

Course Title	: Improving English Pronunciation Through Text Performance
Course Code	: LUE3003
Recommended Study Year	: Year 2 / 3 / 4
Number of Credits/ Term	: 3
Mode of Tuition	: Sectional
Class Contact Hours	: 4 hours per week
Category	: ELE Elective
Medium of Instruction	: English
Prerequisite	: This course should be taken during or after LUE1002 University English II

COURSE DESCRIPTION

Also known as reading aloud, text performance is the use of your voice to engage with a written text and is an excellent way to improve one's pronunciation. Designed for students of English as a foreign or additional language, the course will cover the stylistic and affective dimensions of text performance in addition to mechanical elements such as pronunciation and articulation. It can allow learners to be mindful of their pronunciation by practicing in a more controlled setting rather than doing so in fast-paced conversations. The techniques learnt in the course can be easily applied to everyday conversations, public speaking and the short speeches required in most oral assessments. Topics covered include: the differences between phonics and phonetics, the International Phonetic Alphabets (IPA), the individual sounds and connected speech features of English, and basic techniques of text performance. During the course, you will be able to engage with a wide range of classic and contemporary texts including poems, song lyrics, short stories, dialogues from movie scripts, advertisements, curator's introduction to art pieces and news reports.

AIMS

The course aims:

- To introduce how individual sounds and connected speech features in English can be described and applied and how intonation can be used as a resource in meaning making
- To increase students' awareness of their own voice and pronunciation styles
- To enhance students' skills to express different meaning, tones and emotions by performing a wide range of classical and contemporary written texts
- To improve students' enunciation by building on their existing knowledge and by using more controlled and focused practice especially in relation to their pronunciation skills
- To introduce how genre, styles and context may impinge on performance through dialogue reading and a short recital
- To give students an opportunity to reflect on their own favorite writer especially in relation to performance

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. apply the basic principles of English sounds and connected speech as well as of voice anatomy
2. avoid common mistakes in English pronunciation and reflect on pronunciation, voice and performance techniques
3. employ appropriate integrated physical and vocal resources to engage the audience in a performance which shows familiarity of the texts, confidence, and some level of voice acting
4. respond with authentic interpretation and critical awareness to the content, mood and style of the material being presented
5. adopt and sustain a role creatively and effectively to convey complexity of meaning
6. employ appropriate voice techniques when performing different genres
7. application of connected speech features and individual sounds on reading an unseen text

INDICATIVE CONTENT

1. Differences between various styles in spoken English
2. Sounds of English: Vowels, consonants, diphthongs, and triphthongs
3. Connected speech: The schwa, word and sentence stress, linking, intonation, reduction and assimilation
4. Text performance techniques: Breath, posture, relaxation, basic voice anatomy and vocal features including resonance, range and articulation
5. Influences of styles and genres on text performance: Narrative, humorous, promotional, poetic, informational and personal genres
6. Reflection on pronunciation, voice and text performance techniques
7. Application of connected speech features and individual sounds on reading an unseen text

TEACHING METHOD

The course adopts an integrated approach to pronunciation and voice performance, engaging students in individual, pair, and small group activities designed to build confidence and accuracy in spoken English. Throughout the course, authentic speaking and listening materials are used to expose learners to a wide range of contexts and topics, ensuring that pronunciation practice is meaningful and communicative. Structured speaking activities provide opportunities to apply and reinforce the skills and language features covered in class, while regular reflection and constructive feedback from peers and the instructor support continuous improvement. The course also incorporates a blended learning component, combining face-to-face instruction with online learning platforms and digital resources. Through recorded tasks, interactive exercises, and guided online practice, students are encouraged to take responsibility for their progress and engage in self-directed learning beyond the classroom. Additional practice materials and homework assignments further promote independent study, helping learners develop autonomy

and sustain their language development over time.

MEASUREMENT OF LEARNING OUTCOMES

Learning outcomes	Assessment methods			
	Assessment One	Assessment Two	Assessment Three	Attendance and participation
1. apply the basic principles of English sounds and connected speech as well as of voice anatomy	√	√	√	√
2. avoid common mistakes in English pronunciation and reflect on pronunciation, voice and performance techniques.	√	√	√	√
3. employ appropriate integrated physical and vocal resources to engage the audience in a performance which shows familiarity of the texts, confidence, and some level of voice acting	√	√	√	√
4. respond with authentic interpretation and critical awareness to the content, mood and style of the material being presented	√	√		√
5. adopt and sustain a role creatively and effectively to convey complexity of meaning	√	√		√
6. employ appropriate voice techniques when performing different genres	√	√	√	√

7. Application of connected speech features and individual sounds on reading an unseen text			√	
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ASSESSMENT

Assessment	Weight	Details
Assessment One (4 minutes)	30%	Performance of two texts of different styles. One should be an informational, self-help, humorous or promotional passage; and the other a news report.
Assessment Two (4 minutes)	30%	Performance of two texts of different styles. One is a 1-minute recital of a poem, song, or speech; and the other a passage with dialogues from a novel/short story
Assessment Three (5 minutes + 2 minutes)	25%	An oral presentation based on a written reflection on the learning progress, the weaknesses retained, and improvement made throughout the course, and an IPA transcription analysis; AND a reading test of a short unseen text of about 50 words
Attendance and participation	10%	For attendance and participation, 5% is allocated for in-class attendance and participation; the other 5% is allocated for blended learning. Evidence of self-directed learning including screenshots of voice charts and recordings of reading aloud by using the 7-day Plan and http://virtualvoicelab.com should be uploaded on Moodle by Week 13.
Improvement	5%	Significant improvement of the total mark shown from Assignment One to Assignment Two

REQUIRED READING

Ashton, H. & Shepherd, S. (2020) *Work on Your Accent: Clearer Pronunciation for Better Communication*, 2nd Edition. Collins. (Please make sure you buy **the second edition**. Page number, arrangement and format are not the same as the first edition.)

SUPPLEMENTARY READINGS

Anthology for Class Practice and Assignment 2:

Keating, H. & Levy, W. (2001) *Lives Through Literature*. Upper Saddle River, New Jersey: Prentice Hall. (An adapted version is available in Moodle)

News and Features Anthology (Available in Moodle)

Supplementary Literature Anthology (Available in Moodle)

LIBRARY RESOURCES

Naxos Spoken Word Library (A very useful resource of audio books, many of them with scripts!)
https://julac.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=LUN_IZ61143799560003413&context=L&vid=LUN&lang=en_US&search_scope=All&adaptor=Local%20Search%20Engine&tab=default_tab&query=any,contains,naxos%20spoken&offset=0

WRITTEN MATERIALS

Barton, R & Rocco, D. V. (2017) *Voice: Onstage and Off*. Routledge.

Carey, D. (2008) *The Vocal Arts Workbook: A Practical Course for Developing the Expressive Range of Your Range*. Methuen Drama.

Carey, D. (2010) *The Verbal Arts Workbook: A Practical Course for Speaking Text*. Methuen Drama.

Carley, P., Mees, I. & Collins, B. (2017) *English Phonetics and Pronunciation Practice*. Routledge.

Collins, B., Mees, I. & Carley, P. (2019) *Practical English Phonetics and Phonology*. Routledge.

Dimitri, F. (2017) *To Read Aloud: Rediscovering the Art of Reading and Listening*. Head of Zeus.

Fleming, D. (2013) *It's the Way You Say It: Becoming Articulate and Clear*. Berrett-Koehler Publishers.

Gates, L. (2008) *Voice for Performance: Training the Actor's Voice*. Limelight.

Macmillan, A. (2010) *A Little, Aloud: An Anthology of Prose and Poetry for Reading Aloud to Someone You Care For*. Chatto & Windus.

Nelson, J. (2017) *The Voice Exercise Book: A Guide to Healthy and Effective Voice Use*. Nick Hern Books.

Rogerson, P. & Gilbert, J. (1990) *Speaking Clearly*. Cambridge University Press.

Vaughan-Rees, M. (2010) *Rhymes & Rhythm: A Poem-Based Course for English Pronunciation Study*. Garnet Education.

ONLINE RESOURCES FOR READING ALOUD/TEXT PERFORMANCE

London College of Music Reading Aloud Graded Examination:
<https://lcme.uwl.ac.uk/exams/drama/reading-aloud>

Trinity College London Text Performance Graded Examination:
<https://www.trinitycollege.com/site/?id=1188>

AUDIO MATERIALS (AVAILABLE AS CD OR AUDIOBOOKS)

Graham, C. (1978) *Jazz Chants*. Oxford University Press.

Jazz Chants Website: <http://www.onestopenglish.com/skills/listening/jazz-chants/mp3-files-and-recording-scripts/>

MORE ADVANCED AUDIO MATERIALS (AVAILABLE AS CD OR AUDIOBOOKS)

Harmon, W. (1993) *The Classic Hundred Poems*. High Bridge.

Jason, N. (2009) *Favorite Essays*. Naxos.

Nelson, J. (2018) *The Voice Exercise Book: The Warm-Ups*. Nick Hern Books.

Timson, D. *1000 Years of Laughter: An Anthology of Classic Comic Prose*. Naxos.

IMPORTANT NOTES

1. Students are expected to spend a total of at least 12 hours (i.e. 4 hours of class contact and 8 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit all their written assignments using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.
5. Students must adhere to the University’s guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents “Guidelines for Using GAI Tools at Lingnan University” and “Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments” can be found here: <https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices>.
6. More details about the CEAL’s AI Policy are available [here](#).