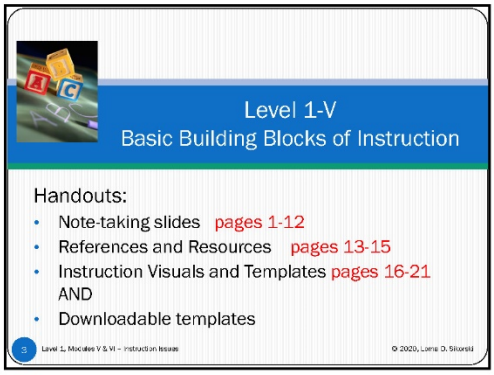
1

2



3

This document is for the exclusive use of attendees of the LDS Online Training Center. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.

Basic Building Blocks Agenda

- Essential of any good program
- The basic issues
  - For Vowels
  - For Consonants
  - For Intonation
- Other teaching tidbits

4 Level 1, Modules V & VI – Instruction Issues © 2020, Lorna D. Sikorski

4

First Decision:
What should any good training program include?

- Intonation
- Articulation
- Pragmatic Considerations
- What are Communication Needs on the Job?

page 2 in your Handouts

5 Level 1, Modules V & VI – Instruction Issues © 2020, Lorna D. Sikorski

5

Cover the Basics Revealed by Assessment

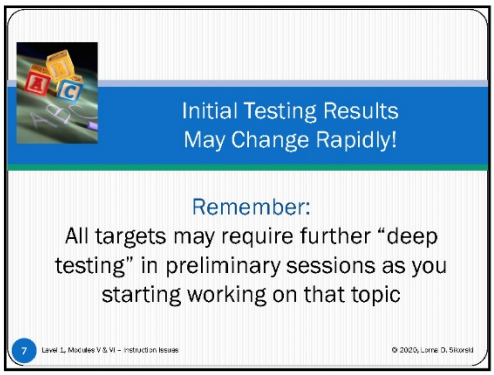
- What are the deficits for:
  - Intonation
  - Consonants
  - Vowels
- Prioritize their importance in client's overall intelligibility

6 Level 1, Modules V & VI – Instruction Issues © 2020, Lorna D. Sikorski

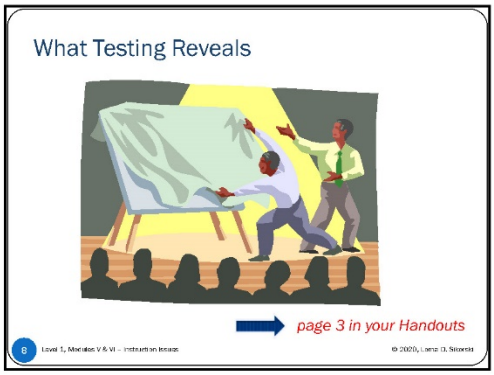
6

This document is for the exclusive use of attendees of the LDS Online Training Center. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

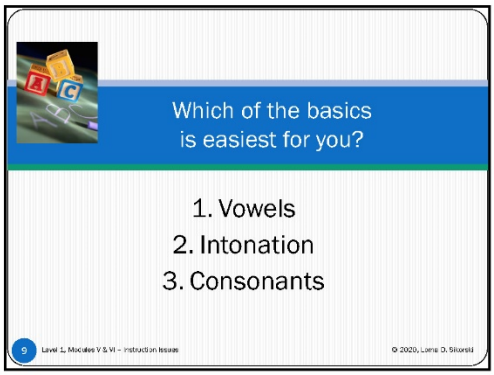
This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.



7



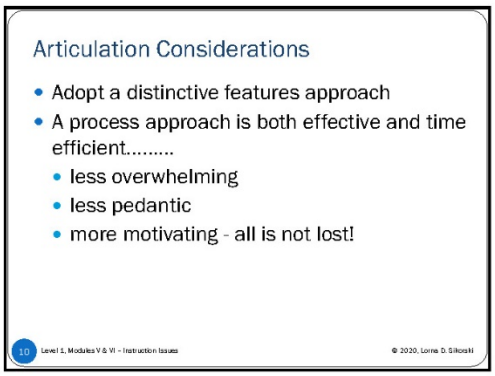
8



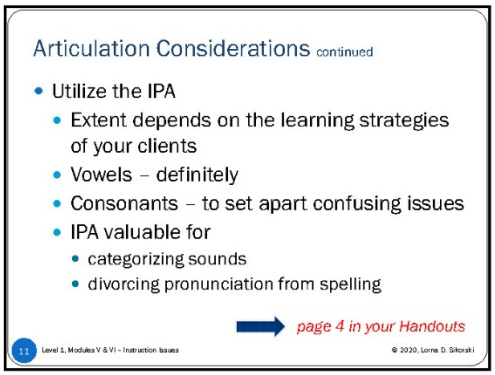
9

This document is for the exclusive use of attendees of the LDS Online Training Center. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

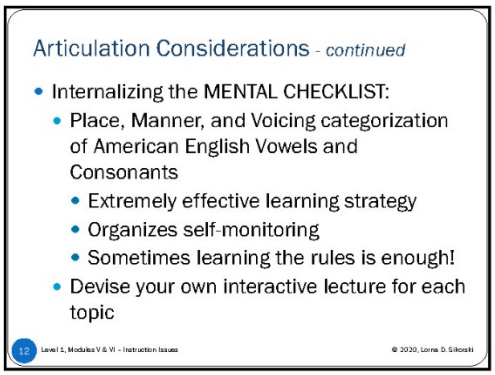
This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.



10



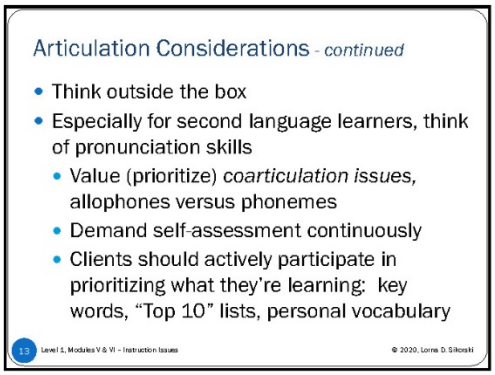
11



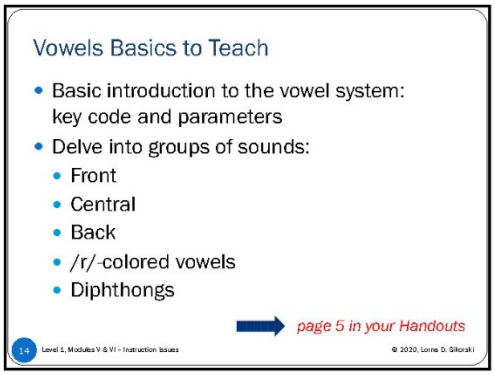
12

This document is for the exclusive use of attendees of the LDS Online Training Center. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

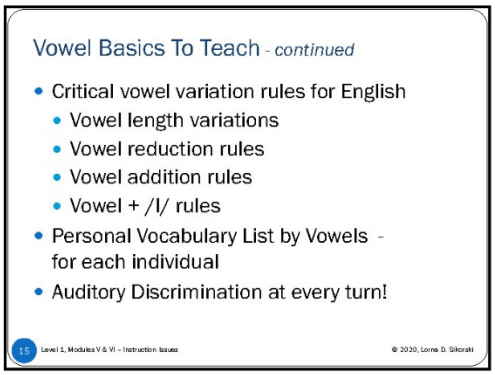
This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.



13



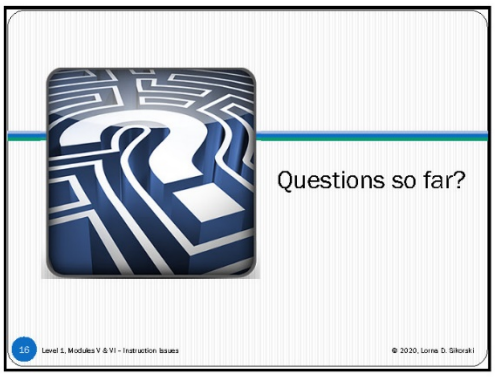
14



15

This document is for the exclusive use of attendees of the LDS Online Training Center. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.



16

Consonant Basics to Teach

- Basic introduction to the consonant system: key code and parameters
- Specific consonant sounds:
  - *Is it worth it?*
  - Justify!!!
- Rate auditory discrimination skills and continually "up the game" for allophones in real communiques

→ *page 6 in your Handouts*

17 Level 1, Modules V & VI – Instruction Issues © 2020, Lorna D. Sikorski

17

Consonant Basics to Teach - *continued*

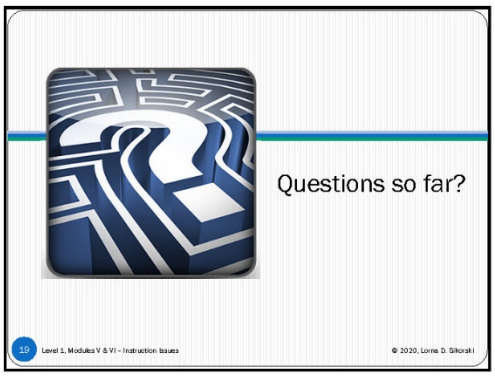
- Consonant Variations of English
  - Stop consonant variations
  - Consonant voicing issues
  - Word reductions in English
- **Personal Vocabulary List by Consonants** – for each individual

18 Level 1, Modules V & VI – Instruction Issues © 2020, Lorna D. Sikorski

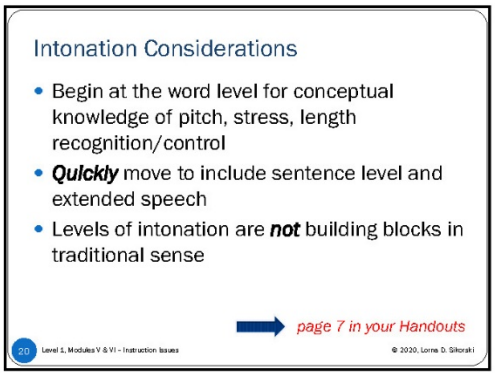
18

This document is for the exclusive use of attendees of the LDS Online Training Center. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

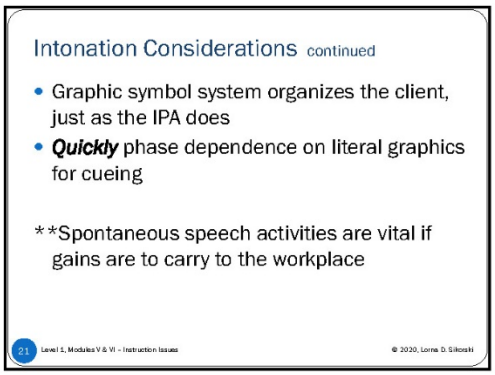
This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.



19



20



21

This document is for the exclusive use of attendees of the LDS Online Training Center. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.

Intonation Basics to Teach

- Basic introduction: Establish mental checklist/key code
- Word level interactive practice/organization
- Word level exceptions
- "Fade" word level segments in sessions to: 1) exceptions and 2) difficult patterns as soon as possible

22 Level 1, Modules V & VI – Instruction Issues © 2020, Lorna D. Sikorski

22

Intonation Basics continued

- Basic message level rules for inflection and stress
- Word reductions
- Contrastive intonation rules
- Personal Vocabulary List by Intonation for each individual

page 8 in your Handouts

23 Level 1, Modules V & VI – Instruction Issues © 2020, Lorna D. Sikorski

23

Questions so far?

24 Level 1, Modules V & VI – Instruction Issues © 2020, Lorna D. Sikorski

24

This document is for the exclusive use of attendees of the LDS Online Training Center. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.

I'm struggling a bit with intonation and will focus on that area more. While reviewing the intonation worksheets specifically for single words, I noticed there are 3 responses for each of the 3 questions for clients but only 2 intonation types (normal and conversational rise). Are the first 2 responses supposed to be normal and the third response conversational? That part confused me. Please clarify and thanks for your assistance.

25 Level 1, Modules V & VI – Instruction Issues © 2020, Lorna D. Sikorski

25

I've been working with a couple of my clients on intruding sounds /w/, /r/, and /j/ and was hoping for more resources. I searched my M.E.E.C. e-books but didn't find information about the intrusion of these sounds when linking two words that end and begin with a vowel, as in "Let's go /w/ eat."

26 Level 1, Modules V & VI – Instruction Issues © 2020, Lorna D. Sikorski

26

Workplace Issues

- Interactive role plays vital
- Personal Vocabulary Lists are NOT static: continuously update!
- Key Words are not static: continually update them to workplace words!

→ *page 8 in your Handouts*

27 Level 1, Modules V & VI – Instruction Issues © 2020, Lorna D. Sikorski

27

This document is for the exclusive use of attendees of the LDS Online Training Center. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.

Home Assignments

- Daily Work integral to instruction process
- Formalize the Look and Feel of Assignments!
- Practice Guidelines
  - 15- to 20-minute, focused practice with audio
  - Track practice along themes: ***no mixing concepts at first!***
  - 60 minutes a day
  - ***Look to the future!***

page 9 in your Handouts

28 Level 1, Modules V & VI – Instruction Issues © 2020, Lorna D. Sikorski

28

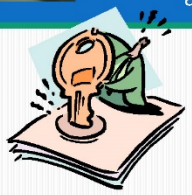
Teaching Methods

- Modalities
  - Highly visual
  - Very literal
- Lecture
- Negative Practice
- Auditory Discrimination
- Role Play **keep ⬆ difficulty level!
- Multimedia Learning Stations
- Socratic Questioning Strategies a plus!

29 Level 1, Modules V & VI – Instruction Issues © 2020, Lorna D. Sikorski

29

Forms, Forms and More Forms



Setting the Stage for Success....
...and marketing "face" for you!

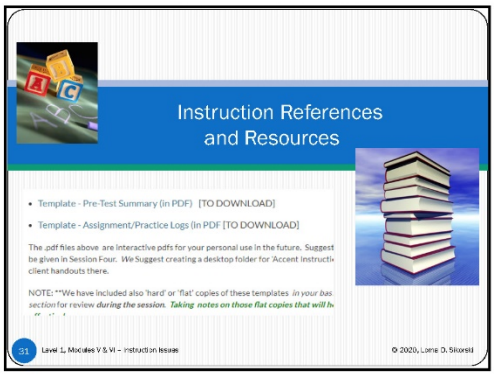
page 17+ in your Handouts

30 Level 1, Modules V & VI – Instruction Issues © 2020, Lorna D. Sikorski

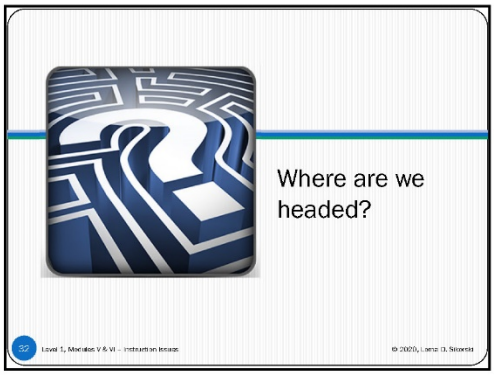
30

This document is for the exclusive use of attendees of the LDS Online Training Center. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

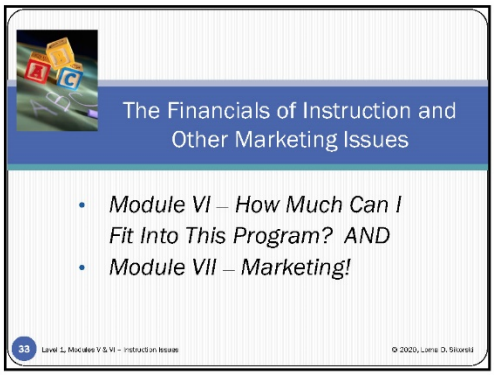
This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.



31



32



33

This document is for the exclusive use of attendees of the LDS Online Training Center. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

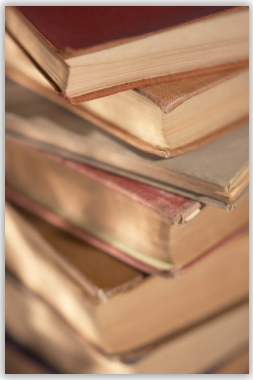
34

35

36

This document is for the exclusive use of attendees of the LDS Online Training Center. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.



References and Resources

Level 1 Series, Modules V and VI
Basic ABCs of Accent Consulting: Instruction Issues

Key Code: "Good materials for…" arranged by Formats:
I = Individual, SG = Small Group, MG = Midsize Group,
DL = Distance Learning, PS = Professional Shelf

Note: The LDS logo ( ) denotes items that are available from the LDS Webstore (www.ldsassoc.com).

General Background Information

Celce-Murcia, Marianne, Donna M. Brinton, and Janet M. Goodwin. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages.* Second Edition 2010. Cambridge University Press.

PS Clark, Raymond C. *The Learner's Lexicon of North American English*. 2002. Pro Lingua. Distributed by LDS & Associates.

PS Clark, Raymond C., Patrick R. Moran and Arthur A. Burrows. *The ESL Miscellany*. 2007. Pro Lingua. Distributed by LDS & Associates.

PS Crystal, David. 1992. *An Encyclopedic Dictionary of Language and Languages.* Oxford, 1992 (originally, Blackwell Press,); easier availability from Puffin.

PS Fry, E.B. and Kress, J.K. *The Reading Teacher's Book of Lists*, Sixth Edition. 2015. Jossey-Bass.

PS Sikorski, Lorna D. "Foreign Accents: Suggested Competencies for Improving Communicative Pronunciation," *Seminars in Speech and Language*, Vol. 26, No. 2, May 2005, pp. 126-130.

PS Sikorski, Linda A. 2016. *A Pocket Reference to American English Grammar, Punctuation, and Usage.* LDS & Associates. Second Edition, Downloadable.

PS Sikorski, Lorna D. "Regional Accents: A Rationale for Intervening and Competencies Required," *Seminars in Speech and Language*, Vol. 26, No. 2, May 2005, pp. 118-125.

Language References and Instructional Materials

I, SG, MG, DL _____. 2005-2014. *Longman Dictionary Series.* Fifth Edition. Pearson Education ESL ELT. *In a wide variety of formats, including ITunes apps.*

I, SG, MG, DL _____. 2005. *Longman Advanced American Dictionary & CD*. First Edition (hard cover book plus CD). Pearson ESL.

I, SG, MG, DL Claire, Elizabeth. 1991. *Three Little Words: A Foreign Student's Guide to English Articles.* Delta Systems, Inc.

I, SG, MG, DL Clark, Raymond C. 2002. *The Learner's Lexicon of North American English*. Pro Lingua. LDS & Associates, Distributors.

I, SG, MG, DL Clark, Raymond D. and Janie Duncan. 2015. *Getting a Fix on Vocabulary: Using Words in the News.* Pro Lingua Associates.

I, SG, MG, DL Feinstein-Whittaker, Marjorie and Wilner, Lynda Katz. 2006. *RULES – Rules for Using Linguistic Elements of Speech.* Successfully Speaking. LDS & Associates, Distributors.

I, SG, MG, DL Fry, E. and J. Kress. 2006. *The Reading Teacher's Book of Lists,* 5th Edition. Prentice-Hall.

I, SG, MG, DL Kress, Jacqueline E., Ed.D. 2008. *The ESL/ELL Teacher's Book of Lists*. Jossey-Bass Ed: Book of Lists. (Paperback).

I, SG, MG, DL Whittaker, Marjorie and Lorna Sikorski. 2005. *M.I.A.E. CD Series: Mastering Idioms of American English, Vols. 1 and 2*: LDS & Associates.

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

Oral Pragmatics

I, SG, MG, DL Claire, Elizabeth. 1998. *An Indispensable Guide to Dangerous English! For Language Learners and Others*. 3rd Edition. Delta Systems Co., Inc.

I, SG, MG Keller, E. and S.T. Warner. 1994. *Conversation Gambits: Real English Conversation Practices.* Second Revised Edition. Delta Systems, Inc.

Non-Verbal Communication Issues

PS Dodd, Carley H. 2007. *Managing Business and Professional Communication,* Second Edition. Allyn & Bacon.

I, SG, MG, DL Schwartz, Katie. *Sense Cues Kits*. Interactive Therapeutics, Inc.

Accent Instruction Strategies

I, SG, MG, DL _____. American Speech Sounds. *Program in Client and Authoring (Trainer) editions*. Downloadable. Distributed by LDS & Associates.

I, SG, MG, DL _____. *American Speech Sounds for Healthcare*. Downloadable. Distributed by LDS & Associates.

I, SG, MG, DL Feinstein-Whittaker, Marjorie and Lynda Katz Wilner. 2009. *RULES by the Sound*. Successfully Speaking. Distributed by LDS & Associates.

I, SG, MG, DL Katz Wilner, Lynda. 2002. *Medically Speaking: Accent Modification for the Medical Profession,* Third Edition (workbook and audio CD set). Distributed by LDS & Associates.

I, SG, MG, DL Feinstein-Whittaker, Marjorie and Wilner, Lynda Katz. 2006. *Medically Speaking RULES – Rules for Using Linguistic Elements of Speech*, Healthcare Edition (workbook and audio CD set). Successfully Speaking. Distributed by LDS & Associates.

I, SG, MG, DL Secord, Wayne; S. Boyce; J Donohue; R. Fox; R. Shine. 2011. *Eliciting Sounds: Techniques and Strategies for Clinicians.* Second Edition. Cengage Learning.

I, SG, MG, DL Sikorski, Lorna D. 2017. *Consonant Variations of American English,* E-Book Edition, Part of the *M.E.E.C. (Mastering Effective English Communication)* Series (available with or without CD set). LDS & Associates.

I, SG, MG, DL Sikorski, Lorna D. 2017. *Intonation Patterns of American English,* E-Book Edition, Part of the *M.E.E.C. (Mastering Effective English Communication)* Series (available with or without CD set). LDS & Associates.

I, SG, MG, DL Sikorski, Lorna D. 2017. *Vowel System of American English.* E-Book Edition, Part of the *M.E.E.C. (Mastering Effective English Communication)* Series (available with or without CD set). LDS & Associates.

Whittaker, M. and Lorna D. Sikorski. 2005. *M.I.A.E. CD Series – Mastering Idioms of American English*. Vols. 1 and 2. LDS & Associates.

Situational Speech

I, SG, MG, DL _____. *HRDQ Style Series*. 2005. HRDQ.

I, SG, MG, DL Finch, L. 1995. *Telephone Courtesy and Customer Service,* Second Edition. Crisp Publications Course Technology, Inc.

PS Goodale, Malcolm. 1987. *The Language of Meetings.* First Edition. Heinle ELT.

I, SG, MG, DL Smith, Scott. 2009. *Business Communication Strategies in the International Business World*. 2009. Available in Teacher's Edition, Client Edition, CD Set). Pro Lingua, Distributed by LDS & Associates.

Human Resources Training Issues

SG, MG _____. *Style Play: 12 Group Card Games*. 2005. HRDQ.

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

Multimedia Programs for Accent/Language

American Speech Sounds - www.LDSassoc.com. Downloadable programs for accented speech. Distributed by LDS & Associates.

Connected Speech - www.LDSassoc.com
Downloadable program for intonational issues in speech. Distributed by LDS & Associates.

Eliciting Sounds Software: Techniques and Strategies for Clinicians - Secord, Wayne, S. Boyce, J Donohue, R. Fox, R. Shine. 2011. (CD-ROM). First Edition. Delmar Cengage Learning.

Spelling Fusion – www.LDSsssoc.com
Downloadable programs distributed by LDS & Associates.

(See "Accent Instruction Strategies" and "Language Materials" for other client materials)

Website Sources

Testing/Instruction

LDS & Associates - www.LDSassoc.com
Publishers of materials for accented/high level ESL

Cambridge University Press - www.cup.org
Excellent source of well-graded levels of materials for advanced ESL needs

Lawrence Erlbaum Associates, Inc. - www.erlbaum.com
Excellent source of well-graded levels of materials for advanced ESL needs

ProLingua Associates - www.prolinguaassociates.com
Excellent source of well-graded levels of materials for advanced ESL needs

Thomson ELT (formerly Heinle and Heinle) – www.elt.thomson.com
Excellent source of well-graded levels of materials for advanced ESL needs

Human Resources/Management Development

HRDQ – www.hrdqstore.com
Excellent source for "training tools developing great people skills"

Jossey-Bass Publishers - www.josseybass.com/WileyCDA/
Great source of ancillary materials for accent training in the workplace

Business Information

Business Cycle Indicators – www.globalindicators.org – some topical webcasts that may be of interest

National Trade Databank – www.stat.usa.gov – most subscription, but some valuable free information

Trade Information Center – www.trade.gov – includes federal export assistance programs and country/regional markets

U.S. Bureau of Labor Statistics – www.stats.bls.gov

U.S. Government Census – www.census.gov

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons. No part of this document may be reproduced in any manner without the express written permission of the author.

Insert course icon/ID

Insert your logo/ID

SAMPLE

Initial Testing Summary

Course Title	
Client Name	
Date	
Manager	
Examiner	

Data from **P.O.E.C.** and **TEPL** test scores from live interactions on _____ *[date]* and from information submitted later by _____ *[client]*: (Information reported as percentage accuracy, unless noted otherwise)

SPEAKING SKILLS IN ENGLISH:

"How clear is your oral English – your accent for American English?"

Formal Test Used: P.O.E.C. (Proficiency in Oral English Communication)	**Pre-Test**	
A. Intonation – *"How skillfully do you use stress, pitch, and other "music" rules of English?"*		
Word Level	_____%	
Basic Messages* - word stress/appropriate pitch	____%	____%
Contrastive Information* - word stress/appropriate pitch	____%	____%
This is a double score, standing for correct stress/correct pitch usage		
B. Sounds of American English – *"How well do you pronounce American English?"*		
Vowels	_____%	
Consonants	_____%	
C. Auditory Discrimination – *"How sharp is your ear for sounds and hidden English rules?"*	_____%	

LANGUAGE FLUENCY IN AMERICAN ENGLISH:

"How accurate, and how (appropriately) sophisticated is your American English?"

	Pre-Test
A. Test Used: TEPL – *"How skillfully do you use stress, pitch, and other "music" rules of English?"*	
Grammar/Structure	_____
Reading	_____
Writing	_____
B. P.O.E.C. sentence creation accuracy for **oral grammar and usage** in American English:	
1. Accuracy for grammar/usage in 56 sentences – created by _____ *[client]* for the test	_____%
2. Basic Vocabulary recognition on the test	_____%
3. Number of Grammar/Language Usage errors across a 6-minute sample of spontaneous speech	_____
4 Number of Grammar/Language Usage errors average across 8 emails	_____

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.

	Pre-Test
Overall Ratings*: *(dee below for ratings scale explanation)*	
Language Skills	_____
Intonation	_____
Sounds of American English	_____
Auditory Discrimination	_____
Attitude/Commitment	

***LDS* Rating Scale** *4 4- 3+ 3 3- 2+ 2 2- 1+ 1* **Minimal Problem <----------> Severe Problem** **Please note: 5 = native speaker**

Summary

Add your ID block: name/company/website/email address

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.

Building Better Communications Skills at Work

Final Testing Summary

SAMPLE

Manager: _____

Date: _____

Location: _____

Examiner: Lorna D. Sikorski, M.A.

Data from **P.O.E.C.** and **TEPL** test scores: *(Information reported as percentage accuracy, unless noted otherwise)*

SPEAKING SKILLS IN ENGLISH:

"How clear is your oral English – your accent for American English?"

	Pre-Test	Post-Test
A. Intonation – *"How skillfully do you use stress, pitch, and other "music" rules of English?"*		
Word Level	**87%**	**99%**
Basic Messages* - word stress/appropriate pitch	**67% / 81%**	**57% / 91%**
Contrastive Information* - word stress/appropriate pitch	**47% / 100%**	**87% / 93%**
***This is a double score, standing for correct stress/correct pitch usage**		
B. Sounds of American English – *"How well do you pronounce American English?"*		
Vowels	**89%**	**92%**
Consonants	**74%**	**82%**
C. Auditory Discrimination – *"How sharp is your ear for sounds and hidden English rules?"*	**100%**	**100%**

LANGUAGE FLUENCY IN AMERICAN ENGLISH:

"How accurate, and how (appropriately) sophisticated is your American English?"

	Pre-Test	Post-Test
A. Test Used: TEPL – *"How skillfully do you use stress, pitch, and other "music" rules of English?"*		
Grammar/Structure	**High Intermediate**	**Low Advanced**
Reading	**High Intermediate**	**High Intermediate**
Writing	**Low Intermediate**	**High Intermediate**
B. P.O.E.C. sentence creation accuracy for **oral grammar and usage** in American English:		
1. Accuracy for grammar/usage in 56 sentences – created for the test	**68%**	**68%**
2. Basic Vocabulary recognition on the test	**98%**	
3. Number of Grammar/Language Usage errors across a 6-minute sample of spontaneous speech	**6**	**2**

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.

	Pre-Test	Post-Test
Overall Ratings*: *(dee below for ratings scale explanation)*		
Language Skills	**3**	**3+**
Intonation	**3-**	**3+**
Sounds of American English	**3-**	**3+**
Auditory Discrimination	**4**	**4**

***LDS* Rating Scale** *4 4- 3+ 3 3- 2+ 2 2- 1+ 1*

Minimal Problem <----------> Severe Problem

Please note: 5 = native speaker

Summary:

It was a pleasure working with _____ this year, for he worked exceedingly hard on all tasks. I was impressed by his dedication and organizational skills during the class: he took my suggestions for topics to review and expanded them further. His most significant gains were: 1) in sound clarity, and 2) in the grammatical accuracy of his messages. In the emails reviewed over the course of the base program, the sheer number of errors went down considerably. A target area of continued concern is the directness of his prose (i.e., analyzing the demands of the writing and paring down the content to focus on that specifically). More important than the number of errors is the type of grammar and usage errors he exhibits now. Prior to the course, his errors covered a wide variety of grammar categories (e.g., verb forms/tenses, articles, prepositions, word order, number, subject verb agreement). Currently, the errors are word choice (idiomatically appropriate), articles, prepositions, or word order. With the narrower *pool* of errors, the severity of the errors (how much they diminish the meaning/sense of his messages) decreased as well.

This 2-month remained a focused, planned implementation period. Given the feedback received, _____ needs to also augment his structured, formal practice with a concerted effort to monitor actual implementation of his new skills in the workplace: in meetings and in writing products. I will add some additional tracking vehicles and make some suggestions for soliciting helpful feedback in the workplace. I will also maintain close contact throughout this period to adjust the program when possible. We want to make the most of these last course efforts to see more concrete change in the work environment.

Certainly, there are things that _____ can do to continue to improve in all of our instruction target areas. I will also give her some specific content areas to focus on for the next few months for grammar/language, intonation, and sound clarity. (The above content is detailed in a second document personalized for each Associate and emailed to them in addition to this report.) The existing course materials have adequate challenge and content to use in self-directed practice over the next 2 months. Given _____ sophistication on the topics and her admirable diligence, I am confident she can continue to benefit from her practice efforts.

Lorna D. Sikorski, President
***LDS* & Associates**
lornasikorski@ldsassoc.com

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.

Assignment/Practice Log

Course Title	Name

Session Number	Date

Audio Practice Time Log: 20-minute segments *[click or tap blank to add ✓]*

Aim for 60 minutes daily of short sessions														

Assignments

Audio File #	Track #	Book	☐ M.E.E.C. Vowel System of AE ☐ M.E.E.C. Intonation Patterns of AE ☐ M.E.E.C. Consonant Variations of AE	☐ M.I.A.E. Mastering Idioms of AE, Vol 1 ☐ M.I.A.E. Mastering Idioms of AE, Vol 2
Audio File #	Track #	Book	☐ M.E.E.C. Vowel System of AE ☐ M.E.E.C. Intonation Patterns of AE ☐ M.E.E.C. Consonant Variations of AE	☐ M.I.A.E. Mastering Idioms of AE, Vol 1 ☐ M.I.A.E. Mastering Idioms of AE, Vol 2
Audio File #	Track #	Book	☐ M.E.E.C. Vowel System of AE ☐ M.E.E.C. Intonation Patterns of AE ☐ M.E.E.C. Consonant Variations of AE	☐ M.I.A.E. Mastering Idioms of AE, Vol 1 ☐ M.I.A.E. Mastering Idioms of AE, Vol 2

Three 20-minute practices will be on:

Written work:	Try it at work:
Other activities (description):	What to do:

Session Number	Date

Audio Practice Time Log: 20-minute segments *[click or tap blank to add ✓]*

Aim for 60 minutes daily of short sessions														

Assignments

Audio File #	Track #	Book	☐ M.E.E.C. Vowel System of AE ☐ M.E.E.C. Intonation Patterns of AE ☐ M.E.E.C. Consonant Variations of AE	☐ M.I.A.E. Mastering Idioms of AE, Vol 1 ☐ M.I.A.E. Mastering Idioms of AE, Vol 2
Audio File #	Track #	Book	☐ M.E.E.C. Vowel System of AE ☐ M.E.E.C. Intonation Patterns of AE ☐ M.E.E.C. Consonant Variations of AE	☐ M.I.A.E. Mastering Idioms of AE, Vol 1 ☐ M.I.A.E. Mastering Idioms of AE, Vol 2
Audio File #	Track #	Book	☐ M.E.E.C. Vowel System of AE ☐ M.E.E.C. Intonation Patterns of AE ☐ M.E.E.C. Consonant Variations of AE	☐ M.I.A.E. Mastering Idioms of AE, Vol 1 ☐ M.I.A.E. Mastering Idioms of AE, Vol 2

Three 20-minute practices will be on:

Written work:	Try it at work:
Other activities (description):	What to do:

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.

Avery Index Tab Set Template
Avery Product #11138
visit www.avery.com for MS Word templates

Here, add

- A picture icon for your training program
- The name of your program
- Who it is for and the company (their logo perhaps?)
- Date
- Your ID branding info

Building Better Communication at Work – I:

- ***Orientation Info***
- ***My Personal Vocab List***
- ***Assignment Logs***

The Sounds of American English:

- ***Vowels***
- ***Consonants***

Intonation Patterns of American English

Connecting to the Job: Special Communication Issues

Personal Language and Grammar Issues for American English

This document is for the exclusive use of attendees of LDS workshops and webinars. Please do not distribute for use by unauthorized persons.
No part of this document may be reproduced in any manner without the express written permission of the author.