

Knowledge and Strategies

Stage I Speaking

STAGE I



These are some things that may need to be learned as an individual moves through Stage I Speaking.

Grammatical Knowledge

Ability to produce:

- Grammar structures and vocabulary relating to basic personally relevant facts (such as ethnicity, home country, address, age), time, dates, money, school environment, community facilities, common actions, jobs and occupations, family, housing, food, weather, clothing, etc.
- Basic syntax (such as indications of a statement, a negative, or a question; word order; prepositional phrases; and coordination and subordination)
- Vocabulary adequate for talking about basic time references, chronological sequences, needs and wants, and personal experiences, and for describing people, objects, situations, and daily routines
- Adequate pronunciation to convey basic messages

Textual Knowledge

Beginning ability to use:

- Connective words and phrases to signal contrast and indicate chronology (such as *but, and, or, like, for example, first, then*)
- Discourse markers to convey shifts in topic meanings (such as *so, and, finally*)
- Cohesion links between sentences (pronoun references, etc.)
- Genres, such as telling narratives or reporting information

Functional Knowledge

Beginning ability to:

- Convey intended purpose of an utterance through intonation, language, body language, vocalizations, etc.
- Use common expressions for specific purposes (such as greeting and leave-taking, making introductions, attracting attention, inquiring about others)
- Use typical set formats in sequencing information (such as openings, pre-closings, and closings)

Sociolinguistic Knowledge

Understanding of and beginning ability to use:

- Some cultural references or information
- Culturally appropriate non-verbal communication strategies
- Culturally appropriate strategies to convey politeness and respect
- Socio-cultural conventions related to specific topics (such as responding to introductions; giving instructions and directions; attracting attention; and talking about sensitive topics, such as age, income, marital status)

Strategic Competence

Beginning ability to use:

- Strategies to indicate problems in understanding (such as asking for repetition, repeating back, asking for clarification)
- Strategies to ensure understanding, such as confirming information and paraphrasing
- Techniques and strategies to learn and memorize language chunks efficiently