



KEMENTERIAN RISET TEKNOLOGI DAN  
DIKTI UNIVERSITAS NEGERI SURABAYA  
FAKULTAS BAHASA DAN SENI  
JURUSAN BAHASA DAN SASTRA INGGRIS

## COURSE SYLLABUS

Revision Date :

Revised by :

Doc No. :

Study Program : S1 English Education  
Subject : English Phonology  
Code : 2024212035  
Faculty : Faculty of Languages and Arts  
Semester/Credit Hours : 2/2  
Pre-requisite : -  
Lecturer(s) : Team

### Program Learning Outcomes

1. Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. (PLO 1)
2. Being able to Implement the concepts of applied linguistics in English learning. (PLO 3)

### Course learning Learning Outcomes :

1. Being able to appraise segmental features of several languages
2. Being able to compare and contrast segmental features of two different languages
3. Being able to deliver the opinion as pre intermediate level
4. Being able to share information regarding to the two languages compared

**Description** : This subject describes sound patterns of English. This explores the process of speech production that covers sound classification, morpheme and allomorph, phonemes, allophones and their distribution, rules of phonology, syllable structure, supra segmental phonemes. The phonological system of English is compared to other language systems to sharpen the view on the speech production processes and its phonological rules.

**References** : (1) Fromkin, V., Rodman, R., Hyams, N. 2011. *An Introduction to Language*. (9th ed.). Australia: Wadsworth, Cenage Learning.  
 (2) McMahon, A. 2002. *An Introduction to English Phonology*. Edinburgh: Edinburg University Press.  
 (3) Oden, David. 2005. *Introducing Phonology*. Cambridge: Cambridge University Press

**A. Teaching-Learning Activity**

# Meet	Target Competence	Topic	Approach/ Method/ Learning Strategy	Reference /Media	Time (minute)	Learning Experience
1	To be able to identify the difference between Introduction to Linguistics and English Phonology	Introduction to Linguistics vs. English Phonology	Discussion, Preaching, Question-Answer	[1], [2]	100'	<ul style="list-style-type: none"> <li>Review the information related to linguistics</li> <li>Identify the topics occur in phonology</li> <li>Identify the differences between linguistics and phonology</li> </ul>
2	To be able to identify articulators and how the sounds produced	Organs of Speech, manner of Articulation	Discussion, Preaching, Demonstration, Question-Answer	[1], [3]	100'	<ul style="list-style-type: none"> <li>Observe human's organs of speech from picture</li> <li>Demonstrate how to produce sounds</li> </ul>
3	To be able to distinguish English consonants: <ul style="list-style-type: none"> <li>Voicing</li> <li>Place of articulation</li> <li>Manner of articulation</li> </ul>	English Consonants (Three labels of phonemes)	Discussion, Preaching, Question-Answer, Demonstration	[1], [2]	100'	<ul style="list-style-type: none"> <li>Identify parts and their names related to the English consonants production: voicing, place of articulation, and manner of articulation</li> <li>Demonstrate how to feel and understand the production of English consonants</li> <li>Name all phonemes using three labels.</li> </ul>
4	To be able to produce vowels and diphthongs based on:	English Vowels and Diphthongs	Discussion, Preaching, Question-Answer,	[1], [2]	100'	<ul style="list-style-type: none"> <li>Identify all kinds of vowels and diphthongs: front or back, high or low, and rounded or unrounded</li> </ul>

	<ul style="list-style-type: none"> <li>• Tongue position</li> <li>• Lips</li> </ul>		Demonstration			<ul style="list-style-type: none"> <li>• Demonstrate how to feel and understand the production of English vowels and diphthongs</li> <li>• Name all phonemes using the position of the tongue and the shape of the lips</li> </ul>
5	To be able to transcribe the sounds	Phonemic Transcription	Discussion, Preaching, Question-Answer, Assignment	[1], [2]	100'	<ul style="list-style-type: none"> <li>• Transcribe the spoken text</li> <li>• Read the transcription</li> </ul>
6	To be able to pronounce: <ul style="list-style-type: none"> <li>• Singular or plural nouns</li> <li>• Singular or plural verbs</li> </ul>	Pronunciation of Morphemes	Discussion, Preaching, Question-Answer, Assignment	[1], [2]	100'	<ul style="list-style-type: none"> <li>• Identify the pattern of morphemes and their changes</li> <li>• Demonstrate how to pronounce [s], [z], and [ez]</li> </ul>
7	To be able to identify: <ul style="list-style-type: none"> <li>• Plural allomorph</li> <li>• Past tense allomorph</li> <li>• Negation allomorph (Akan language)</li> </ul>	Allomorph and its condition	Discussion, Preaching, Question-Answer	[1], [2]	100'	<ul style="list-style-type: none"> <li>• Identify the pattern of plural allomorph</li> <li>• Identify the pattern of past tense allomorph [d], [t], and [əd]</li> <li>• Observe homorganic nasal rule in Akan language</li> </ul>
8	<ul style="list-style-type: none"> <li>• To be able to distinguish between phoneme and allophone</li> </ul>	Phoneme and Allophone	Discussion, Preaching, Question-Answer	[1], [2]	100'	<ul style="list-style-type: none"> <li>• Learn about the concepts 'phoneme' and 'allophone'</li> <li>• Discover vowel nasalization exists in English and Indonesian</li> </ul>
9		MID TERM TEST	Written test	[1], [2], [3]	100'	
10	To be able to identify the distinctive feature through: <ul style="list-style-type: none"> <li>• Minimal pair</li> <li>• Allophone</li> <li>• Voicing</li> </ul>	Distinctive feature	Discussion Preaching, Question-Answer, Demonstration	[1], [3]	100'	<ul style="list-style-type: none"> <li>• Identify the absence or presence certain features</li> <li>• Distinguish between distinctive and nondistinctive features</li> <li>• Identify feature specifications for American English consonants and vowels</li> </ul>
11-12	To be able to identify the rules of	The Rules of Phonology	Discussion Preaching,	[1], [2]	200'	<ul style="list-style-type: none"> <li>• Identify the function of each phonological rule</li> <li>• Identify the phonological rules in some</li> </ul>

	phonology such as: <ul style="list-style-type: none"> <li>• Assimilation</li> <li>• Dissimilation</li> <li>• Feature-changing</li> <li>• Segment insertion and deletion</li> <li>• Movement (metathesis)</li> </ul>		Question-Answer, Demonstration			languages <ul style="list-style-type: none"> <li>• Find some examples of the presence of the rules in some languages</li> </ul>
13	To be able to understand the term 'syllable'	Syllable Structure	Discussion Preaching, Question-Answer, Demonstration	[1], [2]	100'	<ul style="list-style-type: none"> <li>• Identify the form of a syllable structure</li> <li>• Demonstrate to draw a hierarchical structure</li> </ul>
14-15	To be able to distinguish: <ul style="list-style-type: none"> <li>• Stress</li> <li>• Intonation</li> <li>• Permissible sequences of phonemes</li> <li>• Lexical gaps</li> </ul>	Supra segmental Phonemes	Discussion, Preaching, Question-Answer, Demonstration	[1], [3]	200'	<ul style="list-style-type: none"> <li>• Demonstrate stress in English by putting ( ) for the prominent one</li> <li>• Demonstrate intonation in English and draw the marks</li> <li>• Recognize</li> </ul>
16		Review	Discussion, Preaching, Question-Answer, Demonstration	[1], [2], [3]	100'	Have good understanding dealing with the material

## B. Assessment Blue-print

Indicator	Assessment			
	Type	Instrument	Criteria	Point (%)
Able to name the labels of consonants and vowels	Written test	a. Quiz or presentation or performance	The number of correct answers	20
	Report	Choose one topic to be discussed deeply into 2-3 pages	Completeness	15
Identify allomorph, phoneme, and allophone	Written test	Quiz		30

Identify the distinctive feature				
Identify supra segmental phonemes				15

### C. Grading Rubric

Note: The assessment results of 20% is obtained from the level of student participation in terms of attendance in lectures, activeness in attending lectures (asking, paying attention, and being serious), and activeness in group discussion activities and class presentations. The following is a class presentation rubric.

### D. Class Presentation Rubric

Skor	Rubrik
4	The presentation is carried out in a coherent manner with appropriate intonation and emphasis, shows a good understanding of concepts, is assisted by PPT media according to media criteria, answers to the questioner are correct, is able to formulate suggestions for improvement
3	The presentation is carried out in a coherent manner with appropriate intonation and emphasis, but lacking in some understanding of concepts, assisted by PPT media according to media criteria, answers from the questioner are generally correct, able to formulate suggestions for improvement
2	The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by PPT media but did not match the criteria of the media, the answers from the questioners were generally incorrect, were able to formulate suggestions for improvement
1	The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was not correct, was unable to formulate suggestions for improvement

Surabaya, 1 Agustus 2018

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Asrori, S.S., M.Pd  
NIP.198003092005011002