

Procedure for Elocution Lessons

A Skype session to identify:

- situational contexts and business or social *topics* where English is important
- linguistic areas that need correction
- performance areas where pronunciation improvements are needed (e.g. social gatherings, meetings, negotiations, parties, presentations etc)
- other linguistic targets
- possibly aspects of personal relaxation that are of particular use in overcoming difficulties

General Objectives to identify and work on:

- Improvement of Understanding of accents and registers
- Improvement of Processing skills of specific sounds in English
- Improvement of Composition and Self-Composition skills (specifically use of voice)
- Improvement of Performance when using English in identified areas of need
- Linguistic elements to enhance style and personal profile
- Focus on fluency, coaching for stressful situations
- Tempo, pitch, rhythm, emphasis/stress on words and syllables

During the sessions:

- A clear plan to achieve identifiable results in a given time, following a *topic*-based approach
- Intensive practice of sounds
- Using techniques to overcome blockages and reshape sounds accordingly
- (If requested) recording and playback of client to analyse and correct errors and to improve communicative competence
- Taking notes and reviewing notes, with homework exercises if suitable
- Having agreed targets each session, reviewing and calibrating changes ready for the next session
- Ensuring that clear, definable and realistic outcomes are understood and met

Review of progress after completion of agreed period of coaching

Also of use:

- feedback sheets
- recordings (mp3) of relevant expressions or (mp4) of video recordings made (If requested)
- on completion, if requested, a written report outlining the elements discussed and improved during coaching
- recommendations for further practice in English communication.

Some specific sounds to be checked:

- / : / vs / / / e / / i / / æ / / / diphthongs etc..
- / d / / t / / / x / / etc
- comparing plosives, fricatives, affricates as well as velar, alveolar and glottal sounds (or others) where these appear
- using various charts of phonics and mouth shapes
- analysing model speech (Received Pronunciation, "Oxford English", "the Eton accent" etc. as well as regional and other accents)
- breathing and voice-control

Other important performance points:

- tempo / pacing / rhythm / pitch
- key expressions
- register (formal/informal; direct/indirect)
- as / like and some other vocabulary points as they occur
- use of articles
- use of do
- prepositions

Approach:

- self-listening (audio Skype)
- listening to models
- conversational correction (spot correction)
- phonetic correction
- training of sounds
- emotional filters
- visualisation of key contexts
- timeline and anchoring of new "behaviour"
- performance practice (video Skype)
- recording of sounds and of key sentences mp3