

Table relating OCESOL expectations to Stages in ELLP and ELLIP

OCESOL expectations			English Language Learning Progressions Oral language matrix (descriptors)	English language Intensive programme (MOE) Focus at each stage
Intro	<p><u>Prepared Work</u> Errors likely May cause some difficulty</p> <p>Audible and clear</p>	<p><u>Impromptu</u> High level of inaccuracy Fluent with a range of learnt phrases</p>	<p>Foundation</p> <ul style="list-style-type: none"> - pause for a long time before responding - have pronunciation that is strongly influenced by their first language 	<p>Foundation</p> <ul style="list-style-type: none"> - Develop awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc
Found	<p>Errors likely May cause some difficulty</p> <p>Audible and clear</p>		<p>Stage 1</p> <ul style="list-style-type: none"> - pause and hesitate when speaking - make some distinctions between minimal pairs in English (e.g. `pin' and `bin'; `ship' and `sheep' - have pronunciation that shows features of their first language 	<p>Stage 1</p> <ul style="list-style-type: none"> - Develop awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc; - Understand appropriate intonation and stress
Intermed	<p>Pronunciation should be generally comprehensible although there may be consistent errors in certain sounds</p>		<p>Stage 2</p> <ul style="list-style-type: none"> - speak fluently , with occasional pauses and hesitation - pronounce most words in a way that is usually clear to the listener, although they may retain some features of their first language - make some distinctions between minimal pairs in English (e.g. `pin' and `bin'; `ship' and `sheep' 	<p>Stage 2</p> <ul style="list-style-type: none"> - Develop self correction techniques through paying attention to articulation, intonation, stress, rhythm, phonological features at word, phrase and clause level
			<p>Stage 3</p> <ul style="list-style-type: none"> - pronounce words so that the listener can usually understand them easily although depending on the speaker's age and other factors, their pronunciation may retain some features of their first language 	<p>Stage 3</p> <ul style="list-style-type: none"> - Use self correction techniques through paying attention to articulation, intonation, stress, rhythm, phonological features at word, phrase and clause level - Develop awareness of the features of an effective oral presentation, e.g. clarity and tone of language, body language, eye contact and facial expression, fluency and pace of delivery
Senior (age is a factor)	<p>Occasional words may be mispronounced</p> <p>Speech should reflect English rhythm and intonation</p>		<p>Stage 4</p> <ul style="list-style-type: none"> - pronounce words clearly and speak accurately and fluently 	
Adv	<p>Infrequent difficulty for listeners Near-native like fluency</p>			

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