***English Language Institute***

***Student Progress Report***

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| **Course: Pronunciation** | **Level: 002** | **Session:** | **Date:** |
| **Student:** | | **Instructor:** | |

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| **002-A Student Learning Outcomes:** | **awareness** | **imitation** | **dependence** | **independence** |
| Understand and practice speaking chunks of linked words more fluently |  |  |  |  |
| Consistently recognize and produce s-ending sounds |  |  |  |  |
| Consistently use correct intonation patterns for yes/no and Wh- questions |  |  |  |  |
| Consistently produce letter-sound associations for both vowels and consonants, with some errors |  |  |  |  |
| Recognize and produce -ed endings more fluently |  |  |  |  |
| Pronounce difficult phoneme pairs, based on learner’s needs (e.g. /l/ vs /r/ for Chinese speakers; /p/ vs /b/ for Arabic speakers |  |  |  |  |
| Correctly stress newly learned multi-syllabic vocabulary |  |  |  |  |
| Understand and pronounce short and long vowel sounds correctly (based on learner’s needs) |  |  |  |  |
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| **002-B Student Learning Outcomes:** | **awareness** | **imitation** | **dependence** | **independence** |
| Recognize and correctly form and pronounce tag questions |  |  |  |  |
| Consistently use correct intonation patterns for questions and statements |  |  |  |  |
| Begin to understand and reproduce the schwa sound in unstressed syllables |  |  |  |  |
| Pronounce phonemes needed to make yourself understood (based on learners’ needs -- /l/ vs /r/ or /b/ vs /p/) |  |  |  |  |
| Consistently pronounce a broad range of word endings |  |  |  |  |
| Understand and pronounce newly introduced phonemes (/R/-controlled vowels, flapped /T/, syllabic /N/, glottal /T/) |  |  |  |  |
| Understand and pronounce reduced forms, including tag questions (don’t you? = don’tchoo?) |  |  |  |  |
| Begin to use reduced forms, in addition to contractions, with some regularity |  |  |  |  |

**awareness** = You watch Mom make a cake, ask questions and get explanations;

**imitation** = Your hand is on Mom's hand as she works. You follow her, get little jobs and try to be like her;

**dependence** = Mom is following you, standing over your shoulder. As you practice more, she moves away;

**independence**: It's your cake now. Mom could help you perfect it, but it's your decision.

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| **Additional Teacher Comments/Feedback:** | **Grade:** | **Attendance:**  **+80% Y / N** |
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A screenshot of a cell phone

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