

The Examiner's role:

- Examiners should be aware of the expectations regarding pronunciation, as set out in the OCESOL syllabus.

Introductory	Foundation	Intermediate	Senior	Advanced
<u>Prepared Work</u> Errors likely May cause some difficulty Audible and clear	Errors likely May cause some difficulty Audible and clear	Pronunciation should be generally comprehensible although there may be consistent errors in certain sounds	Occasional words may be mispronounced	Pronunciation should cause infrequent difficulty for listeners
<u>Impromptu</u> High level of inaccuracy Fluent with a range of learnt phrases	Errors likely May cause some difficulty	Pronunciation should be generally comprehensible although there may be consistent errors in certain sounds	Occasional words may be mispronounced	Pronunciation should cause infrequent difficulty for listeners
<u>General Expectation</u>	Audible and clear	Audible and clear	Speech should reflect English rhythm and intonation	Near-native like fluency

- Be aware that there is a steady progression in the level of expectation from Introductory through to Advanced.
- Make a distinction between expectations in prepared work, and in impromptu work, in the lower grades
- Only expect near-native fluency at the Advanced level
- Be well informed about aspects of pronunciation, in order to be able to identify problem areas accurately
- Pay particular attention to the **Top Five** aspects that impact on intelligibility

The Top Five *Hewings, M. (2004)*

1. Consonants e.g. bowel / vowel
2. Consonant Clusters e.g. pane/plane
3. Vowel length e.g. bitch/beach
4. Word stress e.g. Event/ eVENT
5. Tonic words
 e.g. A: Was it expensive?
 B: quite expENSive/ QUITE expensive

- Note areas of concern on the LHS of the report. When indicating a substitution, put the substitution first and then the target sound, e.g. b/v: bowel/vowel
- If using phonetic symbols, it is particularly useful to include an example
- Be well informed about aspects of pronunciation, in order to be able to discuss problem areas with the teacher

Sample comments

(LHS) Work needed on:

Vowel length: dip/deep; whip/weep; Consonants: b/v e.g. berry/very
p/f e.g. pour/four, v/w e.g. voman/ woman, [j] ears/ years

Syllable stress: **dés**/ert

General: *You have a good strong voice. Now work to improve your pronunciation of the r sound, as in red.*

Work on word endings, so that we will hear all your words clearly.

*Your inflection and intonation helped us to understand our reading. Now make sure that you stress the correct parts of your words e.g. **caterpillar**.*

- Be aware of the stages in the Oral Language Matrix in the **English Language Learning Progressions**, as set out in the MOE document – see table.
- Be aware of the teaching components relating to pronunciation, as set out in the **English Language Intensive Programme** (MOE) – see table.

Comments to help/ support teachers

- Draw the teacher's attention to the expectations regarding pronunciation, as set out in the OCESOL syllabus (see summary)
- If necessary, explain terminology used in the syllabus in relation to pronunciation, e.g. *fluency; consistent errors; intonation*
- Explain that there is a steady progression in the level of expectation from Introductory through to Advanced.
- Explain that there a distinction between expectations in prepared work, and in impromptu work, in the lower grades
- Point out that near-native fluency is only expected at the Advanced level
- Show how these expectations correlate with the descriptors used in the Delivery column in the English Language Learning Progressions: Oral Language Matrix: Output.
- Point out how the teacher can include pronunciation work in the ESOL programme, by relating it to the Language learning Progressions
- Discuss relevant aspects of pronunciation with the teacher, especially the **Top Five**.

- Suggest ways in which the teacher can assist the students to improve pronunciation, such as: developing auditory discrimination skills so that students will be able to `notice' unfamiliar phonemes; using a multi-sensory approach to teach phonemes that are difficult, providing opportunities to practice using target phonemes
- Refer teachers to appropriate resources

List of suggested resources

Braithwaite, M. (2001). *English Sounds*; SLC Resources; New Zealand

Braithwaite, M. (2008). *Sounds Right! A pronunciation programme for speakers of Han languages, learning English*; Curriculum Concepts; New Zealand

Braithwaite, M. (2008). *Sounds Right! A pronunciation programme for speakers of Korean, learning English*; Curriculum Concepts; New Zealand

Braithwaite, M. (2008). *Sounds Right! A pronunciation programme for speakers of Japanese, learning English*; Curriculum Concepts; New Zealand

Hewings, M. (2004). *Pronunciation Practice Activities*; Cambridge University Press; Cambridge

Kelly, G. (2000). *How to Teach Pronunciation*; Longman; England.

O'Neil, L.(1998). *Sounds Like Sense*; CALEONIE Publications; New Zealand

Swan, M. Smith, B (2001). *Learner English: A teacher's guide to interference and other problems* Cambridge University Press; Cambridge