

<b>Course Title</b>	: Improving English Pronunciation Through Text Performance
<b>Course Code</b>	: LUE3003
<b>Year of Study</b>	: Any time when or after LUE1002 University English II is taken
<b>Number of Credits/ Term</b>	: 3
<b>Mode of Tuition</b>	: Sectional
<b>Teaching Hours per week</b>	: 2-hour tutorial x 2 per week
<b>Total Teaching Hours</b>	: 56 hours/4 hours per week
<b>Category in Programme</b>	: Free elective for students pursuing the English Language Enhancement (ELE) curriculum before revamp, and ELE elective for students taking the revamped ELE curriculum
<b>Medium of Instruction</b>	: English

### **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, although the techniques learnt in the course can be easily applied to everyday conversations, public speaking and the short speeches required in many speaking examinations. Topics covered include: the differences between spoken and written language, the individual sounds and connected speech 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, songs, essays, short stories, monologues, advertisements and letters. The course can also be used as preparation for graded examinations in text performance with London College of Music or Trinity College London.

### **AIMS**

The course aims:

- To introduce how individual sounds and connected speech in English can be described and applied and how pronunciation 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 poetry recital
- To give students an opportunity to reflect on their own favorite writer especially in relation to performance

## **INTENDED 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 a sense of ownership
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.

## **INDICATIVE CONTENT**

1. Differences between various styles in spoken English
2. Sounds of English: Vowels, consonants and diphthongs
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

## **TEACHING METHODS**

The course takes an integrated approach to pronunciation and voice performance and as such, you will engage individually, in pairs and in small groups in a variety of classroom activities. Authentic speaking and listening materials are used throughout the course covering a variety of contexts and topics. Speaking activities allow practice of skills and language covered in the course. Ample opportunities are also provided for you to reflect upon and receive feedback on your work. Additional practice materials, online resources and homework assignments encourage you to engage in language learning beyond the classroom.

## MEASUREMENT OF LEARNING OUTCOMES

Learning outcomes	Assessment methods			
	Speaking Coursework (I)	Speaking Coursework (II)	Speaking Coursework (III)	Attendance and participation
1. apply the 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 a sense of ownership	√	√	√	√
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	√	√	√	√

## ASSESSMENT

Assessment	Weight	Details
Speaking coursework (I)	30%	Performance of an informational, self-help, humorous or promotional passage
Speaking coursework (II)	30%	Performance, from memory or with the use of a note card, of a poem, song, or monologue and a passage with dialogues from novel/short story
Speaking coursework (III)	30%	An oral presentation based on a written reflection on the learning progress, the weaknesses retained and improvement made throughout the course, and vocal styles used in speaking coursework I and II; (2) a reading test of a short unseen text of about 50 words
Attendance and participation	5%	For attendance and active participation in class activities and discussion
Improvement	5%	Significant improvement of a maximum 25 mark increase of the total mark shown from Assignment I to Assignment II

## CORE TEXT

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

## OTHER REFERENCE MATERIALS

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](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. 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. For CEAL courses, a penalty will be imposed for any instance of copying of more than 5 words consecutively (without acknowledging the source), excluding formulaic expressions, proper names and technical terms.
5. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.