

## Supplementary material S2

### Teachers-as-raters' suggestions of student productions illustrative of identified themes

Theme	What do students say or do to show their proficiency?
<b>Adaption to purpose, recipient and situation</b>	<p><b>Y6:</b> Presenting ideas, suggestions, views, and arguments.</p> <p>Interacting well. Taking each other's views into account. Showing great interest in participating in the conversation, presenting many ideas, views and arguments. Very good at communicating and interacts all the time. Confirm. Fill in pauses.</p> <p><b>Y9:</b> Stylistics; greeting phrases, formal and informal language</p> <p>Explanations and clarifications: in conversation responds to demands, invitations and excuses.</p> <p>Explaining new and unfamiliar expressions.</p> <p>Personal examples.</p> <p>Using common phrases in the situation by giving information, asking questions or expressing views.</p> <p>Clarifying relations and consequences for recipient.</p> <p>Exemplifying. Examples relate both on a personal as well as global level.</p> <p>Independence when explaining, providing examples, clarifying, concluding views that have been put forward, using the conversation model well.</p>
<b>Comprehensibility and clarity</b>	<p><b>Y6:</b> Student produces speech that is varied and rich. Student uses little or no Swedish. Student develops their viewpoints.</p> <p>Assessment of students' intonation and pronunciation.</p> <p>A native speaker should be able to understand students' speech and students should be able to produce speech without help from peer and/or teacher.</p> <p>Student uses coherent phrases and sentences.</p> <p><b>Y9:</b> Students can express themselves in a clear way when they talk about a well-known topic or give information about something. Student's train of thoughts is clear when they talk about an idea or problem.</p> <p>Students can formulate themselves comprehensibly, but incorrect use of verbs as well as insecurity when asking questions is a sign of the lowest level of quality (which is equivalent to a passing grade).</p> <p>Students use of pronunciation can be 1) influenced by native tongue (lowest quality), 2) good (mid-quality) or 3) stable (highest quality)</p> <p>Students lead a conversation that works on a simple, comprehensible level.</p> <p>Students express ideas and opinions clearly.</p>
<b>Strategies/communicative strategies</b>	<p><b>Y6:</b> Ability to solve linguistic problems by reformulations and explanations.</p> <p>To express and develop topical content</p> <p>Students explain words, improve interaction, ask when they do not understand, agree, use body language, solve problems that arise and develop the conversation by asking questions and come up with solutions.</p> <p>The extent to which students need help is a sign of <i>strategies</i>.</p>

	<p>E students correct themselves sometimes, C students correct themselves but not always in a correct way and A students correct themselves often to clarify.</p> <p>E students use one strategy when language is insufficient, C students use 2-3 strategies when language is insufficient, A students use several strategies when language is insufficient.</p> <p><b>Y9:</b> Strategies for linguistic problems</p> <p>Students agree, seek clarification, check first, confirm, continue, ask questions, clarify, come up with suggestions of words, ask for clarification, invite conversation, explain, reformulate and comment</p> <p>Strategy to solve problems with interaction as well as improves interaction is 1) the conversation does not come to a stop, 2) that students explain Swedish phenomena, 3) that students avoid 'Swenglish' expressions.</p> <p>Students solve problems independently</p> <p>In order to solve communication problems students explain, clarify and restate</p> <p>Students use strategies to solve the task which entails ability to follow the instructions given, daring to push linguistic boundaries and use expressions from test material. Students use strategies that to some extent improve linguistic capacity. Strategies that are used solve the task efficiently.</p>
<b>Richness and variation</b>	<p><b>Y6:</b> Different examples and perspectives.</p> <p>Vocabulary, phraseology and idiomaticity, pronunciation and intonation, grammatical structures.</p> <p><i>Variation</i> = vocabulary (E - simple, C - with some flaws, A - varied).</p> <p>Vocabulary (E - base vocabulary, C – extended vocabulary, A – advanced vocabulary including idiomaticity to some extent) and phrases and sentences that are simple and/or contain subordinate clauses and linking words).</p> <p>Participating in conversation with short words/phrases/short sentences (E level), participating actively as well as contributing to deepening the conversation by listening, asking questions and commenting (C level), contributing to deepening the conversation by listening, commenting and inviting other people to participate in conversation (A level).</p> <p><b>Y9:</b> Multitude of ideas. Grammatical range, variation and accuracy.</p> <p>Different perspectives, 'If...I would', 'I don't, but...'</p> <p>Different examples and perspectives; students' descriptions and examples of everyday activities are simple and based on their own views and experiences (E level), descriptions and examples are relatively varied (C level) or varied (A level).</p> <p>Vocabulary and phrases = adjectives, school/buses/parents/ my family is/house (E level), immature, culture, close to, the best city, sensitive (C level), many adjectives and adverbials are used as well as clausal structures (satsstruktur) and verbs that describe content and contrasts (A level).</p> <p>To make improvements to their own production is to develop content by giving examples, commenting and explaining.</p> <p>Speaking coherently by using linking words, giving examples of as well as reflecting on well-known areas of content, reflecting from different perspectives.</p> <p>Vocabulary, sentence structure and idioms are influenced by L1 but do not lead to communication breakdown (several influences from L1 – E-level, some influence from L1 – C and A levels).</p>

<b>Engagement/initiative</b>	<p><b>Y6:</b> willingness and ability in speech and conversation to express and develop content and to present, inform, tell and describe.</p> <p>Actively participating in conversation. Contributing to deepening and developing conversation.</p> <p><b>Y9:</b> Showing engagement by cooperating, being genuinely interested in the other person's opinions, keeping the conversation going, being active in all parts of the test, participating actively, inviting the other person to develop their train of thought, taking initiative and asking questions.</p> <p>Taking initiative. Advancing the conversation.</p> <p>Being passive (E level)</p> <p>Expressing and developing content and presenting, informing, telling and describing.</p> <p>Taking initiative and keeping the conversation going.</p>
<b>Interaction/interact</b>	<p><b>Y6:</b> Willingness to communicate and interact by asking simple questions and giving simple answers. Interacting in a natural way by playing one's part, being independent during conversation, showing willingness to converse, acknowledging what the interlocutor is saying, asking follow-up questions, taking turns and create discussion.</p> <p><b>Y9:</b> Showing interactive skills by relating to what has been said, keeping the conversation lively and making sure that it develops, being a supportive conversation partner, giving each other opportunity to speak, commenting on and continuing each other's statements.</p> <p>Taking responsibility for the interaction.</p> <p>Relating to what has been said, interacting so that the conversation is kept lively and developing, being supportive interlocutors, giving each other talking space, commenting on and continuing each other's comments. Teacher might interfere to stimulate reasoning (E level).</p> <p>Contributing with comments. Showing interest for other people's comments. Taking initiative by answering direct questions (E level). Initiatives help communication within the group and pull other people into the conversation.</p> <p>Carrying the interaction forward in a constructive way.</p>