

NAME: Jack

Date of assessment.1: **Feb 2010** 2: **June 2010** 3: \_\_\_\_\_ 4: \_\_\_\_\_

**The Oral Language matrix: Output** Best fit: Foundation Best fit: Stage 1 Best fit: \_\_\_\_\_ Best fit: \_\_\_\_\_

FOUNDATION STAGE	STAGE 1	STAGE 2	STAGE 3
INTERPERSONAL	INTERPERSONAL	INTERPERSONAL	INTERPERSONAL
<i>The learner may:</i>			
<ul style="list-style-type: none"> <li>- respond in face- to- face social or curriculum contexts</li> <li>- respond with a mixture of their first language and English</li> <li>- participate in limited interactions in pair, small-group, and whole-class contexts</li> </ul> <p style="text-align: center;">No whole class interaction</p>	<ul style="list-style-type: none"> <li>- respond with a mixture of first language and English</li> <li>- participate in limited interactions in pair, small-group, and whole class contexts</li> </ul> <p style="text-align: center;">Whole-class occasionally</p>	<ul style="list-style-type: none"> <li>- respond in an appropriate or relevant way for the audience and purpose for communicating</li> <li>- participate in different interactive group situations, such as pairs, groups, and whole class discussions</li> <li>- use English confidently and appropriately in a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>- respond in a way that is appropriate or relevant for the audience and the purpose for communicating</li> <li>- choose appropriate vocabulary (e.g. making distinctions between technical, formal and informal vocabulary)</li> <li>- speak in a variety of contexts</li> </ul>
CONTENT	CONTENT	CONTENT	CONTENT
<ul style="list-style-type: none"> <li>- say a few words in English</li> <li>- give a formulaic but appropriate response</li> <li>- use a gesture or facial expression to indicate that they do or don't understand</li> <li>- remain silent or give an inappropriate response</li> </ul>	<ul style="list-style-type: none"> <li>- retell the main ideas or messages from their reading or listening and present one or two ideas</li> <li>- use a gesture, facial expression, or phrase to indicate that they do or don't understand</li> <li>- initiate communication (eg. by making requests or comments or by offering information)</li> </ul>	<ul style="list-style-type: none"> <li>- ask questions, give instructions, negotiate disagreements, buy something in a shop, arrange appointments, or explain a problem</li> </ul>	<ul style="list-style-type: none"> <li>- take turns, initiate conversations, and talk for a long time, both when they have had time to plan what they will say and when they speak spontaneously</li> <li>- use language devices (eg. puns and irony) appropriately for effect</li> </ul>
DELIVERY	DELIVERY	DELIVERY	DELIVERY
<ul style="list-style-type: none"> <li>- not respond at all or pauses for a long time before responding</li> <li>- have pronunciation that is strongly influenced by their first language</li> </ul>	<ul style="list-style-type: none"> <li>- pause and hesitate when speaking</li> <li>- make some distinctions between minimal pairs in English (eg. 'pin' and 'bin', 'ship' and 'sheep')</li> <li>- have pronunciation that shows features of their first language</li> </ul>	<ul style="list-style-type: none"> <li>- use a larger vocabulary and give detailed responses</li> <li>- speak fluently, with occasional pauses and hesitation</li> <li>- pronounce most words in a way that is usually clear to the listener, although they may retain some features of their first language</li> <li>- make distinctions between minimal pairs in English eg. ' pin' and 'bin', 'ship' and 'sheep'</li> </ul>	<ul style="list-style-type: none"> <li>- 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)</li> </ul>
NON-VERBAL RESPONSES	NON-VERBAL RESPONSES	NON-VERBAL RESPONSES	NON-VERBAL RESPONSES
<ul style="list-style-type: none"> <li>- respond with a relevant action, gesture or facial expression</li> <li>- respond with silence, which may indicate respect for the speaker, a lack of comprehension, or a lack of confidence</li> </ul>	<ul style="list-style-type: none"> <li>- follow an instruction or complete a task</li> <li>- respond with silence, which may indicate respect for the speaker, a lack of comprehension, or a lack of confidence</li> </ul>	<ul style="list-style-type: none"> <li>- begin to make use of non-verbal features of the English language</li> </ul>	<ul style="list-style-type: none"> <li>- consciously choose non-verbal features of spoken language such as pauses, changes in pitch or volume and gestures for effect</li> </ul>
LANGUAGE STRUCTURES	LANGUAGE STRUCTURES	LANGUAGE STRUCTURES	LANGUAGE STRUCTURES
<ul style="list-style-type: none"> <li>- say single words</li> <li>- echo phrases that they hear</li> <li>- respond in their first language</li> </ul>	<ul style="list-style-type: none"> <li>- use mostly high-frequency words and leave out structural words</li> <li>- use non-standard vocabulary and sentence structures</li> <li>- use the subject-verb-object structure if they have had a chance to plan what they are going to say</li> </ul>	<ul style="list-style-type: none"> <li>- include structural vocabulary to produce fairly coherent and accurate standard English</li> <li>- rely less on formulaic chunks and use more independently generated language structures</li> </ul>	<ul style="list-style-type: none"> <li>- use increasingly varied and complex language structures in standard English, with few inaccuracies</li> <li>- use features of natural spoken language (eg. saying 'coming' instead of 'I am coming')</li> </ul>

