***English Language Institute***

***Student Progress Report***

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| **Course: Pronunciation** | **Level: 003** | **Session:** | **Date:** |
| **Student:** | | **Instructor:** | |

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| **003 Student Learning Outcomes:** | **awareness** | **imitation** | **dependence** | **independence** |
| Recognize/reproduce the schwa sound in unstressed syllables, with increasing confidence |  |  |  |  |
| Recognize/reproduce shifts in meaning when parts of a sentence are stressed more than others |  |  |  |  |
| Notice differences between contrasting sounds (e.g. /b/ vs /p/) |  |  |  |  |
| Recognize and produce a range of American English stress/intonation patterns |  |  |  |  |
| Use appropriate language rhythms |  |  |  |  |
| Correctly and regularly apply plural and past-tense word-ending sounds, allowing for self-correction |  |  |  |  |
| Regularly and fluently use contractions and reduced speech |  |  |  |  |
| Use thought groups in conversation |  |  |  |  |
| Competently produce various question types with correct intonation/stress: (e.g. Yes/No, Information, Tag, Question Word) |  |  |  |  |
| Consistently use linking to enhance fluent speech |  |  |  |  |

**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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