0159	.8333	.1667
	Std. Error of Mean	.23522	.00621	.16667	.16667
	Median	.0000	.0000	1.0000	.0000
	Mode	.00	.00	1.00	.00
	Std. Deviation	1.07792	.02844	.40825	.40825
	Variance	1.162	.001	.167	.167
	Skewness	2.447	1.574	-2.449	2.449
	Std. Error of Skewness	.501	.501	.845	.845
	Kurtosis	5.745	1.051	6.000	6.000
	Std. Error of Kurtosis	.972	.972	1.741	1.741
	Range	4.00	.09	1.00	1.00
	Minimum	.00	.00	.00	.00
	Maximum	4.00	.09	1.00	1.00
	Sum	11.00	.33	5.00	1.00

PROFICIENCY RATIO BAND: 0.01-0.1 A2 – PREPOSITION USE / ACCURACY / OMISSION

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
			Statistics		
N	Valid	26	26	23	23
	Missing	0	0	3	3
	Mean	2.8846	.0607	.8118	.1255
	Std. Error of Mean	.57466	.01071	.06607	.05234
	Median	2.0000	.0483	1.0000	.0000
	Mode	1.00	.00	1.00	.00
	Std. Deviation	2.93021	.05460	.31686	.25103
	Variance	8.586	.003	.100	.063
	Skewness	1.952	1.699	-1.704	2.392
	Std. Error of Skewness	.456	.456	.481	.481
	Kurtosis	4.743	3.833	2.042	6.050
	Std. Error of Kurtosis	.887	.887	.935	.935
	Range	13.00	.24	1.00	1.00
	Minimum	.00	.00	.00	.00
	Maximum	13.00	.24	1.00	1.00
	Sum	75.00	1.58	18.67	2.89

PROFICIENCY RATIO BAND: 0.11-0.2 A2 – PREPOSITION USE / ACCURACY / OMISSION

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	22	22	20	20
	Missing	0	0	2	2
Mean		5.3636	.0914	.8379	.0999
Std. Error of Mean		1.08021	.01715	.04020	.04268
Median		4.0000	.0639	.8819	.0000
Mode		1.00[a]	.00[a]	1.00	.00
Std. Deviation		5.06666	.08045	.17979	.19087
Variance		25.671	.006	.032	.036
Skewness		1.796	1.205	-.647	2.095
Std. Error of Skewness		.491	.491	.512	.512
Kurtosis		4.570	1.365	-.981	3.734
Std. Error of Kurtosis		.953	.953	.992	.992
Range		22.00	.32	.50	.67
Minimum		.00	.00	.50	.00
Maximum		22.00	.32	1.00	.67
Sum		118.00	2.01	16.76	2.00

a. Multiple modes exist. The smallest value is shown

[144]

PROFICIENCY RATIO BAND: 0.21-0.3 A2 – PREPOSITION USE / ACCURACY / OMISSION

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	21	21	21	21
	Missing	0	0	0	0
	Mean	10.9048	.1712	.8915	.1392
	Std. Error of Mean	1.57496	.02252	.03508	.05397
	Median	11.0000	.1553	1.0000	.0455
	Mode	1.00ª	.08	1.00	.00
	Std. Deviation	7.21737	.10318	.16076	.24731
	Variance	52.090	.011	.026	.061
	Skewness	.155	1.223	-1.420	2.612
	Std. Error of Skewness	.501	.501	.501	.501
	Kurtosis	-1.153	1.450	1.596	7.318
	Std. Error of Kurtosis	.972	.972	.972	.972
	Range	22.00	.42	.56	1.00
	Minimum	1.00	.03	.44	.00
	Maximum	23.00	.45	1.00	1.00
	Sum	229.00	3.60	18.72	2.92

a. Multiple modes exist. The smallest value is shown

[145]

PROFICIENCY RATIO BAND: 0.31-0.4 A2 – PREPOSITION USE / ACCURACY / OMISSION

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	16	16	15	15
	Missing	0	0	1	1
	Mean	15.6875	.1777	.8310	.0765
	Std. Error of Mean	2.53758	.02733	.04167	.02692
	Median	18.5000	.1784	.8889	.0400
	Mode	19.00	.00ª	1.00	.00
	Std. Deviation	10.15033	.10931	.16138	.10428
	Variance	103.029	.012	.026	.011
	Skewness	-.017	.428	-.771	1.697
	Std. Error of Skewness	.564	.564	.580	.580
	Kurtosis	-1.060	-.347	-.600	2.030
	Std. Error of Kurtosis	1.091	1.091	1.121	1.121
	Range	33.00	.39	.50	.33
	Minimum	.00	.00	.50	.00
	Maximum	33.00	.39	1.00	.33
	Sum	251.00	2.84	12.46	1.15

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.41-0.5 A2 – PREPOSITION USE / ACCURACY / OMISSION

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	6	6	6	6
	Missing	0	0	0	0
	Mean	12.8333	.2143	.9485	.0227
	Std. Error of Mean	3.12428	.04100	.02921	.02273
	Median	13.5000	.1734	.9750	.0000
	Mode	4.00	.13[a]	1.00	.00
	Std. Deviation	7.65289	.10043	.07154	.05567
	Variance	58.567	.010	.005	.003
	Skewness	-.160	.764	-1.494	2.449
	Std. Error of Skewness	.845	.845	.845	.845
	Kurtosis	-1.785	-1.561	2.042	6.000
	Std. Error of Kurtosis	1.741	1.741	1.741	1.741
	Range	18.00	.23	.18	.14
	Minimum	4.00	.13	.82	.00
	Maximum	22.00	.36	1.00	.14
	Sum	77.00	1.29	5.69	.14

a. Multiple modes exist. The smallest value is shown

[147]

PROFICIENCY RATIO BAND: 0.51-0.6 A2 – PREPOSITION USE / ACCURACY / OMISSION

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	7	7	7	7
	Missing	0	0	0	0
	Mean	15.5714	.2807	.7568	.1526
	Std. Error of Mean	4.47138	.05054	.07373	.05197
	Median	11.0000	.2115	.8000	.2000
	Mode	3.00[a]	.19[a]	.33[a]	.00
	Std. Deviation	11.83015	.13372	.19508	.13750
	Variance	139.952	.018	.038	.019
	Skewness	.841	1.510	-2.176	-.041
	Std. Error of Skewness	.794	.794	.794	.794
	Kurtosis	-.133	1.024	5.271	-2.072
	Std. Error of Kurtosis	1.587	1.587	1.587	1.587
	Range	33.00	.34	.58	.33
	Minimum	3.00	.19	.33	.00
	Maximum	36.00	.53	.91	.33
	Sum	109.00	1.96	5.30	1.07

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.61-0.7 A2 – PREPOSITION USE / ACCURACY / OMISSION

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	4.0000	.0816	.5000	.2500
	Median	4.0000	.0816	.5000	.2500
	Mode	4.00	.08	.50	.25
	Range	.00	.00	.00	.00
	Minimum	4.00	.08	.50	.25
	Maximum	4.00	.08	.50	.25
	Sum	4.00	.08	.50	.25

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	13.0000	.3023	.8462	.0769
	Median	13.0000	.3023	.8462	.0769
	Mode	13.00	.30	.85	.08
	Range	.00	.00	.00	.00
	Minimum	13.00	.30	.85	.08
	Maximum	13.00	.30	.85	.08
	Sum	13.00	.30	.85	.08

PROFICIENCY RATIO BAND: 0.11-0.2 B1 – PREPOSITION USE / ACCURACY / OMISSSION

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	16.5000	.2848	.8731	.0000
	Std. Error of Mean	3.50000	.04848	.02692	.00000
	Median	16.5000	.2848	.8731	.0000
	Mode	13.00[a]	.24[a]	.85[a]	.00
	Std. Deviation	4.94975	.06857	.03807	.00000
	Variance	24.500	.005	.001	.000
	Range	7.00	.10	.05	.00
	Minimum	13.00	.24	.85	.00
	Maximum	20.00	.33	.90	.00
	Sum	33.00	.57	1.75	.00

a. Multiple modes exist. The smallest value is shown

[151]

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	7.0000	.2414	.8571	.0000
	Median	7.0000	.2414	.8571	.0000
	Mode	7.00	.24	.86	.00
	Range	.00	.00	.00	.00
	Minimum	7.00	.24	.86	.00
	Maximum	7.00	.24	.86	.00
	Sum	7.00	.24	.86	.00

[152]

PROFICIENCY RATIO BAND: 0.31-0.4 B1 – PREPOSITION USE /ACCURACY / OMISSION

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	31.0000	.3523	.7097	.0645
	Median	31.0000	.3523	.7097	.0645
	Mode	31.00	.35	.71	.06
	Range	.00	.00	.00	.00
	Minimum	31.00	.35	.71	.06
	Maximum	31.00	.35	.71	.06
	Sum	31.00	.35	.71	.06

PROFICIENCY RATIO BAND: 0.41-0.5 B1 – PREPOSITION USE / ACCURACY / OMISSION

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	3	3	3	3
	Missing	0	0	0	0
	Mean	11.0000	.7052	.9535	.0208
	Std. Error of Mean	3.60555	.19990	.02361	.02083
	Median	13.0000	.8667	.9375	.0000
	Mode	4.00[a]	.31[a]	.92[a]	.00
	Std. Deviation	6.24500	.34624	.04089	.03608
	Variance	39.000	.120	.002	.001
	Skewness	-1.293	-1.642	1.493	1.732
	Std. Error of Skewness	1.225	1.225	1.225	1.225
	Range	12.00	.63	.08	.06
	Minimum	4.00	.31	.92	.00
	Maximum	16.00	.94	1.00	.06
	Sum	33.00	2.12	2.86	.06

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.51-0.6 B1 – PREPOSITION USE / ACCURACY / OMISSION

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	4	4	4	4
	Missing	0	0	0	0
	Mean	20.2500	.6701	.7709	.0402
	Std. Error of Mean	5.31311	.09322	.05548	.01367
	Median	20.5000	.6504	.8038	.0501
	Mode	7.00[a]	.47[a]	.62[a]	.00[a]
	Std. Deviation	10.62623	.18643	.11095	.02734
	Variance	112.917	.035	.012	.001
	Skewness	-.141	.588	-1.158	-1.770
	Std. Error of Skewness	1.014	1.014	1.014	1.014
	Kurtosis	1.467	.871	.283	3.300
	Std. Error of Kurtosis	2.619	2.619	2.619	2.619
	Range	26.00	.45	.24	.06
	Minimum	7.00	.47	.62	.00
	Maximum	33.00	.91	.86	.06
	Sum	81.00	2.68	3.08	.16

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.61-0.7 B1 – PREPOSITION USE / ACCURACY / OMISSION

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	36.5000	.9156	.7673	.0680
	Std. Error of Mean	5.50000	.19150	.08986	.00346
	Median	36.5000	.9156	.7673	.0680
	Mode	31.00[a]	.72[a]	.68[a]	.06[a]
	Std. Deviation	7.77817	.27083	.12708	.00489
	Variance	60.500	.073	.016	.000
	Range	11.00	.38	.18	.01
	Minimum	31.00	.72	.68	.06
	Maximum	42.00	1.11	.86	.07
	Sum	73.00	1.83	1.53	.14

a. Multiple modes exist. The smallest value is shown

[156]

PROFICIENCY RATIO BAND: 0.71-0.8 B1 – PREPOSITION USE / ACCURACY / OMISSION

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	18.5000	.5049	.7356	.0000
	Std. Error of Mean	5.50000	.01510	.11058	.00000
	Median	18.5000	.5049	.7356	.0000
	Mode	13.00[a]	.49[a]	.62[a]	.00
	Std. Deviation	7.77817	.02136	.15638	.00000
	Variance	60.500	.000	.024	.000
	Range	11.00	.03	.22	.00
	Minimum	13.00	.49	.62	.00
	Maximum	24.00	.52	.85	.00
	Sum	37.00	1.01	1.47	.00

a. Multiple modes exist. The smallest value is shown

[157]

PROFICIENCY RATIO BAND: 0.81-0.9 B1 – PREPOSITION USE / ACCURACY / OMISSION

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	45.0000	1.1538	.9333	.0222
	Median	45.0000	1.1538	.9333	.0222
	Mode	45.00	1.15	.93	.02
	Range	.00	.00	.00	.00
	Minimum	45.00	1.15	.93	.02
	Maximum	45.00	1.15	.93	.02
	Sum	45.00	1.15	.93	.02

PROFICIENCY RATIO BAND: 0.91-1.0 B1 – PREPOSITION USE / ACCURACY / OMISSION

Statistics

		Total preposition use	Total preposition use per analysed turn	Total preposition accuracy rate	Total preposition omission rate
N	Valid	5	5	5	5
	Missing	0	0	0	0
	Mean	34.2000	1.0779	.9641	.0087
	Std. Error of Mean	8.58720	.11956	.01915	.00550
	Median	38.0000	1.0357	.9737	.0000
	Mode	6.00[a]	.84[a]	1.00	.00
	Std. Deviation	19.20156	.26734	.04283	.01230
	Variance	368.700	.071	.002	.000
	Skewness	-.421	1.149	-1.088	.926
	Std. Error of Skewness	.913	.913	.913	.913
	Kurtosis	1.307	1.039	.580	-1.513
	Std. Error of Kurtosis	2.000	2.000	2.000	2.000
	Range	53.00	.66	.10	.03
	Minimum	6.00	.84	.90	.00
	Maximum	59.00	1.50	1.00	.03
	Sum	171.00	5.39	4.82	.04

a. Multiple modes exist. The smallest value is shown

[159]

7.6   AUXILIARY DISTRIBUTION

PROFICIENCY RATIO BAND: A1 ONLY – AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	21	21
	Missing	0	0
	Mean	.1905	.0096
	Std. Error of Mean	.08781	.00544
	Median	.0000	.0000
	Mode	.00	.00
	Std. Deviation	.40237	.02492
	Variance	.162	.001
	Skewness	1.700	3.024
	Std. Error of Skewness	.501	.501
	Kurtosis	.975	9.258
	Std. Error of Kurtosis	.972	.972
	Range	1.00	.10
	Minimum	.00	.00
	Maximum	1.00	.10
	Sum	4.00	.20

[160]

PROFICIENCY RATIO BAND: 0.01-0.1 A2 – AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	26	26
	Missing	0	0
	Mean	1.5769	.0344
	Std. Error of Mean	.39681	.00773
	Median	1.0000	.0232
	Mode	.00	.00
	Std. Deviation	2.02333	.03940
	Variance	4.094	.002
	Skewness	2.265	1.196
	Std. Error of Skewness	.456	.456
	Kurtosis	6.537	.562
	Std. Error of Kurtosis	.887	.887
	Range	9.00	.13
	Minimum	.00	.00
	Maximum	9.00	.13
	Sum	41.00	.89

[161]

PROFICIENCY RATIO BAND: 0.11-0.2 A2 – AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	22	22
	Missing	0	0
	Mean	3.8182	.0612
	Std. Error of Mean	.94121	.01095
	Median	2.0000	.0551
	Mode	2.00	.00
	Std. Deviation	4.41465	.05138
	Variance	19.489	.003
	Skewness	1.609	.621
	Std. Error of Skewness	.491	.491
	Kurtosis	1.670	-.345
	Std. Error of Kurtosis	.953	.953
	Range	15.00	.18
	Minimum	.00	.00
	Maximum	15.00	.18
	Sum	84.00	1.35

PROFICIENCY RATIO BAND: 0.21-0.3 A2 – AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	21	21
	Missing	0	0
	Mean	6.7143	.1048
	Std. Error of Mean	1.32583	.01363
	Median	5.0000	.0947
	Mode	1.00	.04
	Std. Deviation	6.07571	.06244
	Variance	36.914	.004
	Skewness	1.552	.459
	Std. Error of Skewness	.501	.501
	Kurtosis	2.243	-.560
	Std. Error of Kurtosis	.972	.972
	Range	21.00	.22
	Minimum	1.00	.02
	Maximum	22.00	.23
	Sum	141.00	2.20

[163]

PROFICIENCY RATIO BAND: 0.31-0.4 A2 – AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	16	16
	Missing	0	0
Mean		10.0625	.1289
Std. Error of Mean		1.51786	.01905
Median		9.5000	.1177
Mode		2.00[a]	.02[a]
Std. Deviation		6.07145	.07620
Variance		36.862	.006
Skewness		.206	.348
Std. Error of Skewness		.564	.564
Kurtosis		-.847	-.910
Std. Error of Kurtosis		1.091	1.091
Range		19.00	.25
Minimum		1.00	.02
Maximum		20.00	.26
Sum		161.00	2.06

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.41-0.5 A2 – AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	6	6
	Missing	0	0
Mean		9.1667	.1576
Std. Error of Mean		1.88709	.01450
Median		9.0000	.1693
Mode		4.00^a	.10^a
Std. Deviation		4.62241	.03553
Variance		21.367	.001
Skewness		.387	-1.209
Std. Error of Skewness		.845	.845
Kurtosis		-1.202	1.158
Std. Error of Kurtosis		1.741	1.741
Range		12.00	.10
Minimum		4.00	.10
Maximum		16.00	.19
Sum		55.00	.95

a. Multiple modes exist. The smallest value is shown

[165]

PROFICIENCY RATIO BAND: 0.51-0.6 A2 - AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	7	7
	Missing	0	0
Mean		14.2857	.3011
Std. Error of Mean		3.53698	.04964
Median		11.0000	.3617
Mode		17.00	.36
Std. Deviation		9.35796	.13134
Variance		87.571	.017
Skewness		1.553	-.276
Std. Error of Skewness		.794	.794
Kurtosis		2.584	-1.650
Std. Error of Kurtosis		1.587	1.587
Range		27.00	.35
Minimum		6.00	.12
Maximum		33.00	.47
Sum		100.00	2.11

[166]

PROFICIENCY RATIO BAND: 0.61-0.7 A2 – AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	1	1
	Missing	0	0
	Mean	7.0000	.1429
	Median	7.0000	.1429
	Mode	7.00	.14
	Range	.00	.00
	Minimum	7.00	.14
	Maximum	7.00	.14
	Sum	7.00	.14

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	1	1
	Missing	0	0
	Mean	11.0000	.2558
	Median	11.0000	.2558
	Mode	11.00	.26
	Range	.00	.00
	Minimum	11.00	.26
	Maximum	11.00	.26
	Sum	11.00	.26

PROFICIENCY RATIO BAND: 0.11-0.2 B1 – AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	2	2
	Missing	0	0
	Mean	19.0000	.3333
	Std. Error of Mean	3.00000	.06667
	Median	19.0000	.3333
	Mode	16.00[a]	.27[a]
	Std. Deviation	4.24264	.09428
	Variance	18.000	.009
	Range	6.00	.13
	Minimum	16.00	.27
	Maximum	22.00	.40
	Sum	38.00	.67

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.21-0.3 B1 – AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	1	1
	Missing	0	0
	Mean	6.0000	.2069
	Median	6.0000	.2069
	Mode	6.00	.21
	Range	.00	.00
	Minimum	6.00	.21
	Maximum	6.00	.21
	Sum	6.00	.21

[170]

PROFICIENCY RATIO BAND: 0.31-0.4 B1 – AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	1	1
	Missing	0	0
	Mean	43.0000	.4886
	Median	43.0000	.4886
	Mode	43.00	.49
	Range	.00	.00
	Minimum	43.00	.49
	Maximum	43.00	.49
	Sum	43.00	.49

PROFICIENCY RATIO BAND: 0.41-0.5 B1 – AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	3	3
	Missing	0	0
	Mean	4.6667	.3256
	Std. Error of Mean	2.02759	.14012
	Median	5.0000	.3846
	Mode	1.00ᵃ	.06ᵃ
	Std. Deviation	3.51188	.24270
	Variance	12.333	.059
	Skewness	-.423	-1.030
	Std. Error of Skewness	1.225	1.225
	Range	7.00	.47
	Minimum	1.00	.06
	Maximum	8.00	.53
	Sum	14.00	.98

a. Multiple modes exist. The smallest value is shown

[172]

PROFICIENCY RATIO BAND: 0.51-0.6 B1 – AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	4	4
	Missing	0	0
	Mean	15.0000	.4426
	Std. Error of Mean	7.42743	.09895
	Median	8.5000	.4391
	Mode	6.00	.21[a]
	Std. Deviation	14.85485	.19790
	Variance	220.667	.039
	Skewness	1.856	.099
	Std. Error of Skewness	1.014	1.014
	Kurtosis	3.452	.745
	Std. Error of Kurtosis	2.619	2.619
	Range	31.00	.48
	Minimum	6.00	.21
	Maximum	37.00	.69
	Sum	60.00	1.77

a. Multiple modes exist. The smallest value is shown

[173]

PROFICIENCY RATIO BAND: 0.61-0.7 B1 - AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	2	2
	Missing	0	0
	Mean	18.0000	.4581
	Std. Error of Mean	2.00000	.11330
	Median	18.0000	.4581
	Mode	16.00[a]	.34[a]
	Std. Deviation	2.82843	.16023
	Variance	8.000	.026
	Range	4.00	.23
	Minimum	16.00	.34
	Maximum	20.00	.57
	Sum	36.00	.92

a. Multiple modes exist. The smallest value is shown

[174]

PROFICIENCY RATIO BAND: 0.71-0.8 B1 – AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	2	2
	Missing	0	0
	Mean	28.0000	.8947
	Std. Error of Mean	5.00000	.42531
	Median	28.0000	.8947
	Mode	23.00[a]	.47[a]
	Std. Deviation	7.07107	.60147
	Variance	50.000	.362
	Range	10.00	.85
	Minimum	23.00	.47
	Maximum	33.00	1.32
	Sum	56.00	1.79

a. Multiple modes exist. The smallest value is shown

[175]

PROFICIENCY RATIO BAND: 0.81-0.9 B1 – AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	1	1
	Missing	0	0
	Mean	23.0000	.5897
	Median	23.0000	.5897
	Mode	23.00	.59
	Range	.00	.00
	Minimum	23.00	.59
	Maximum	23.00	.59
	Sum	23.00	.59

PROFICIENCY RATIO BAND: 0.91 – 1.0 B1 – AUXILIARY USE

Statistics

		Total auxiliary use	Total auxiliary use per analysed turn
N	Valid	5	5
	Missing	0	0
	Mean	14.4000	.3224
	Std. Error of Mean	4.85386	.08709
	Median	13.0000	.3824
	Mode	.00[a]	.00[a]
	Std. Deviation	10.85357	.19473
	Variance	117.800	.038
	Skewness	-.166	-1.412
	Std. Error of Skewness	.913	.913
	Kurtosis	-1.287	2.821
	Std. Error of Kurtosis	2.000	2.000
	Range	27.00	.52
	Minimum	.00	.00
	Maximum	27.00	.52
	Sum	72.00	1.61

a. Multiple modes exist. The smallest value is shown

[177]

7.7 VERB-TO-NOUN RATIO

PROFICIENCY RATIO BAND: A1 ONLY – VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	21.000
	Missing	.000
	Mean	.122
	Std. Error of Mean	.026
	Median	.105
	Mode	.000
	Std. Deviation	.121
	Variance	.015
	Skewness	1.941
	Std. Error of Skewness	.501
	Kurtosis	5.375
	Std. Error of Kurtosis	.972
	Range	.526
	Minimum	.000
	Maximum	.526
	Sum	2.570

[178]

PROFICIENCY RATIO BAND: 0.01-0.1 A2 VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun ratio

N	Valid	26.000
	Missing	.000
	Mean	.338
	Std. Error of Mean	.027
	Median	.318
	Mode	.388
	Std. Deviation	.138
	Variance	.019
	Skewness	.422
	Std. Error of Skewness	.456
	Kurtosis	.243
	Std. Error of Kurtosis	.887
	Range	.572
	Minimum	.111
	Maximum	.684
	Sum	8.793

0

PROFICIENCY RATIO BAND: 0.11-0.2 A2 - VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	22.000
	Missing	.000
	Mean	.482
	Std. Error of Mean	.095
	Median	.410
	Mode	.151[a]
	Std. Deviation	.445
	Variance	.198
	Skewness	4.134
	Std. Error of Skewness	.491
	Kurtosis	18.464
	Std. Error of Kurtosis	.953
	Range	2.249
	Minimum	.151
	Maximum	2.400
	Sum	10.606

a. Multiple modes exist. The smallest value is shown

[180]

PROFICIENCY RATIO BAND: 0.21-0.3 A2 – VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	21.000
	Missing	.000
	Mean	.416
	Std. Error of Mean	.027
	Median	.385
	Mode	.250[a]
	Std. Deviation	.124
	Variance	.015
	Skewness	2.047
	Std. Error of Skewness	.501
	Kurtosis	5.674
	Std. Error of Kurtosis	.972
	Range	.579
	Minimum	.250
	Maximum	.829
	Sum	8.741

a. Multiple modes exist. The smallest value is shown

[181]

PROFICIENCY RATIO BAND: 0.31-0.4 A2 – VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	16.000
	Missing	.000
	Mean	.533
	Std. Error of Mean	.030
	Median	.538
	Mode	.326[a]
	Std. Deviation	.120
	Variance	.014
	Skewness	1.363
	Std. Error of Skewness	.564
	Kurtosis	4.363
	Std. Error of Kurtosis	1.091
	Range	.553
	Minimum	.326
	Maximum	.879
	Sum	8.525

a. Multiple modes exist. The smallest value is shown

[182]

PROFICIENCY RATIO BAND: 0.41-0.5 A2 – VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	6.000
	Missing	.000
	Mean	.530
	Std. Error of Mean	.032
	Median	.514
	Mode	.456[a]
	Std. Deviation	.077
	Variance	.006
	Skewness	1.098
	Std. Error of Skewness	.845
	Kurtosis	.817
	Std. Error of Kurtosis	1.741
	Range	.207
	Minimum	.456
	Maximum	.663
	Sum	3.180

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.51-0.6 A2 – VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	7.000
	Missing	19.000
	Mean	.593
	Std. Error of Mean	.079
	Median	.529
	Mode	.466[a]
	Std. Deviation	.209
	Variance	.044
	Skewness	2.466
	Std. Error of Skewness	.794
	Kurtosis	6.270
	Std. Error of Kurtosis	1.587
	Range	.594
	Minimum	.466
	Maximum	1.060
	Sum	4.150

a. Multiple modes exist. The smallest value is shown

[184]

Statistics

Total Verb-to-Noun ratio

N	Valid	1.00
	Missing	.00
	Mean	.54
	Median	.54
	Mode	.54
	Range	.00
	Minimum	.54
	Maximum	.54
	Sum	.54

PROFICIENCY RATIO BAND: 0.01-0.1 B1 – VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	1.00
	Missing	.00
	Mean	.28
	Median	.28
	Mode	.28
	Range	.00
	Minimum	.28
	Maximum	.28
	Sum	.28

[186]

PROFICIENCY RATIO BAND: 0.11-0.21 B1 – VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	2.00
	Missing	.00
	Mean	.44
	Std. Error of Mean	.05
	Median	.44
	Mode	.40[a]
	Std. Deviation	.07
	Variance	.00
	Range	.10
	Minimum	.40
	Maximum	.49
	Sum	.89

a. Multiple modes exist. The smallest
value is shown

PROFICIENCY RATIO BAND: 0.21-0.3 B1 - VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	1.00
	Missing	.00
	Mean	.37
	Median	.37
	Mode	.37
	Range	.00
	Minimum	.37
	Maximum	.37
	Sum	.37

PROFICIENCY RATIO BAND: 0.31-0.4 B1 – VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	1.00
	Missing	.00
	Mean	.39
	Median	.39
	Mode	.39
	Range	.00
	Minimum	.39
	Maximum	.39
	Sum	.39

[189]

PROFICIENCY RATIO BAND: 0.41-0.5 B1 – VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	3.00
	Missing	.00
	Mean	.60
	Std. Error of Mean	.12
	Median	.57
	Mode	.42[a]
	Std. Deviation	.20
	Variance	.04
	Skewness	.80
	Std. Error of Skewness	1.22
	Range	.40
	Minimum	.42
	Maximum	.82
	Sum	1.81

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.51-0.6 B1 – VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	4.000
	Missing	.000
	Mean	.471
	Std. Error of Mean	.028
	Median	.470
	Mode	.407[a]
	Std. Deviation	.056
	Variance	.003
	Skewness	.109
	Std. Error of Skewness	1.014
	Kurtosis	-.887
	Std. Error of Kurtosis	2.619
	Range	.130
	Minimum	.407
	Maximum	.537
	Sum	1.884

a. Multiple modes exist. The smallest value is shown

[191]

PROFICIENCY RATIO BAND: 0.61-0.7 B1 – VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	2.00
	Missing	.00
	Mean	.54
	Std. Error of Mean	.01
	Median	.54
	Mode	.53[a]
	Std. Deviation	.02
	Variance	.00
	Range	.03
	Minimum	.53
	Maximum	.55
	Sum	1.08

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.71-0.8 B1 – VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	2.00
	Missing	.00
	Mean	.48
	Std. Error of Mean	.00
	Median	.48
	Mode	.48[a]
	Std. Deviation	.00
	Variance	.00
	Range	.00
	Minimum	.48
	Maximum	.48
	Sum	.95

a. Multiple modes exist. The smallest
value is shown

PROFICIENCY RATIO BAND: 0.81-0.9 B1 – VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	1.00
	Missing	.00
	Mean	.63
	Median	.63
	Mode	.63
	Range	.00
	Minimum	.63
	Maximum	.63
	Sum	.63

PROFICIENCY RATIO BAND: 0.91-1.0 B1 – VERB-TO-NOUN RATIO

Statistics

Total Verb-to-Noun Ratio

N	Valid	5.000
	Missing	.000
	Mean	.499
	Std. Error of Mean	.032
	Median	.518
	Mode	.418[a]
	Std. Deviation	.072
	Variance	.005
	Skewness	.295
	Std. Error of Skewness	.913
	Kurtosis	-.964
	Std. Error of Kurtosis	2.000
	Range	.180
	Minimum	.418
	Maximum	.598
	Sum	2.493

a. Multiple modes exist. The smallest value is shown

7.8   LEXICAL DIVERSITY

PROFICIENCY RATIO BAND: A1 ONLY – WORDLIST ENTRIES / VERB LEXEMES

<div align="center">Statistics</div>

		Total Wordlist entries	Wordlist entries per turn	Total verb lexemes	Verb lexemes per turn
N	Valid	21	21	21	21
	Missing	0	0	0	0
	Mean	23.6190	1.2602	2.3333	.1756
	Std. Error of Mean	3.30402	.08357	.38006	.04599
	Median	20.0000	1.1667	2.0000	.1250
	Mode	25.00[a]	1.43	2.00	.00[a]
	Std. Deviation	15.14093	.38298	1.74165	.21074
	Variance	229.248	.147	3.033	.044
	Skewness	.420	.405	1.251	3.273
	Std. Error of Skewness	.501	.501	.501	.501
	Kurtosis	-1.006	-.520	1.915	12.492
	Std. Error of Kurtosis	.972	.972	.972	.972
	Range	48.00	1.43	7.00	1.00
	Minimum	2.00	.57	.00	.00
	Maximum	50.00	2.00	7.00	1.00
	Sum	496.00	26.46	49.00	3.69

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.01-0.1 A2 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	26	26	26	26
	Missing	0	0	0	0
	Mean	48.5000	1.1312	6.7692	.1664
	Std. Error of Mean	3.72982	.06367	.63320	.01925
	Median	42.0000	1.0858	6.0000	.1613
	Mode	37.00	1.35	5.00	.11[a]
	Std. Deviation	19.01841	.32467	3.22872	.09817
	Variance	361.700	.105	10.425	.010
	Skewness	.465	1.175	1.052	3.165
	Std. Error of Skewness	.456	.456	.456	.456
	Kurtosis	-.189	2.799	.607	13.380
	Std. Error of Kurtosis	.887	.887	.887	.887
	Range	80.00	1.49	13.00	.52
	Minimum	13.00	.68	2.00	.06
	Maximum	93.00	2.17	15.00	.58
	Sum	1261.00	29.41	176.00	4.33

a. Multiple modes exist. The smallest value is shown

0

[197]

PROFICIENCY RATIO BAND: 0.11-0.2 A2 – WORDLIST ENTRIES / VERB LEXEMES

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	22	22	22	22
	Missing	0	0	0	0
Mean		62.3182	1.1690	9.8636	.2036
Std. Error of Mean		5.72243	.07671	1.00496	.02538
Median		67.0000	1.1560	9.5000	.1723
Mode		69.00[a]	.64[a]	3.00[a]	.04[a]
Std. Deviation		26.84060	.35979	4.71366	.11905
Variance		720.418	.129	22.219	.014
Skewness		-.102	.165	.148	1.116
Std. Error of Skewness		.491	.491	.491	.491
Kurtosis		-1.063	-1.023	-.908	.891
Std. Error of Kurtosis		.953	.953	.953	.953
Range		88.00	1.14	16.00	.46
Minimum		16.00	.64	3.00	.04
Maximum		104.00	1.78	19.00	.50
Sum		1371.00	25.72	217.00	4.48

Statistics

a. Multiple modes exist. The smallest value is shown

[198]

PROFICIENCY RATIO BAND: 0.21-0.3 A2 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	21	21	21	21
	Missing	0	0	0	0
	Mean	84.3810	1.4670	13.5238	.2414
	Std. Error of Mean	8.64498	.09935	1.38808	.02176
	Median	82.0000	1.3571	14.0000	.2136
	Mode	55.00[a]	.91[a]	9.00[a]	.09[a]
	Std. Deviation	39.61625	.45527	6.36097	.09970
	Variance	1569.448	.207	40.462	.010
	Skewness	.319	.886	.049	.716
	Std. Error of Skewness	.501	.501	.501	.501
	Kurtosis	-.570	-.067	-.813	-.228
	Std. Error of Kurtosis	.972	.972	.972	.972
	Range	141.00	1.59	23.00	.37
	Minimum	21.00	.91	3.00	.09
	Maximum	162.00	2.50	26.00	.47
	Sum	1772.00	30.81	284.00	5.07

a. Multiple modes exist. The smallest value is shown

[199]

PROFICIENCY RATIO BAND: 0.31-0.4 A2 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	16	16	16	16
	Missing	0	0	0	0
	Mean	113.1250	1.4453	20.5625	.2703
	Std. Error of Mean	9.98327	.08363	1.77475	.02104
	Median	115.0000	1.4391	20.0000	.2635
	Mode	43.00[a]	.94[a]	20.00[a]	.17[a]
	Std. Deviation	39.93307	.33450	7.09900	.08417
	Variance	1594.650	.112	50.396	.007
	Skewness	-.345	.103	.298	1.127
	Std. Error of Skewness	.564	.564	.564	.564
	Kurtosis	-.723	-1.217	-.418	.750
	Std. Error of Kurtosis	1.091	1.091	1.091	1.091
	Range	137.00	1.04	25.00	.29
	Minimum	43.00	.94	10.00	.17
	Maximum	180.00	1.98	35.00	.46
	Sum	1810.00	23.12	329.00	4.32

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.41-0.5 A2 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	6	6	6	6
	Missing	0	0	0	0
	Mean	110.6667	1.9812	19.6667	.3472
	Std. Error of Mean	21.05020	.22326	4.20846	.05250
	Median	99.5000	2.0281	19.0000	.3059
	Mode	57.00[a]	1.19[a]	19.00	.23[a]
	Std. Deviation	51.56226	.54688	10.30857	.12859
	Variance	2658.667	.299	106.267	.017
	Skewness	1.069	-.330	1.082	.695
	Std. Error of Skewness	.845	.845	.845	.845
	Kurtosis	.907	-1.099	2.413	-1.665
	Std. Error of Kurtosis	1.741	1.741	1.741	1.741
	Range	142.00	1.45	31.00	.30
	Minimum	57.00	1.19	7.00	.23
	Maximum	199.00	2.64	38.00	.53
	Sum	664.00	11.89	118.00	2.08

a. Multiple modes exist. The smallest value is shown

[201]

PROFICIENCY RATIO BAND: 0.51-0.6 A2 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	7	7	7	7
	Missing	0	0	0	0
	Mean	99.0000	2.1537	20.0000	.4487
	Std. Error of Mean	18.56777	.30065	3.54562	.07248
	Median	87.0000	1.7872	18.0000	.4043
	Mode	50.00^a	1.08^a	11.00^a	.22^a
	Std. Deviation	49.12569	.79545	9.38083	.19177
	Variance	2413.333	.633	88.000	.037
	Skewness	1.717	.334	1.999	.639
	Std. Error of Skewness	.794	.794	.794	.794
	Kurtosis	3.520	-.971	4.691	-.935
	Std. Error of Kurtosis	1.587	1.587	1.587	1.587
	Range	150.00	2.26	29.00	.52
	Minimum	50.00	1.08	11.00	.22
	Maximum	200.00	3.33	40.00	.73
	Sum	693.00	15.08	140.00	3.14

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.61-0.7 A2 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	80.0000	1.6327	12.0000	.2449
	Median	80.0000	1.6327	12.0000	.2449
	Mode	80.00	1.63	12.00	.24
	Range	.00	.00	.00	.00
	Minimum	80.00	1.63	12.00	.24
	Maximum	80.00	1.63	12.00	.24
	Sum	80.00	1.63	12.00	.24

PROFICIENCY RATIO BAND: 0.01-0.1 B1 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	92.0000	2.1395	13.0000	.3023
	Median	92.0000	2.1395	13.0000	.3023
	Mode	92.00	2.14	13.00	.30
	Range	.00	.00	.00	.00
	Minimum	92.00	2.14	13.00	.30
	Maximum	92.00	2.14	13.00	.30
	Sum	92.00	2.14	13.00	.30

PROFICIENCY RATIO BAND: 0.11-0.2 B1 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	124.5000	2.1705	20.5000	.3606
	Std. Error of Mean	1.50000	.12045	4.50000	.09394
	Median	124.5000	2.1705	20.5000	.3606
	Mode	123.00[a]	2.05[a]	16.00[a]	.27[a]
	Std. Deviation	2.12132	.17035	6.36396	.13285
	Variance	4.500	.029	40.500	.018
	Range	3.00	.24	9.00	.19
	Minimum	123.00	2.05	16.00	.27
	Maximum	126.00	2.29	25.00	.45
	Sum	249.00	4.34	41.00	.72

a. Multiple modes exist. The smallest value is shown

[205]

PROFICIENCY RATIO BAND: 0.21-0.3 B1 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	77.0000	2.6552	10.0000	.1299
	Median	77.0000	2.6552	10.0000	.1299
	Mode	77.00	2.66	10.00	.13
	Range	.00	.00	.00	.00
	Minimum	77.00	2.66	10.00	.13
	Maximum	77.00	2.66	10.00	.13
	Sum	77.00	2.66	10.00	.13

PROFICIENCY RATIO BAND: 0.31-0.4 B1 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	181.0000	2.0568	30.0000	.3409
	Median	181.0000	2.0568	30.0000	.3409
	Mode	181.00	2.06	30.00	.34
	Range	.00	.00	.00	.00
	Minimum	181.00	2.06	30.00	.34
	Maximum	181.00	2.06	30.00	.34
	Sum	181.00	2.06	30.00	.34

PROFICIENCY RATIO BAND: 0.41-0.5 B1 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	3	3	3	3
	Missing	0	0	0	0
	Mean	61.6667	4.1441	11.3333	.7704
	Std. Error of Mean	5.78312	.42002	.66667	.09778
	Median	58.0000	4.1538	12.0000	.8000
	Mode	54.00[a]	3.41[a]	12.00	.59[a]
	Std. Deviation	10.01665	.72750	1.15470	.16937
	Variance	100.333	.529	1.333	.029
	Skewness	1.427	-.060	-1.732	-.762
	Std. Error of Skewness	1.225	1.225	1.225	1.225
	Range	19.00	1.45	2.00	.33
	Minimum	54.00	3.41	10.00	.59
	Maximum	73.00	4.87	12.00	.92
	Sum	185.00	12.43	34.00	2.31

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.51-0.6 B1 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	4	4	4	4
	Missing	0	0	0	0
	Mean	110.2500	3.8908	19.2500	.6657
	Std. Error of Mean	21.53050	.36612	4.51617	.09485
	Median	104.5000	3.9723	20.0000	.6159
	Mode	69.00[a]	3.02[a]	27.00	.50[a]
	Std. Deviation	43.06100	.73223	9.03235	.18970
	Variance	1854.250	.536	81.583	.036
	Skewness	.490	-.382	-.095	1.280
	Std. Error of Skewness	1.014	1.014	1.014	1.014
	Kurtosis	-2.493	-3.063	-5.456	1.457
	Std. Error of Kurtosis	2.619	2.619	2.619	2.619
	Range	94.00	1.58	17.00	.43
	Minimum	69.00	3.02	10.00	.50
	Maximum	163.00	4.60	27.00	.93
	Sum	441.00	15.56	77.00	2.66

a. Multiple modes exist. The smallest value is shown

[209]

PROFICIENCY RATIO BAND: 0.61-0.7 B1 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	150.5000	3.6201	26.0000	.6330
	Std. Error of Mean	39.50000	.34421	6.00000	.08128
	Median	150.5000	3.6201	26.0000	.6330
	Mode	111.00[a]	3.28[a]	20.00[a]	.55[a]
	Std. Deviation	55.86144	.48679	8.48528	.11495
	Variance	3120.500	.237	72.000	.013
	Range	79.00	.69	12.00	.16
	Minimum	111.00	3.28	20.00	.55
	Maximum	190.00	3.96	32.00	.71
	Sum	301.00	7.24	52.00	1.27

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.71 – 0.8 B1 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	2	2	2	2
	Missing	0	0	0	0
	Mean	122.5000	3.4306	20.0000	.5845
	Std. Error of Mean	27.50000	.36939	2.00000	.13551
	Median	122.5000	3.4306	20.0000	.5845
	Mode	95.00[a]	3.06[a]	18.00[a]	.45[a]
	Std. Deviation	38.89087	.52239	2.82843	.19164
	Variance	1512.500	.273	8.000	.037
	Range	55.00	.74	4.00	.27
	Minimum	95.00	3.06	18.00	.45
	Maximum	150.00	3.80	22.00	.72
	Sum	245.00	6.86	40.00	1.17

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.81-0.9 B1 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	1	1	1	1
	Missing	0	0	0	0
	Mean	135.0000	3.4615	25.0000	.6410
	Median	135.0000	3.4615	25.0000	.6410
	Mode	135.00	3.46	25.00	.64
	Range	.00	.00	.00	.00
	Minimum	135.00	3.46	25.00	.64
	Maximum	135.00	3.46	25.00	.64
	Sum	135.00	3.46	25.00	.64

PROFICIENCY RATIO BAND: 0.91- 1.0 B1 – WORDLIST ENTRIES / VERB LEXEMES

Statistics

		Total Wordlist entries	Total Wordlist entries per turn	Total verb lexemes	Total verb lexemes per turn
N	Valid	5	5	5	5
	Missing	0	0	0	0
	Mean	128.6000	4.4192	25.6000	.8276
	Std. Error of Mean	31.84117	.86759	6.40000	.11067
	Median	131.0000	3.7143	26.0000	.7647
	Mode	31.00[a]	2.98[a]	5.00[a]	.64[a]
	Std. Deviation	71.19902	1.93998	14.31084	.24746
	Variance	5069.300	3.764	204.800	.061
	Skewness	.021	1.825	-.202	1.760
	Std. Error of Skewness	.913	.913	.913	.913
	Kurtosis	1.002	3.434	1.594	3.273
	Std. Error of Kurtosis	2.000	2.000	2.000	2.000
	Range	196.00	4.77	40.00	.61
	Minimum	31.00	2.98	5.00	.64
	Maximum	227.00	7.75	45.00	1.25
	Sum	643.00	22.10	128.00	4.14

a. Multiple modes exist. The smallest value is shown

[213]

7.9   INTERACTIONAL FEATURES

PROFICIENCY RATIO BAND: A1 ONLY – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	21	21	21	21	21	21
	Missing	0	0	0	0	0	0
	Mean	7.1905	2.9524	3.9524	19.8095	.2381	.0167
	Std. Error of Mean	1.34805	.99157	1.40658	3.19197	.11761	.00892
	Median	6.0000	2.0000	1.0000	16.0000	.0000	.0000
	Mode	1.00	2.00	.00	7.00[a]	.00	.00
	Std. Deviation	6.17753	4.54397	6.44574	14.62744	.53896	.04089
	Variance	38.162	20.648	41.548	213.962	.290	.002
	Skewness	1.076	3.038	2.302	.912	2.318	2.904
	Std. Error of Skewness	.501	.501	.501	.501	.501	.501
	Kurtosis	1.219	10.339	4.954	-.273	5.058	9.104
	Std. Error of Kurtosis	.972	.972	.972	.972	.972	.972
	Range	24.00	20.00	24.00	47.00	2.00	.17
	Minimum	.00	.00	.00	1.00	.00	.00
	Maximum	24.00	20.00	24.00	48.00	2.00	.17
	Sum	151.00	62.00	83.00	416.00	5.00	.35

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.01-0.1 A2 - ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	26	26	26	26	26	26
	Missing	0	0	0	0	0	0
	Mean	17.2692	4.6154	5.7692	43.4615	2.3846	.0541
	Std. Error of Mean	1.88644	.78853	1.08317	4.23510	.83955	.01772
	Median	17.0000	3.0000	5.0000	37.0000	.5000	.0100
	Mode	17.00[a]	3.00	2.00	30.00[a]	.00	.00
	Std. Deviation	9.61897	4.02072	5.52310	21.59487	4.28091	.09035
	Variance	92.525	16.166	30.505	466.338	18.326	.008
	Skewness	.685	1.061	1.804	.680	2.400	2.298
	Std. Error of Skewness	.456	.456	.456	.456	.456	.456
	Kurtosis	.424	.021	4.189	-.185	5.670	5.170
	Std. Error of Kurtosis	.887	.887	.887	.887	.887	.887
	Range	39.00	14.00	24.00	79.00	17.00	.35
	Minimum	4.00	.00	.00	10.00	.00	.00
	Maximum	43.00	14.00	24.00	89.00	17.00	.35
	Sum	449.00	120.00	150.00	1130.00	62.00	1.41

a. Multiple modes exist. The smallest value is shown

[215]

PROFICIENCY RATIO BAND: 0.11-0.2 A2 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	22	22	22	22	22	22
	Missing	0	0	0	0	0	0
Mean		18.6818	7.5000	8.9091	55.4091	6.3636	.0940
Std. Error of Mean		2.70832	1.27369	1.49445	6.59485	3.08154	.03951
Median		17.5000	5.0000	8.0000	54.5000	1.0000	.0211
Mode		6.00[a]	5.00	8.00	90.00	.00	.00
Std. Deviation		12.70315	5.97415	7.00958	30.93258	14.45369	.18530
Variance		161.370	35.690	49.134	956.825	208.909	.034
Skewness		.505	1.499	.410	.495	3.399	2.918
Std. Error of Skewness		.491	.491	.491	.491	.491	.491
Kurtosis		-.944	2.219	-.638	.139	12.755	9.500
Std. Error of Kurtosis		.953	.953	.953	.953	.953	.953
Range		43.00	24.00	23.00	122.00	64.00	.79
Minimum		.00	1.00	.00	8.00	.00	.00
Maximum		43.00	25.00	23.00	130.00	64.00	.79
Sum		411.00	165.00	196.00	1219.00	140.00	2.07

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.21-0.3 A2 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	21	21	21	21	21	21
	Missing	0	0	0	0	0	0
	Mean	18.0000	7.3333	10.7143	61.3810	4.1429	.0605
	Std. Error of Mean	2.65384	1.16769	1.52619	7.72272	2.61432	.03181
	Median	14.0000	6.0000	10.0000	65.0000	.0000	.0000
	Mode	9.00[a]	5.00[a]	5.00	77.00	.00	.00
	Std. Deviation	12.16141	5.35101	6.99387	35.38994	11.98034	.14576
	Variance	147.900	28.633	48.914	1252.448	143.529	.021
	Skewness	.333	.884	.032	.188	4.208	3.378
	Std. Error of Skewness	.501	.501	.501	.501	.501	.501
	Kurtosis	-1.390	-.052	-1.496	-1.148	18.445	12.127
	Std. Error of Kurtosis	.972	.972	.972	.972	.972	.972
	Range	36.00	19.00	22.00	115.00	55.00	.62
	Minimum	1.00	.00	.00	11.00	.00	.00
	Maximum	37.00	19.00	22.00	126.00	55.00	.62
	Sum	378.00	154.00	225.00	1289.00	87.00	1.27

a. Multiple modes exist. The smallest value is shown

[217]

PROFICIENCY RATIO BAND: 0.31-0.4 A2 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	16	16	16	16	16	16
	Missing	0	0	0	0	0	0
Mean		18.5000	10.6250	21.1250	79.9375	4.0000	.0782
Std. Error of Mean		2.90975	1.59655	3.12633	10.56230	.86120	.01935
Median		17.0000	11.0000	24.0000	76.5000	3.0000	.0486
Mode		28.00	2.00	34.00	25.00	1.00	.00
Std. Deviation		11.63901	6.38618	12.50533	42.24921	3.44480	.07738
Variance		135.467	40.783	156.383	1784.996	11.867	.006
Skewness		.341	-.027	-.395	.062	.470	.681
Std. Error of Skewness		.564	.564	.564	.564	.564	.564
Kurtosis		-.769	-1.475	-1.457	-1.537	-1.324	-1.003
Std. Error of Kurtosis		1.091	1.091	1.091	1.091	1.091	1.091
Range		40.00	19.00	35.00	115.00	10.00	.23
Minimum		1.00	2.00	.00	25.00	.00	.00
Maximum		41.00	21.00	35.00	140.00	10.00	.23
Sum		296.00	170.00	338.00	1279.00	64.00	1.25

PROFICIENCY RATIO BAND: 0.4-0.51 A2 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	6	6	6	6	6	6
	Missing	0	0	0	0	0	0
	Mean	14.3333	8.0000	20.8333	62.0000	3.8333	.1137
	Std. Error of Mean	4.36399	3.43511	10.19613	21.52518	1.92209	.08196
	Median	13.5000	6.5000	10.5000	45.5000	2.5000	.0365
	Mode	1.00[a]	8.00	6.00[a]	25.00[a]	.00[a]	.00[a]
	Std. Deviation	10.68956	8.41427	24.97532	52.72571	4.70815	.20075
	Variance	114.267	70.800	623.767	2780.000	22.167	.040
	Skewness	.485	1.728	2.285	1.844	1.967	2.358
	Std. Error of Skewness	.845	.845	.845	.845	.845	.845
	Kurtosis	-.054	3.572	5.323	3.588	4.225	5.645
	Std. Error of Kurtosis	1.741	1.741	1.741	1.741	1.741	1.741
	Range	30.00	24.00	65.00	138.00	13.00	.52
	Minimum	1.00	.00	6.00	25.00	.00	.00
	Maximum	31.00	24.00	71.00	163.00	13.00	.52
	Sum	86.00	48.00	125.00	372.00	23.00	.68

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.51-0.6 A2 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	7	7	7	7	7	7
	Missing	0	0	0	0	0	0
Mean		14.4286	5.1429	18.1429	59.0000	1.0000	.0270
Std. Error of Mean		7.18085	1.99319	6.57350	21.87083	.69007	.01719
Median		8.0000	3.0000	13.0000	47.0000	.0000	.0000
Mode		7.00[a]	3.00	2.00[a]	15.00[a]	.00	.00
Std. Deviation		18.99875	5.27347	17.39184	57.86478	1.82574	.04548
Variance		360.952	27.810	302.476	3348.333	3.333	.002
Skewness		2.513	1.864	1.766	2.288	2.300	1.946
Std. Error of Skewness		.794	.794	.794	.794	.794	.794
Kurtosis		6.484	3.300	3.502	5.677	5.520	3.708
Std. Error of Kurtosis		1.587	1.587	1.587	1.587	1.587	1.587
Range		55.00	15.00	52.00	171.00	5.00	.12
Minimum		2.00	1.00	2.00	15.00	.00	.00
Maximum		57.00	16.00	54.00	186.00	5.00	.12
Sum		101.00	36.00	127.00	413.00	7.00	.19

a. Multiple modes exist. The smallest value is shown

[220]

PROFICIENCY RATIO BAND: 0.61-0.7 A2 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	1	1	1	1	1	1
	Missing	0	0	0	0	0	0
	Mean	6.0000	7.0000	6.0000	44.0000	3.0000	.0682
	Median	6.0000	7.0000	6.0000	44.0000	3.0000	.0682
	Mode	6.00	7.00	6.00	44.00	3.00	.07
	Range	.00	.00	.00	.00	.00	.00
	Minimum	6.00	7.00	6.00	44.00	3.00	.07
	Maximum	6.00	7.00	6.00	44.00	3.00	.07
	Sum	6.00	7.00	6.00	44.00	3.00	.07

PROFICIENCY RATIO BAND: 0.01-0.1B1 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	1	1	1	1	1	1
	Missing	0	0	0	0	0	0
	Mean	13.0000	6.0000	10.0000	43.0000	.0000	.0000
	Median	13.0000	6.0000	10.0000	43.0000	.0000	.0000
	Mode	13.00	6.00	10.00	43.00	.00	.00
	Range	.00	.00	.00	.00	.00	.00
	Minimum	13.00	6.00	10.00	43.00	.00	.00
	Maximum	13.00	6.00	10.00	43.00	.00	.00
	Sum	13.00	6.00	10.00	43.00	.00	.00

[222]

PROFICIENCY RATIO BAND: 0.11-0.2B1 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	2	2	2	2	2	2
	Missing	0	0	0	0	0	0
	Mean	16.0000	6.5000	16.0000	57.5000	.0000	.0000
	Std. Error of Mean	6.00000	2.50000	4.00000	2.50000	.00000	.00000
	Median	16.0000	6.5000	16.0000	57.5000	.0000	.0000
	Mode	10.00[a]	4.00[a]	12.00[a]	55.00[a]	.00	.00
	Std. Deviation	8.48528	3.53553	5.65685	3.53553	.00000	.00000
	Variance	72.000	12.500	32.000	12.500	.000	.000
	Range	12.00	5.00	8.00	5.00	.00	.00
	Minimum	10.00	4.00	12.00	55.00	.00	.00
	Maximum	22.00	9.00	20.00	60.00	.00	.00
	Sum	32.00	13.00	32.00	115.00	.00	.00

a. Multiple modes exist. The smallest value is shown

[223]

PROFICIENCY RATIO BAND: 0.21-0.3 B1 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	1	1	1	1	1	1
	Missing	0	0	0	0	0	0
	Mean	5.0000	10.0000	14.0000	27.0000	2.0000	.0741
	Median	5.0000	10.0000	14.0000	27.0000	2.0000	.0741
	Mode	5.00	10.00	14.00	27.00	2.00	.07
	Range	.00	.00	.00	.00	.00	.00
	Minimum	5.00	10.00	14.00	27.00	2.00	.07
	Maximum	5.00	10.00	14.00	27.00	2.00	.07
	Sum	5.00	10.00	14.00	27.00	2.00	.07

PROFICIENCY RATIO BAND: 0.31-0.4 B1 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	1	1	1	1	1	1
	Missing	0	0	0	0	0	0
	Mean	12.0000	20.0000	45.0000	88.0000	1.0000	.0114
	Median	12.0000	20.0000	45.0000	88.0000	1.0000	.0114
	Mode	12.00	20.00	45.00	88.00	1.00	.01
	Range	.00	.00	.00	.00	.00	.00
	Minimum	12.00	20.00	45.00	88.00	1.00	.01
	Maximum	12.00	20.00	45.00	88.00	1.00	.01
	Sum	12.00	20.00	45.00	88.00	1.00	.01

[225]

PROFICIENCY RATIO BAND: 0.41-0.5 B1 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	3	3	3	3	3	3
	Missing	0	0	0	0	0	0
	Mean	4.3333	1.0000	7.0000	15.0000	.0000	.0000
	Std. Error of Mean	1.66667	.00000	2.00000	1.15470	.00000	.00000
	Median	6.0000	1.0000	9.0000	15.0000	.0000	.0000
	Mode	6.00	1.00	9.00	13.00[a]	.00	.00
	Std. Deviation	2.88675	.00000	3.46410	2.00000	.00000	.00000
	Variance	8.333	.000	12.000	4.000	.000	.000
	Skewness	-1.732		-1.732	.000		
	Std. Error of Skewness	1.225	1.225	1.225	1.225	1.225	1.225
	Range	5.00	.00	6.00	4.00	.00	.00
	Minimum	1.00	1.00	3.00	13.00	.00	.00
	Maximum	6.00	1.00	9.00	17.00	.00	.00
	Sum	13.00	3.00	21.00	45.00	.00	.00

a. Multiple modes exist. The smallest value is shown

[226]

PROFICIENCY RATIO BAND: 0.51-0.6 B1 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	4	4	4	4	4	4
	Missing	0	0	0	0	0	0
	Mean	10.0000	3.0000	14.0000	28.5000	2.0000	.0856
	Std. Error of Mean	4.04145	.40825	5.21217	8.18026	.40825	.02595
	Median	8.0000	3.0000	14.5000	25.0000	2.0000	.0770
	Mode	3.00[a]	3.00	23.00	13.00[a]	2.00	.03[a]
	Std. Deviation	8.08290	.81650	10.42433	16.36052	.81650	.05190
	Variance	65.333	.667	108.667	267.667	.667	.003
	Skewness	1.091	.000	-.032	1.103	.000	.792
	Std. Error of Skewness	1.014	1.014	1.014	1.014	1.014	1.014
	Kurtosis	.297	1.500	-5.817	1.257	1.500	-.155
	Std. Error of Kurtosis	2.619	2.619	2.619	2.619	2.619	2.619
	Range	18.00	2.00	19.00	38.00	2.00	.12
	Minimum	3.00	2.00	4.00	13.00	1.00	.03
	Maximum	21.00	4.00	23.00	51.00	3.00	.15
	Sum	40.00	12.00	56.00	114.00	8.00	.34

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.61-0.7 B1 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	2	2	2	2	2	2
	Missing	0	0	0	0	0	0
	Mean	14.5000	4.0000	26.0000	42.5000	.5000	.0088
	Std. Error of Mean	6.50000	2.00000	9.00000	14.50000	.50000	.00877
	Median	14.5000	4.0000	26.0000	42.5000	.5000	.0088
	Mode	8.00[a]	2.00[a]	17.00[a]	28.00[a]	.00[a]	.00[a]
	Std. Deviation	9.19239	2.82843	12.72792	20.50610	.70711	.01241
	Variance	84.500	8.000	162.000	420.500	.500	.000
	Range	13.00	4.00	18.00	29.00	1.00	.02
	Minimum	8.00	2.00	17.00	28.00	.00	.00
	Maximum	21.00	6.00	35.00	57.00	1.00	.02
	Sum	29.00	8.00	52.00	85.00	1.00	.02

a. Multiple modes exist. The smallest value is shown

PROFICIENCY RATIO BAND: 0.71-0.8 B1 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	2	2	2	2	2	2
	Missing	0	0	0	0	0	0
	Mean	6.5000	5.5000	20.5000	37.5000	.0000	.0000
	Std. Error of Mean	3.50000	2.50000	8.50000	11.50000	.00000	.00000
	Median	6.5000	5.5000	20.5000	37.5000	.0000	.0000
	Mode	3.00[a]	3.00[a]	12.00[a]	26.00[a]	.00	.00
	Std. Deviation	4.94975	3.53553	12.02082	16.26346	.00000	.00000
	Variance	24.500	12.500	144.500	264.500	.000	.000
	Range	7.00	5.00	17.00	23.00	.00	.00
	Minimum	3.00	3.00	12.00	26.00	.00	.00
	Maximum	10.00	8.00	29.00	49.00	.00	.00
	Sum	13.00	11.00	41.00	75.00	.00	.00

a. Multiple modes exist. The smallest value is shown

[229]

PROFICIENCY RATIO BAND: 0.81-0.9 B1 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	1	1	1	1	1	1
	Missing	0	0	0	0	0	0
	Mean	13.0000	3.0000	37.0000	39.0000	.0000	.0000
	Median	13.0000	3.0000	37.0000	39.0000	.0000	.0000
	Mode	13.00	3.00	37.00	39.00	.00	.00
	Range	.00	.00	.00	.00	.00	.00
	Minimum	13.00	3.00	37.00	39.00	.00	.00
	Maximum	13.00	3.00	37.00	39.00	.00	.00
	Sum	13.00	3.00	37.00	39.00	.00	.00

PROFICIENCY RATIO BAND: 0.91-1.0 B1 – ANALYSED INTERACTIONAL FEATURES

Statistics

		Total 'Answers'	Total 'Tellings'	Total 'Topic Elaborations'	Total pupil-to-teacher turns	Total pupil-to-pupil turns	Ratio of pupil-directed to teacher-directed turns
N	Valid	5	5	5	5	5	5
	Missing	0	0	0	0	0	0
	Mean	6.4000	1.4000	33.0000	35.6000	.6000	.0090
	Std. Error of Mean	1.83303	.50990	10.56882	10.27911	.60000	.00896
	Median	5.0000	1.0000	34.0000	35.0000	.0000	.0000
	Mode	5.00	1.00	5.00[a]	4.00[a]	.00	.00
	Std. Deviation	4.09878	1.14018	23.63260	22.98478	1.34164	.02002
	Variance	16.800	1.300	558.500	528.300	1.800	.000
	Skewness	-.115	.405	.726	-.015	2.236	2.236
	Std. Error of Skewness	.913	.913	.913	.913	.913	.913
	Kurtosis	-1.473	-.178	1.278	.857	5.000	5.000
	Std. Error of Kurtosis	2.000	2.000	2.000	2.000	2.000	2.000
	Range	10.00	3.00	64.00	63.00	3.00	.04
	Minimum	1.00	.00	5.00	4.00	.00	.00
	Maximum	11.00	3.00	69.00	67.00	3.00	.04
	Sum	32.00	7.00	165.00	178.00	3.00	.04

a. Multiple modes exist. The smallest value is shown

APPENDIX 8: VERB LEXEMES USED BY ESL PUPILS

	VERB LEXEMES PRODUCED BY PUPILS ACROSS STUDY PERIOD							
	PUPIL 1	FREQ[1]	**PUPIL 2**	FREQ	**PUPIL 3**	FREQ	**PUPIL 4**	FREQ
1	BE	10	BE	11	BE	8	FINISH	8
2	HAVE	10	HAVE	6	FINISH	8	NEED	8
3	KNOW	10	KNOW	6	KNOW	7	BE	7
4	LIKE	10	LIKE	6	HAVE	5	HAVE	5
5	DO	9	LOOK	5	DO	3	DO	4
6	LOOK	8	FORGET	4	NEED	3	FORGET	4
7	SAY	8	GO	3	WRITE	3	COLOUR	3
8	GO	7	PLAY	3	EAT	2	DRAW	3
9	PLAY	7	SAY	3	GET	2	GO	3
10	WANT	7	SEE	3	SAY	2	KNOW	3
11	COME	6	BRING	2	SEE	2	SEE	3
12	EAT	6	DO	2	WANT	2	EAT	2
13	FINISH	6	EAT	2	BREAK	1	GET	2
14	PUT	6	GET	2	CARRY	1	LIKE	2
15	GIVE	5	HELP	2	DRAW	1	LOOK	2
16	SEE	5	LOVE	2	DRINK	1	REMEMBER	2
17	ALLOW	4	BUY	1	FORGET	1	SWIM	2
18	FORGET	4	CATCH	1	GIVE	1	BREAK	1
19	READ	4	CLOSE	1	GO	1	CARRY	1
20	SLEEP	4	COME	1	LIKE	1	FLY	1
21	TAKE	4	DRAW	1	LOOK	1	GIVE	1
22	WATCH	4	DRINK	1	PLAY	1	GOT	1
23	CALL	3	DRIVE	1	PUT	1	MAKE	1
24	FIND	3	EQUAL	1	RACE	1	PLAY	1
25	NEED	3	FINISH	1	REMEMBER	1	PUT	1
26	STICK	3	FIRE	1	SLEEP	1	SHOW	1
27	ASK	2	GIVE	1	WATCH	1	STAND	1
28	BUY	2	LIVE	1			TAKE	1
29	CATCH	2	MAKE	1			THINK	1
30	COPY	2	NEED	1			TURN	1
31	DRIVE	2	OPEN	1			USE	1
32	FLY	2	PAIN	1			WAIT	1
33	GET	2	PUT	1			WORK	1
34	KISS	2	RUN	1				
35	LEAVE	2	START	1				
36	LOSE	2	STICK	1				
37	MEAN	2	SWIM	1				
38	RAIN	2	TELL	1				
39	TALK	2	THINK	1				
40	THINK	2	TURN	1				
41	THROW	2	WANT	1				
42	BREAK	1	WORK	1				
43	BRING	1						
44	BRUSH	1						
45	CLEAN	1						
46	CLOSE	1						
47	COLOUR	1						
48	DRAW	1						
48	FALL	1						
50	FIX	1						
51	FOLLOW	1						
52	HELP	1						
53	HIDE	1						
54	HOLD	1						
55	IS	1						
56	JUMP	1						
57	LET	1						
58	MAKE	1						
59	OPEN	1						
60	PAINT	1						
61	RACE	1						
62	RUN	1						

63	SHOP	1						
64	SKIP	1						
65	SNORE	1						
66	START	1						
67	STOP	1						
68	SWAP	1						
69	SWIM	1						
70	TELL	1						
71	WAIT	1						
72	WAKE	1						
73	WALK	1						
74	WASH	1						
75	WEAR	1						
76	WIN	1						
77	WRITE	1						
	TOTAL TURNS	1188	TOTAL TURNS	653	TOTAL TURNS	217	TOTAL TURNS	385
	VERB LEXICAL DIVERSITY / TURN[2]	0.069	VERB LEXICAL DIVERSITY / TURN	0.064	VERB LEXICAL DIVERSITY / TURN	0.124	VERB LEXICAL DIVERSITY / TURN	0.086

VERB LEXEMES PRODUCED BY PUPILS ACROSS STUDY PERIOD

	PUPIL 6	FREQ	PUPIL 7	FREQ	PUPIL 8	FREQ	PUPIL 9	FREQ
1	BE	6	BE	8	BE	7	BE	4
2	FINISH	6	FINISH	6	KNOW	7	DO	4
3	DO	5	KNOW	4	SAY	7	HAVE	4
4	KNOW	5	GO	3	HAVE	6	LIKE	4
5	LOOK	5	CLEAN	2	LIKE	6	TAKE	4
6	GET	4	COME	2	SEE	5	DRAW	3
7	GO	4	DO	2	CALL	4	FALL	3
8	HAVE	4	HAVE	2	DO	4	GET	3
9	MAKE	4	LIKE	2	LOOK	4	GIVE	3
10	NEED	4	SAY	2	THINK	4	GO	3
11	PUT	4	BOX	1	GET	3	KNOW	3
12	WANT	4	BRUSH	1	GO	3	LOOK	3
13	COLOUR	3	BUY	1	NEED	3	SEE	3
14	DRAW	3	CALL	1	PUT	3	TELL	3
15	EAT	3	CLOSE	1	STAND	3	WANT	3
16	LIKE	3	COLOUR	1	COME	2	ALLOW	2
17	CALL	2	COOK	1	DRAW	2	BREAK	2
18	FORGET	2	DRINK	1	EAT	2	BUY	2
19	SAY	2	EAT	1	FORGET	2	COLOUR	2
20	SEE	2	EQUAL	1	PLAY	2	COME	2
21	SWIM	2	FRY	1	REMEMBER	2	FINISH	2
22	THINK	2	GET	1	TAKE	2	FLY	2
23	WRITE	2	HELP	1	WAIT	2	LOVE	2
24	ALLOW	1	JUMP	1	WANT	2	MAKE	2
25	BREAK	1	KEEP	1	WATCH	2	NEED	2
26	CHEAT	1	LIVE	1	BEGIN	1	SAY	2
27	COME	1	LOOK	1	BOX	1	STAY	2
28	COOK	1	PARK	1	BURN	1	THINK	2
29	COPY	1	PLAY	1	CLEAN	1	WATCH	2
30	HAPPEN	1	PUT	1	CLOSE	1	WRITE	2
31	LEARN	1	RACE	1	FLY	1	BOX	1
32	LET	1	REACH	1	FRY	1	BRING	1
33	PLAY	1	READ	1	GIVE	1	CALL	1
34	RACE	1	RUN	1	HELP	1	CATCH	1
35	REACH	1	SWIM	1	JOKE	1	CLIMB	1
36	READ	1	TAKE	1	JUMP	1	CLOSE	1
37	RUN	1	TELL	1	LET	1	COPY	1
38	SHOW	1	THINK	1	LIVE	1	CUT	1
39	STOP	1	THROW	1	MEAN	1	DIE	1
40	TALK	1	TOUCH	1	OPEN	1	DRINK	1
41	TURN	1	UNDERSTAND	1	PAINT	1	DRIVE	1
42	WALK	1	WALK	1	RAIN	1	EAT	1
43	WIN	1	WANT	1	REACH	1	FORGET	1
44	WORK	1	WASH	1	READ	1	HAPPEN	1
45			WRITE	1	SIT	1	KEEP	1
46					SKIP	1	KICK	1
47					SNOW	1	KILL	1
48					SPELL	1	LEAVE	1
48					START	1	LET	1
50					TELL	1	LIVE	1
51					TOUCH	1	PAINT	1
52					TRY	1	PLAY	1
53					WAKE	1	PRESS	1
54					WEAR	1	PUT	1
55					WORK	1	READ	1
56							SHOOT	1
57							SIGN	1
58							STICK	1
59							TASTE	1
60							WIN	1
	TOTAL TURNS	466	TOTAL TURNS	563	TOTAL TURNS	628	TOTAL TURNS	434
	VERB LEXICAL DIVERSITY / TURN	0.094	VERB LEXICAL DIVERSITY / TURN	0.080	VERB LEXICAL DIVERSITY / TURN	0.088	VERB LEXICAL DIVERSITY / TURN	0.138

	VERB LEXEMES PRODUCED BY PUPILS ACROSS STUDY PERIOD							
	PUPIL 12	**FREQ**	**PUPIL 13**	**FREQ**	**PUPIL 14**	**FREQ**	**PUPIL 15**	**FREQ**
1	BE	6	BE	4	BE	8	BE	6
2	GO	3	FINISH	4	KNOW	7	HAVE	6
3	LIKE	3	LOOK	3	LOOK	7	KNOW	5
4	LOOK	3	DO	2	SEE	6	GO	4
5	SEE	3	HAVE	2	EAT	5	LIKE	4
6	COLOUR	2	KNOW	2	LIKE	5	SEE	4
7	FINISH	2	SLEEP	2	BREAK	4	DO	3
8	HAVE	2	BREAK	1	HAVE	4	EAT	3
9	KNOW	2	COPY	1	SAY	4	LOOK	3
10	RUN	2	CRY	1	WANT	4	MAKE	3
11	SAY	2	DRINK	1	GET	3	THINK	3
12	STAND	2	EAT	1	GIVE	3	WANT	3
13	WANT	2	GO	1	GO	3	CALL	2
14	CLIMB	1	OPEN	1	KICK	3	COME	2
15	COOK	1	SAY	1	PUT	3	GET	2
16	CRY	1	SEE	1	CATCH	2	GROW	2
17	DO	1	SMELL	1	COME	2	NEED	2
18	DRINK	1	WAIT	1	DIE	2	PLAY	2
19	EAT	1	WRITE	1	DO	2	SAY	2
20	FALL	1			DRAW	2	BLOW	1
21	FIND	1			FINISH	2	BREAK	1
22	GROW	1			GROW	2	BUY	1
23	HURT	1			HATE	2	COLOUR	1
24	JUMP	1			HURT	2	CRUNCH	1
25	KICK	1			MAKE	2	DRAW	1
26	LIE	1			NEED	2	FALL	1
27	LIVE	1			SIT	2	FIND	1
28	MAKE	1			SLEEP	2	FLY	1
29	NEED	1			SPELL	2	GIVE	1
30	RAIN	1			BARK	1	GOT	1
31	SHARE	1			BITE	1	HAS	1
32	SIT	1			BUY	1	HELP	1
33	SMILE	1			CLOSE	1	HIDE	1
34	SPLASH	1			COLOUR	1	JUMP	1
35	TAKE	1			COOK	1	KILL	1
36	WAIT	1			COPY	1	MATCH	1
37	WALK	1			CRACK	1	MELT	1
38	WRITE	1			CRY	1	PUSH	1
39					CUT	1	PUT	1
40					FEEL	1	RAIN	1
41					FIND	1	REMEMBER	1
42					HIT	1	SEEK	1
43					LET	1	SHINE	1
44					LIVE	1	SHOW	1
45					PUSH	1	SPILL	1
46					RAIN	1	STOP	1
47					SHOP	1	SWIM	1
48					SHOUT	1	TAKE	1
48					SPLASH	1	THROW	1
50					TASTE	1	TURN	1
51					TOUCH	1	WALK	1
52					WIN	1	WEAR	1
53							WIN	1
	TOTAL TURNS	227	TOTAL TURNS	155	TOTAL TURNS	556	TOTAL TURNS	276
	VERB LEXICAL DIVERSITY / TURN	0.167	VERB LEXICAL DIVERSITY / TURN	0.123	VERB LEXICAL DIVERSITY / TURN	0.094	VERB LEXICAL DIVERSITY / TURN	0.192

[235]

	VERB LEXEMES PRODUCED BY PUPILS ACROSS STUDY PERIOD							
	PUPIL 16	FREQ	**PUPIL 17**	FREQ	**PUPIL 20**	FREQ	**PUPIL 25**	FREQ
1	BE	6	BE	5	FINISH	4	BE	8
2	HAVE	6	FINISH	3	BE	3	KNOW	8
3	KNOW	6	EAT	2	LOOK	2	GO	7
4	GET	5	GO	2	GET	1	HAVE	7
5	PUT	5	HAVE	2	HAVE	1	PUT	5
6	GO	4	LIKE	2	JUMP	1	DO	4
7	NEED	4	STAND	2	LIKE	1	GET	4
8	THINK	4	BURST	1	WAIT	1	PLAY	4
9	COOK	3	CLAP	1			SAY	4
10	DO	3	CLICK	1			SEE	4
11	LOOK	3	COLOUR	1			COME	3
12	WANT	3	DO	1			OPEN	3
13	EAT	2	DRINK	1			WANT	3
14	FALL	2	KNOW	1			BRING	2
15	HATE	2	LOOK	1			CUT	2
16	LIKE	2	MADE	1			FALL	2
17	MAKE	2	MAKE	1			LIKE	2
18	PLAY	2	SEE	1			LOOK	2
19	SEE	2	SING	1			START	2
20	TAKE	2	TIDY	1			STOP	2
21	WASH	2	UNDERSTAND	1			TAKE	2
22	BRING	1	WATCH	1			WAIT	2
23	CALL	1					WRITE	2
24	CATCH	1					ALLOW	1
25	COLOUR	1					BITE	1
26	CRACK	1					BREAK	1
27	CRUNCH	1					CELEBRATE	1
28	DRIVE	1					CHANGE	1
29	FIND	1					CLOSE	1
30	FIX	1					COLOUR	1
31	FLY	1					COOK	1
32	FORGET	1					COUNT	1
33	GROW	1					CRASH	1
34	HELP	1					DRINK	1
35	HIDE	1					EAT	1
36	HOWL	1					GIVE	1
37	JUMP	1					GROW	1
38	LOVE	1					HELP	1
39	MEAN	1					HIDE	1
40	MELT	1					HOLD	1
41	PRETEND	1					JUMP	1
42	RACE	1					LET	1
43	SHARPEN	1					LIVE	1
44	SHOP	1					MAKE	1
45	SIT	1					MOVE	1
46	SLEEP	1					READ	1
47	SMELL	1					RING	1
48	SNOW	1					SEND	1
48	SPLASH	1					SIT	1
50	STAND	1					STICK	1
51	START	1					USE	1
52	SWIM	1					WAKE	1
53	TELL	1					WALK	1
54	WATCH	1					WATCH	1
55	WEAR	1					WIN	1
56	WORK	1						
	TOTAL TURNS	425	TOTAL TURNS	316	TOTAL TURNS	111	TOTAL TURNS	220
	VERB LEXICAL DIVERSITY / TURN	0.132	VERB LEXICAL DIVERSITY / TURN	0.070	VERB LEXICAL DIVERSITY / TURN	0.072	VERB LEXICAL DIVERSITY / TURN	0.25

	VERB LEXEMES PRODUCED BY PUPILS ACROSS STUDY PERIOD							
	PUPIL 27	FREQ	**PUPIL 28**	FREQ				
1	BE	8	BE	8				
2	GO	8	COME	7				
3	HAVE	8	GO	6				
4	KNOW	8	KNOW	6				
5	GET	6	TAKE	6				
6	GIVE	5	CALL	5				
7	MAKE	5	HAVE	5				
8	PUT	5	SAY	5				
9	SAY	5	GET	4				
10	TAKE	5	LIKE	4				
11	THINK	5	SEE	4				
12	COME	4	THINK	4				
13	SEE	4	FORGET	3				
14	CALL	3	GIVE	3				
15	DO	3	HAPPEN	3				
16	FALL	3	LOOK	3				
17	GROW	3	PLAY	3				
18	SUPPOSE	3	PUT	3				
19	TELL	3	SLEEP	3				
20	BRING	2	TELL	3				
21	BUY	2	USE	3				
22	DRINK	2	WALK	3				
23	FORGET	2	ALLOW	2				
24	HAPPEN	2	CATCH	2				
25	MEAN	2	DIE	2				
26	PLAY	2	DIG	2				
27	READ	2	DO	2				
28	SWIM	2	EAT	2				
29	USE	2	FIND	2				
30	WALK	2	FINISH	2				
31	WASH	2	FLY	2				
32	WIN	2	HEAR	2				
33	WORK	2	LET	2				
34	WRITE	2	MAKE	2				
35	ALLOW	1	MEAN	2				
36	BEGIN	1	PULL	2				
37	BLEED	1	READ	2				
38	BREAK	1	REMEMBER	2				
39	CHECK	1	SMELL	2				
40	CHEW	1	STAY	2				
41	CLEAN	1	STICK	2				
42	CLOSE	1	ASK	1				
43	COLLECT	1	BECOME	1				
44	COLOUR	1	BEGIN	1				
45	CUT	1	BITE	1				
46	EAT	1	BOIL	1				
47	FIND	1	BREAK	1				
48	FINISH	1	BUILD	1				
48	FIX	1	BUY	1				
50	FLY	1	CARE	1				
51	HEAT	1	CHEAT	1				
52	JUMBLE	1	CHECK	1				
53	KEEP	1	CHEW	1				
54	LACE	1	COLLECT	1				
55	LAY	1	COOK	1				
56	LOVE	1	EXPLODE	1				
57	MATCH	1	EXPLORE	1				
58	MEET	1	FALL	1				
59	MELT	1	GATHER	1				
60	NEED	1	HOP	1				
61	PICK	1	INTERVIEW	1				
62	PRESS	1	KEEP	1				
63	RAIN	1	KISS	1				
64	RIDE	1	LIVE	1				

65	SEND	1	LOSE	1				
66	SIT	1	MEASURE	1				
67	SLIDE	1	MIND	1				
68	SMELL	1	MOP	1				
69	SPEND	1	MUNCH	1				
70	START	1	OPEN	1				
71	STICK	1	PICK	1				
72	STOP	1	REFUSE	1				
73	THROW	1	RESIST	1				
74	TICKLE	1	RIDE	1				
75	WAIT	1	RING	1				
76	WEAR	1	RUN	1				
77	WISH	1	SINK	1				
78			SQUAWK	1				
79			STAND	1				
80			STEAL	1				
81			STING	1				
82			SUPPOSE	1				
83			SURPRISE	1				
84			TALK	1				
85			THROW	1				
86			TRY	1				
87			TURN	1				
88			WANT	1				
89			WIN	1				
90			WRITE	1				
	TOTAL TURNS	376	TOTAL TURNS	259				
	VERB LEXICAL DIVERSITY / TURN	0.205	VERB LEXICAL DIVERSITY / TURN	0.347				

1. FREQ: Frequency of occurence of verb in the selected lessons, i.e. number of selected lessons in which a particular verb was recorded for a given pupil.
2. VERB LEXICAL DIVERSITY / TURN: Overall record of verb diversity (number of distinct verb lexemes recorded for a given pupil across his/her selected lessons) expressed as a ratio with respect to the number of spoken turns analysed for that pupil in his/her selected lessons.

APPENDIX 9: SUGGESTED ADJUSTMENTS TO THE BENCHMARKS

Tables 9.1 and 9.2 to follow provide information regarding the Benchmark descriptors analysed in this study:

- Table 9.1 lists the descriptors activated in each of the three schools in the lessons selected for Analysis Phase II, indicating the frequency with which these were activated in each school.

- Table 9.2 lists the approximations involved in linking participants' L2 production to the Benchmark descriptors across the selected lessons.

  o Most of these approximations were relatively minor and often influenced by the actual interactional context of pupils' L2 use (for example, pupils may have produced response turns relating to questions specified by the Benchmark descriptors). Such approximations do not necessitate any adjustment of the Benchmarks.

  o However, any topics which may require further elaboration by the Benchmarks were highlighted. Evidence from my study suggests that it would be worth creating new descriptors for these topics, possibly within the existing Benchmark themes. Some suggestions for the adjustment of existing descriptors (expansion or combination) are also provided. In addition, any links apparent between existing descriptors were noted. This most frequently involved links between descriptors for the skill of Spoken Interaction (recorded in the selected lessons) to those associated with the skill of Spoken Production at levels A1 and A2. Generally, this was due to the interactional context of the recorded lessons, in which group discussion rather than extended pupil-initiated production was the norm (see Volume I Section 4.7 for overview of classroom interaction patterns).

  o Obviously, not all Benchmark descriptors were covered in these lessons and further research would be required in order to assess the remaining descriptors. Nevertheless, the information provided in Table 9.2 could offer some guide as to further adjustments which may be necessary in relation to these.

[239]

Benchmarks (Unit)	Skill	A1 Benchmark descriptors	School 1	School 2	School 3	A2 Benchmark descriptors	School 1	School 2	School 3	B1 Benchmark descriptors	School 1	School 2	School 3
Global Benchmarks of Communicative Proficiency	Listening												
	Reading	GB/A1/Read/1	16	4	6								
						GB/A2/Read/2			1				
		GB/A1/Read/4	10	4									
	Spoken Interaction												
	Spoken Production												
	Writing												
Unit 1: Myself	Listening	U1/A1/List/3	2		2								
	Reading					U1/A2/Read/1	5		5	U1/B1/Read/1			14
	Spoken Interaction	U1/A1/SpInt/1	20	8	7	U1/A2/SpInt/1	5	2	2	U1/B1/SpInt/1			4
		U1/A1/SpInt/2	9	3	2	U1/A2/SpInt/2	19	4	5				
		U1/A1/SpInt/3	1	4									
		U1/A1/SpInt/4	10		1	U1/A2/SpInt/4	2						
						U1/A2/SpInt/6	20	5	5				
	Spoken Production	U1/A1/SpProd/1	1							U1/B1/SpProd/1			1
										U1/B1/SpProd/2			7
	Writing	U1/A1/Write/1	7	2	1	U1/A2/Write/1	1						
		U1/A1/Write/2	1										
Unit 2: Our school	Listening												
	Reading					U2/A2/Read/1	1			U2/B1/Read/1			7
		U2/A1/Read/3	5	1	3								
	Spoken Interaction					U2/A2/SpInt/1	2	1		U2/B1/SpInt/1			2
		U2/A1/SpInt/2	39	14	18	U2/A2/SpInt/2	1						
		U2/A1/SpInt/3	6	4	6	U2/A2/SpInt/3	37	14	14	U2/B1/SpInt/3			13
		U2/A1/SpInt/4	19	6	4	U2/A2/SpInt/4	7	4					
	Spoken Production												
	Writing	U2/A1/Write/1	5		1								

TABLE 9.1 FREQUENCY OF OCCURRENCE OF BENCHMARK DESCRIPTORS IN THE SELECTED LESSONS

Unit	Skill												
Unit 7: Transport and travel	Listening												
	Reading	U7/A1/Read/1	1		2	U7/A2/Read/1	1						
	Spoken Interaction	U7/A1/SpInt/1	6		4	U7/A2/SpInt/1	1		1	U7/B1/SpInt/1			1
		U7/A1/SpInt/2	11	4	4	U7/A2/SpInt/2	8		4				
										U7/B1/SpInt/3			2
	Spoken Production					U7/A2/SpProd/2	2						
	Writing												
Unit 8: Seasons, holidays and festivals	Listening												
	Reading												
	Spoken Interaction	U8/A1/SpInt/1	1	7	8	U8/A2/SpInt/1			1	U8/B1/SpInt/1			3
						U8/A2/SpInt/2	3	3	7				
										U8/B1/SpInt/3			5
	Spoken Production	U8/A1/SpProd/1		1						U8/B1/SpProd/1			1
	Writing												
Unit 9: The local and wider community	Listening	U9/A1/List/2	2										
	Reading	U9/A1/Read/1		1		U9/A2/Read/1			1				
		U9/A1/Read/2	1										
	Spoken Interaction	U9/A1/SpInt/1	9	2	1	U9/A2/SpInt/1	4						
		U9/A1/SpInt/2	5	2	1	U9/A2/SpInt/2	2	1					
	Spoken Production												
	Writing					U9/A2/Write/1			1				
Unit 10: Time	Listening												
	Reading	U10/A1/Read/1		2	1	U10/A2/Read/1			1				
	Spoken Interaction	U10/A1/SpInt/1		7	8	U10/A2/SpInt/1			3				
						U10/A2/SpInt/2		1	1	U10/B1/SpInt/2			1
	Spoken Production	U10/A1/SpProd/1	1		1								
	Writing	U10/A1/Write/1		1		U10/A2/Write/1			1				

TABLE 9.2: APPROXIMATIONS TO BENCHMARK DESCRIPTORS AND SUGGESTED ADJUSTMENTS[1]				
NEW	**ADDITIONAL TOPICS COVERED IN THE SELECTED LESSONS**	**School 1**	**School 2**	**School 3**
*	MATHS *(links to Unit 2/ Unit 4?)*	16	6	7
*	SEEKING ATTENTION *(at A1 level – links to Unit 2?)*	9	6	9
*	BODY / HEALTH *(links to Unit 1?)*	9	5	5
*	NATURAL WORLD *(links to Unit 6 / Unit 11?)*	5		2
*	HOME / HOUSEHOLD ITEMS *(links to Unit 1?)*	9	1	9
*	TOYS / GAMES / ACTIVITIES *(links to Unit 1 / Unit 2?)*	10	1	3
*	FEELINGS / OPINIONS *(at A1 level - links to Unit 1?)*	7		1
*	ACTIONS *(links to Unit 1?)*	1	2	1
*	NURSERY RHYMES / SONGS *(links to Unit 2?)*	3	4	9
*	CHARACTERS / FANTASY *(links to Unit 1 / Unit 10?)*	3	5	3
*	MUSIC *(e.g. instruments – links to Unit 1 / Unit 2?)*	2		1
*	RELIGION *(links to Unit 1/ Unit 8?)*	1		
UNIT	**APPROXIMATIONS TO EXISTING BENCHMMARK DESCRIPTORS IN THE SELECTED LESSONS**	**School 1**	**School 2**	**School 3**
Global BM	GB/A1/Read/1% Can recognise the letters of the alphabet <u>and understand basic grapho-phonic relations.</u>	11	3	2
	GB/A1/Read/4% Can identify basic words and phrases in a new piece of text <u>or in sets of related words e.g. phonics-based wordlists or lists of 'sight vocabulary'.</u>	8	3	
UNIT 1	U1/A2/Read/1% Can read very short and simple texts with a high frequency of familiar words on topics such as children, families and school, <u>or words relating to home and household items.</u>	1		
	U1/B1/Read/1% Can read and understand age-appropriate stories about children and their lives, including life in different environments (e.g., country, city, abroad), <u>can also read extracts from these texts included in comprehension activities.</u>			1
	U1/A1/SpInt/1% Can answer basic questions about <u>him/herself: e.g about</u> his/her name, age, family, <u>possessions (toys etc.), and routines</u> when supported by prompts.	15	5	7

	U1/A1/SpInt/2% Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to basic questions about his/her likes or dislikes (e.g., *Do you like ice-cream?*), <u>and express very basic reactions/opinions.</u>	4	1	
	U1/A1/SpInt/3% Can greet the teacher and other pupils and say goodbye, <u>or respond to basic questions about how he/she feels e.g. 'how are you?'</u>	1		
	U1/A1/SpInt/4% Can indicate personal needs (e.g., to go to the toilet) <u>and feelings (e.g., hunger, illness), or the needs of others.</u>	8		1
	U1/A2/SpInt/1% Can reply with confidence to familiar questions about his/her name, age, number of brothers and sisters, etc., <u>and ask or answer similar questions in relation to other pupils.</u>	3	1	2
	U1/A2/SpInt/2% Can initiate conversation on a familiar topic (e.g., why he/she was late for school), <u>or comment on a familiar home-related issue involving him/herself or a familiar person</u>	2		
	U1/A2/Write/1% Can write short texts describing his/her family, daily routines etc. (<u>texts may be structured, may require support</u>).	1		
UNIT 2	U2/A1/Read/3% Can recognise and understand words and numbers <u>and short captions</u> on posters and drawings in the classroom, <u>or in books</u> (days of the week, months of the year, task instructions etc.).	4	1	3
*	U2/A1/SpInt/2% Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to basic questions on classroom topics. <u>Can take part in classroom activities, using basic words and phrases to indicate participation e.g. responses to instructions, announcements such as 'finished'.</u> • *May need an additional descriptor?*	37	14	16
	U2/A1/SpInt/3% Can use <u>basic polite expressions e.g. *please* and *thank you* appropriately.</u>	2		
	U2/A1/SpInt/4% Can <u>make very simple requests e.g. asking</u> for familiar classroom objects and materials (book, crayons, paper, etc. <u>Can respond to basic requests with simple offers.</u>	6	3	

	U2/A2/SpInt/2% Can pass a simple message from one teacher to another <u>or pass information about a topic learned in the mainstream class to another teacher.</u>	1		
*	U2/A2/SpInt/3% Can generally sustain a conversation with another pupil when working collaboratively in the classroom (painting a picture, making a model, playing with puppets, etc). <u>Can participate in classroom talk about a familiar activity or topic with other pupils and/or the teacher (e.g. organising activities, giving ideas and reasons etc.).</u> • *May need additional descriptor?*	34	14	14
	U2/A2/SpInt/4% With appropriate support from the teacher, can explain a situation that has arisen (e.g., a dispute with another pupil, <u>a complaint when working together on class activity, or a hypothetical problem, e.g. being 'lost').</u>	9	4	
	U2/B1/SpInt/1% Can interact spontaneously in the playground, engaging with other pupils in games and activities, <u>or can report or comment about these games etc.</u>			1
	U2/B1/SpInt/3% Can ask and answer questions <u>or offer information</u> about specific classroom topics or in general discussion.			1
	U2/A2/Write/2% Can write <u>or complete in an age-appropriate manner</u> short texts based on a topic recently studied in class.			1
UNIT 3	U3/A1/List/3% Can recognize and understand the words for key items of food such as those typically brought to school by pupils (e.g. sandwich, apple, biscuit) <u>and indicate (by e.g. drawing, marking) their preferences in relation to these.</u>	1		
	U3/A1/List/4% Can understand routine classroom instructions about food or clothing (e.g., *Put on your apron for painting*), <u>or identify food / clothes in picture-recognition activities.</u>	1		
	U3/A2/Read/1% Can read and understand the menu from a cafe or fast-food outlet<u>, or short texts including references to food and places to eat.</u>			1
	U3/A2/Read/3% Can read and understand simple descriptions of food or clothing that occur in a story <u>or classroom text about clothes (and e.g. weather).</u>	1		1

	U3/A1/SpInt/1% Can request basic items of food/drink in a shop and respond to such requests.	1	2	
	U3/A1/SpInt/2% Can ask and answer basic questions about how much an item costs.	1	2	
&	U3/A1/SpInt/3% Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to questions about [the] food/drink and clothes [he/she likes] for example about his/her likes and dislikes. • *Links to: U3/A1/SpProd/1*	25	10	8
	U3/A2/SpInt/1% Can ask and answer basic questions about the food/drink he/she likes or dislikes and briefly report the likes and dislikes of others, can comment about familiar meals and cooking.	8	5	4
	U3/A2/SpInt/2% Can discuss a menu and select what he/she would like, or use phrases and sentences to indicate preferences in a shop or restuarant.	1	2	
	U3/A2/SpInt/3% Can answer questions and offer information about items and types of clothing, e.g.: what is suitable for different kinds of weather.	1	1	
	U3/A2/SpProd/1% Can use a series of phrases and sentences to describe a familiar meal or food, e.g. the type of meal that he/she likes best.		1	
	U3/B1/SpInt/1% Can repeat an instruction given by the teacher regarding food and clothing, or can give instructions e.g.: regarding the preparation of food or the production of food / clothes.			1
	U3/B1/SpInt/2% Can engage in discussion about clothing/fashion and food/drink, expressing personal preferences or talking about own experiences.			3
	U3/A2/Write/1% Can write or complete a short text about food (e.g. describing an event in which food plays a central role such as a family celebration).			1

UNIT 4	U4/A1/List/1% Can identify and respond to (e.g. by drawing, actions) basic colours, shapes and opposites when they are called out by the teacher.	2	1	
	U4/A1/Read/1% Can recognise and understand the words for basic colours, e.g. on flashcards, posters or in short labels.	1		
	U4/A1/Read/2% Can recognize and understand the words for basic shapes and opposites.		1	
&	U4/A1/SpInt/1% Can answer basic questions e.g. identifying colours and shapes and opposites and about the colours he/she likes best. • *Links to U4/A1/SpProd/1*	20	10	12
&	U4/A1/SpInt/2% Can answer basic questions or offer basic information about the colours of the clothes he/she is wearing (or clothes in picture). • *Could be combined with U4/A1/SpInt/1?*	2		1
	U4/A2/SpInt/1% Can ask and answer questions or offer information about colours, shapes, size and opposites in discussion of familiar items such as clothing, food, classroom objects, etc.	1	2	1
UNIT 5	U5/A1/Read/1% Can recognize and understand the words for people who help (e.g., teacher, guard, doctor, nurse) or basic words relating to them when they appear on flashcards and posters or in simple text.	1		1
	U5/A1/SpInt/2% Can reply using key words and simple phrases /sentences to basic questions identifying and talking about the jobs of people who can help *(e.g., Where do we find a...?, What does he/she do?).*	5	2	2
	U5/A2/SpInt/1% Can ask and answer questions, or offer information in discussion, about what people in familiar roles do in their jobs.	5		1
	U5/A2/SpInt/2% Can talk with the teacher or another pupil about personal experiences with people in roles of responsibility (e.g. visit to doctor, parent is a nurse/doctor, school traffic warden, postman) or about jobs he/she likes, can also respond to other pupils' experiences.	2	2	2

	U5/B1/SpInt/1% Can ask and answer questions about different jobs and responsibilities, <u>including e.g. information based on their own experience</u> .			2
	U5/B1/SpProd/1% Can talk about the responsibilities of people who help, <u>possibly based on their own experience</u>, using an age-appropriate range of descriptive vocabulary.			1
UNIT 6 **&**	U6/A1/SpInt/1% Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to basic questions about the weather (e.g, Is it cold outside?) <u>or weather/sky-related items (e.g. sun, moon, stars).</u> • *Links to U6/A1/SpProd/1*	8		6
&	U6/A2/SpInt/1% Can respond to questions about the weather he/she likes <u>or comment on the weather conditions outside the classroom or those shown in a picture.</u> • *Links to U6/A2/SpProd/1*	2	1	3
	U6/B1/SpInt/1% Can ask and answer questions about types of weather and the effects of weather on lifestyle, <u>including questions about present weather conditions, or personal experience of severe weather.</u>			2
7	U7/A1/SpInt/1% Can respond briefly, using gesture if necessary, when asked 'How did you come to school today?" <u>and respond to basic questions about his/her everyday travel or own transport e.g. own bike.</u>	6		1
&	U7/A1/SpInt/2% When prompted by the teacher and supported by pictures, can use basic words (including the vocabulary of colour, size and shape) and simple phrases to <u>identify and</u> describe different forms of transport. • *Links to U7/A1/SpProd/1*	9	1	3
&	U7 A2/SpInt/1% Can respond with confidence to questions about how he/she likes to travel <u>or types of transport he/she or another pupil likes, or the uses of different forms of transport.</u> • *Links to U7/A1/SpProd/1 and U7/A2/SpProd/2*	1		2

&	U7/A2/SpInt/2% Can discuss experiences he/she has had in travelling, <u>and talk about personal knowledge and experience of transport</u> • *Links to U7/A1/SpProd/1 and U7/A2/SpProd/2*	7	4	3
	U7/A2/SpProd/2% Can name and describe briefly the different types of transport that can be seen outside the school (cars, lorries, buses, bicycles, etc.), <u>or in a picture e.g. own drawing.</u>	2		
	U7/B1/SpInt/1% Can participate in discussions of different modes of travel and express personal preferences, <u>or explain his/her own experiences.</u>			1
	U7/B1/SpInt/3% Can find out what other pupils think about different modes of transport <u>and discuss his/her own experience of these.</u>			2
UNIT 8	U8/A1/SpInt/1% Can respond with key words or simple/phrases to questions <u>e.g. about when the different seasons fall,</u> what weather is typical of the different seasons, when the major festivals occur <u>and basic items associated with these.</u>	1	1	8
	U8/A2/SpInt/2% Can ask <u>and answer</u> simple questions about seasonal matters or festivals that <u>may be</u> unfamiliar.	3	2	5
	U8/B1/SpInt/1% Can describe and respond to questions about what takes place during a festival or celebration in his/her family or community, <u>or activities associated with a particular season.</u>			1
	U8/B1/SpInt/3% Can talk and ask questions about typical Irish festivals, <u>explaining his/her experience of these.</u>			2
UNIT 9	U9/A1/SpInt/1% Can respond to simple questions [by giving] <u>relating to</u> [the names of] buildings and places where people live and work in the area.	6	1	1
	U9/A1/SpInt/2% Can use key words and simple phrases/sentences to answer basic questions about places he/she has visited in the area, <u>or which are known to his/her family (e.g. parents' workplaces).</u>	4	2	1
&	U9/A2/SpInt/1% Can ask and answer simple questions about [what happens] in the main public buildings in the area, <u>e.g. what happens in them.</u> • *Could combine with U9/A2/SpInt/2?*	4	1	

	U9/A2/SpInt/2% Can ask and answer simple questions about what people do in those buildings or public places e.g. park	1		
UNIT 10	U10/A1/Read/1% Can recognise and understand the day and month when they are written on the board, and simple references to these e.g. today is Monday.		1	
&	U10/A1/SpInt/1% Can use single words and simple phrases to answer basic questions e.g., about what he/she does every day, or what he/she did yesterday or last week, or naming the day of the week or month of the year. • *Links to: U10/A1/SpProd/1*		6	7
	U10/A2/SpInt/1% Can discuss with other pupils or the teacher how he/she knows that time has passed (e.g., children grow bigger, hair grows longer, plants grown and change, seasons follow one another).			3
	U10 /B1/SpInt/1% Can answer questions or offer information about what he/she hopes to do in the future (e.g. after school, at the weekend, during the holidays or through the school year).			1
	U10/B1/SpInt/2% Can ask other pupils about their past experiences and future plans, or explain his/her own.			1
	U10/A2/Write/1% Can write sentences about his/her favourite day of the week or time of year or routine activities associated with different days/times.			1
UNIT 11	U11/A1/SpInt/1% Can use key words and simple phrases / sentences to answer basic questions e.g. where his/her family is from, names of countries and places.	5		
	U11/A1/SpInt/2% Can ask other pupils basic questions about their nationality, and/or say where they come from.			1
*	U11/A2/SpInt/1% Can talk with other pupils about people in other countries, or personal experience of other countries, or can talk about e.g. natural environments, or places in Ireland in order to prepare poster projects, role plays etc. • *May need new descriptor?*	5		2

UNIT 12	U12/A1/List/1% Can recognize and understand basic words relating to animals and plants when they are spoken or read aloud, especially when supported by pictures, mime, etc, <u>and follow simple instructions regarding these (e.g. by drawing)</u>.	2		
	U12/A1/Read/1% Can use pictorial support to recognise and understand the names of animals and plants, <u>and basic words relating to them,</u> when they are written down (e.g. in a picture dictionary <u>or simple book</u>)	1	1	
	U12/B1/Read/1% Can understand the main points in a text about the natural world, using familiar key words and pictures/diagrams to support comprehension, <u>or can respond to text with own opinions.</u>			1
&	U12/A1/SpInt/1% Can use key words and simple phrases/sentences to answer basic questions <u>or suggest basic information</u> about <u>animals e.g.</u> keeping a pet, liking animals etc. • *Links to U12/A1/SpProd/1*	21	12	11
&	U12/A1/SpInt/2% Can say use key words and simple phrase/sentences to answer basic questions <u>e.g, identifying plants or</u> about changes in the plants that are kept in the classroom. • *Links to U12/A1/SpProd/2*	2	2	3
&	U12/A2/SpInt/1% Can <u>ask and</u> answer questions about <u>animals and plants e.g.</u> which animal or plants he/she likes and dislikes <u>or his/her experience of seeing animals.</u> • *Links to U12/A2/SpProd/2*		9	4
&	U12/A2/SpInt/2% Can ask and answer questions, <u>or offer information</u> about keeping a pet. • *Links to U12/A2/SpProd/1*	8		
	U12/B1/SpInt/1% Can discuss with other pupils how to include animals/plants in a project, role-play poster, project etc.<u>, or can answer questions or offer information or opinions about animals.</u>	3		2
	U12/B1/SpInt/2% Can pass on information about taking care of, <u>or own experience of,</u> animals and plants.			1

	U12/A1/Write/1% Can [draw animal outlines] copy or write animal names e.g. adding appropriate labels to drawings of animal outlines.			2
UNIT 13 **&**	U13/A1/SpInt/1% Can use key words and simple phrases/sentences to answer basic questions about where he/she has been in the area (or e.g. near a relative's house). • *Could combine with U9/A1/SpInt/2?*	1		
&	U13/A2/SpInt/1% Can ask and answer basic questions about activities that take place in different places in the locality, including whether and for whom these activities are important, or the location of places e.g. in relation to his/her home. • Could combine with U9/A2/SpInt/1?	1		

1. The approximations to the Benchmark descriptors listed above and any suggestions made regarding the adjustment of the Benchmarks are based solely on the production of participating pupils in the selected lessons. Suggestions for new descriptors are marked with an asterisk (*), suggestions highlighting links between existing descriptors (including possible combinations) are marked with an ampersand (&).