LESSON PLAN					
Course	**Course Code**	**Course Cluster**	**Credit (sks)**		**Semester**	**Compilation Date**
Pronunciation Practice		Productive Skills	2		1	August 2022
AUTHORIZATION	**Lesson Plan Developer**		**Course Cluster Coordinator**		**Head of Study Programme**
	Zainul Aminin, M.Pd.				Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Learning Outcomes (CP)	**Programme Learning Outcomes (PLO)-Study Programme imposed on courses**	
	PLO 1	Demonstrate speaking and writing competence at the level of B2 CEFR.
	PLO …	
	PLO …	
	dst	
	Course Learning Outcomes (CLO)	
	CLO 1	Being responsible for using the appropriate English sounds, stresses, and intonations in daily conversations; and following the rules of conduct of the course.
	CLO 2	Being able to choose appropriate English sounds, stresses, and intonations used in daily conversations; and conduct self and peer assessment.
	CLO 3	Demonstrating English pronunciation used in daily conversation.
	CLO 4	Making use of learning materials and IT to support teaching and learning process of English pronunciation subject.
	dst	
	Lesson Learning Outcomes (LLO)	
	LLO 1	To show understanding of the problems in pronunciation.
	LLO 2	To examine how speech organs work in English.
	LLO 3	To use correct pronunciation of simple vowels
	LLO 4	To use correct pronunciation of diphthongs
	LLO 5	To examine the problem of pronouncing the vowels and diphthongs.
	LLO 6	To use correct pronunciation of stop consonants
	LLO 7	To use correct pronunciation of friction consonants

	LLO 8	To use correct pronunciation of nasal, lateral, and gliding consonants
	LLO 9	To show understanding of stressed and unstressed syllables
Brief description of the course	This subject aims to provide students with knowledge and skills of English Pronunciation. It covers the knowledge and practice of pronouncing the appropriate English sounds, stresses, and intonations used in words, phrases, and sentences in daily conversations. This subject will combine both theoretical and practical classroom activities. All teaching learning activities are conducted through lecturing, drilling, and practice.	
Study Materials: Learning Materials	1. Problems in pronunciation 2. Speech organs 3. Vowels, diphthongs, and consonants 4. Stressed and unstressed syllables	
References	**Main reference:**	
	{1} Marks, Jonathan. (2007). English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press. {2} O'Connor, J.D. (1980). Better English Pronunciation (2nd ed.). Cambridge: Cambridge University Press.	
	Supplementary reading:	
	{3} Baker, Ann., and Marshall, Leslie. (2006). Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.). Cambridge: Cambridge University Press. {4} Dauer, Rebecca M. (1992). Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents.	
Lecturer (s)	Zainul Aminin, M.Pd. Asrori, M.Pd Sueb, M.Pd.	
Course requirements	None	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	To show understanding of the problems in pronunciation.	1. To explain the problems in pronunciation.	Written & Spoken	1. Explaining the problems in pronunciation		Problems in pronunciation:	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		2. To give examples of the problems in pronunciation		2. Giving examples of the problems in pronunciation 3. Discussing the problems in pronunciation.		letters, sounds, sound-groups, words, utterances {1} & {2}	
2	To examine how speech organs work in English.	To identify how speech organs work in English	Written & Spoken	1. Identifying how speech organs work. 2. Discussing how speech organs work.		Speech organs: the vocal cord, palate, teeth, tongue, lip. {1} & {2}	
3-4	To use correct pronunciation of simple vowels	To demonstrate the correct pronunciation of simple vowels	Spoken (Quiz)	1. Using/practicing the correct pronunciation of simple vowels 2. Discussing the difficulties in pronouncing simple vowels		Simple vowels: /iː, ɪ, e, æ, ʌ, ɑː, ɒ. ɔː, ʊ, uː, ɜː, ə/ {1} & {2}	5%
5-6	To use correct pronunciation of diphthongs and reflect what they have learned related to vowels and diphthongs	To demonstrate the correct pronunciation of diphthongs To reflect what they have learned related to vowels and diphthongs	Spoken	1. Using/practicing the correct pronunciation of diphthongs 2. Discussing the difficulties in pronouncing diphthongs 3. Reflecting what they have learned related to vowels and diphthongs		Diphthongs: /əʊ, aʊ, eɪ, aɪ, ɔɪ, ɪə, eə, ʊə/ {1} & {2}	
7	To examine the problem of pronouncing the vowels and diphthong.	To identify the difficulties in pronouncing the vowels and consonants	Written & Spoken	Problem Based Learning (PBL) Step 1: clarifying unfamiliar terms.		Vowels & Diphthongs {1}, {2}, {3}. {4}	10%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				Unclear terms and concepts in the problem description are clarified, so that every group member understands the information that is given. Step 2: problem definition. The problem is defined in the form of one or more questions. The group has to agree upon the phenomena that need to be explained. Step 3: brainstorm The preexisting knowledge of group members is activated and determined. This process entails the generation of as many explanations, ideas, and hypotheses as possible. The ideas of all group members are collected, without critical analysis. Step 4: analyzing the problem Explanations and hypotheses of the group members are discussed in depth			

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				and are systematically analyzed. Ideas from the brainstorm are ordered and related to each other. Step 5: formulating learning goals Based on contradictions, obscurities, and ambiguities from the problem analysis, questions are formulated that form the foundation for the study activities of the group members.			
8	Midterm Test		Spoken				20%
9	To examine the problem of pronouncing the vowels and diphthong.	To identify the difficulties in pronouncing the vowels and consonants	Written & Spoken	Problem Based Learning (PBL) Step 6: self-study In the self-study phase, group members search for relevant literature that can answer the questions in the learning goals. After studying this literature, group members prepare themselves for reporting their findings in the next tutorial meeting. Step 7: reporting		Vowels & Diphthongs {1}, {2}, {3}. {4}	10%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, **(Time Allotment)**		Learning materials **(References)**	Assessment weight (%)
		Indicator	**Criteria & Form (Written/spoken)**	**Offline**	**Online (sync/async)**		
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**
				After reporting what sources group members have used in their self-study activities, a discussion of the learning goals takes place based on the studied literature. Group members try to synthesize what they have found in different sources.			
10-11	To use correct pronunciation of stop consonants	To demonstrate the correct pronunciation of stop consonants	Spoken	1. Using/practicing the correct pronunciation of stop consonants 2. Discussing the difficulties in pronouncing stop consonants		Stop consonants: /p, b, t, d , k, g, ʧ, dʒ/ {1} & {2}	
12-13	To use correct pronunciation of friction consonants	To demonstrate the correct pronunciation of friction consonants	Spoken (Quiz)	1. Using/practicing the correct pronunciation of friction consonants 2. Discussing the difficulties in pronouncing friction consonants		Friction consonants: /f, v, θ, ð, s, z, ʃ, ʒ, h/ {1} & {2}	5%
14	To use correct pronunciation of nasal, lateral, and gliding consonants and reflect	To demonstrate the correct pronunciation of nasal, lateral,	Spoken	1. Using/practicing the correct pronunciation of nasal, lateral, and gliding consonants		Nasal, lateral, and gliding consonants: /m, n, ŋ/ /l/ /j, w, r/	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	what they have learned about consonants	and gliding consonants To reflect what they have learned about consonants		2. Discussing the difficulties in pronouncing nasal, lateral, and gliding consonants 3. Reflecting what they have learned about consonants		{1} & {2}	
15	To show understanding of stressed and unstressed syllables	1. To explain stressed and unstressed syllables 2. To give examples of stressed and unstressed syllables	Written and Spoken	1. Explaining stressed and unstressed syllables 2. Giving examples of stressed and unstressed syllables 3. Using/practicing the correct pronunciation of stressed and unstressed syllables 4. Discussing stressed and unstressed syllables		Stressed and unstressed syllables {1} & {2}	
16	Final Test		Spoken				30%

Assessment Blue-Print

Indicators	Assessment				
	Forms	Items	Rubric/scoring	Weight (%)	
To demonstrate the correct pronunciation of words and	Spoken Test (Quiz 1)	Pronounce these words and phrases correctly: - field, believe, - pity, sunny,	Based on grading rubric	5	

Indicators	Assessment			
	Forms	**Items**	**Rubric/scoring**	**Weight (%)**
phrases consisting of simple vowels.		- dead, weather, - class, dance, - father, calm, - bottle, copy, - hall, always, - true, fruit, - full, sugar, - Teach me to speak. - fifty six - fruit juice - Ask my aunt. - John is gone.		
To demonstrate the correct pronunciation of words, phrases, and sentences consisting of simple vowels and diphthongs	Spoken Test (Mid-term Test)	Pronounce these words, phrases, and sentences correctly: - meal, read, - pick, dinner, - press, send, - apple, land, - party, garden, - bottle, copy, - order, cord, - group, through, - foot, good, - money, love, - make, race, - find, smile,	Based on grading rubric	20

Indicators	Assessment			
	Forms	**Items**	**Rubric/scoring**	**Weight (%)**
		- about, house, - voice, noise, - note, open, - see the sea - dinner in the kitchen - new shoes - a large bar - holiday cost - Tell me again - Have a beer, please. - They came. - a thousand pounds		
To demonstrate the correct pronunciation of words, phrases, and sentences.	Spoken Test (Quiz 2)	Pronounce these words, phrases, and sentences correctly: - measure - village - mine - complaint - wrong - fellow - beautiful - chuckle - yacht - music - great view - direct train	Based on grading rubric	5

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
		- junk food - four or five - went home - ripe tomato - Here it is. - How's Johnny? - It's awfully heavy. - He's driving a good car.		
To demonstrate the correct pronunciation of sentences in a passage	Spoken Test (Final Test)	Read the following passage with correct pronunciation:	Based on grading rubric	30

Indicators	Assessment			
	Forms	**Items**	**Rubric/scoring**	**Weight (%)**
		That's a nice suit. I haven't seen it before, have I?		
		No. It's the first time I've worn it, actually. I only got it about four days ago. You like it, do you?		
		Very much. Did you have it specially made, or did you buy it off the peg?		
		I had it made. I very rarely buy a suit, so I thought I'd have it tailored, and I'm quite pleased with it.		
		I should think so. It's very handsome. May I ask where you got it?		
		The same place as I got my last one, nineteen years ago.		
		Nineteen years? Do you really mean to tell me you haven't had a suit since then?		
		That's right. I don't often wear a suit, you see, so they tend to last a long time.		
		Nineteen years is certainly a long time; and even if you don't wear them much, your old one must have lasted well.		
		Oh, it did. They did a very good job on it.		
		What was the name of the tailor?		
		Philipson. It's quite a small shop right at the end of King Street.		
		I know it. Rather a shabby-looking place. I've never been in there.		
		I wouldn't call it shabby, but it isn't very modern, I admit. However, they're very obliging, and take a great deal of trouble.		
		So I can see. I think I'll go along there. I need a new suit. Oh, by the way, what sort of prices do they charge?		
		Pretty reasonable, really. This was eighty pounds.		
		That's not bad. I think I'll look in there tomorrow.		
		Yes, do. Mention my name if you like. It won't do any harm, and it might do some good. I've just paid my bill.		

Requirement :

    1   There will be four assessments:

- Classroom Participation   : 20%
- Quizes   : 10%
- PBL   : 20%
- Mid-term test   : 20%
- Final test   : 30%

    2. Students must attend the class at least 80%. Those who are 4 (four) or more times absent are considered failed.

Students are not allowed to get into class when they are more than 15 minutes late. Students may dismiss the class when the lecturer is more than 15 minutes late.
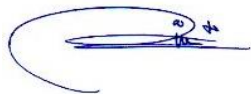
Grading Rubric

Pronunciation Rubric

This rubric uses four 5-point scales (20 total points).

Pronunciation

5:   Phonetically correct
           Almost error-free
           Awareness of accent
           Genuine effort to sound like native speaker
4:   Comprehensible, generally correct
           Occasional error
3:   Frequent errors that confuse listener and require guessing at meaning
2:   Many errors that interfere with comprehensibility
1:   Most utterances contain errors
           Many utterances are incomprehensible
           Little communication
0:   No attempt

Surabaya, Agustus 2022

Mengetahui,
Ketua Program Studi Pendidikan Bahasa Inggris Unesa   Dosen,

Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.   Zainul Aminin, S.Pd., M.Pd
NIP. 197511172003121001   NIP. 198007272008121003

Catatan :

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Teknik penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. **PB**=Proses Belajar, **PT**=Penugasan Terstruktur, **KM**=Kegiatan Mandiri.

Module/Course Handbook

Pronunciation Practice					
Module/Course Title 8820302170	**Student Workload** 78,4	**Credits** 3,18 ECTS	**Semester** Even	**Frequency** 28 CU	**Duration** 14 Meetings
1	**Types of courses** a) Direct meeting b) Structured work c) Self-study		**Contact hours** 3,6	**Independent Study** 2 hours	**Class size** 20 students
2	**Prerequisites for participation (if applicable)** None				

3	**Learning outcomes**
	PLO
	   1. Demonstrate speaking and writing competence at the level of B2 CEFR
	
	CLO
	   1. Being responsible for using the appropriate English sounds, stresses, and intonations in daily conversations; and following the rules of conduct of the course.
	   2. Being able to choose appropriate English sounds, stresses, and intonations used in daily conversations; and conduct self and peer assessment.
	   3. Demonstrating English pronunciation used in daily conversation.
	   4. Making use of learning materials and IT to support teaching and learning process of English pronunciation subject.				

4	**Subject aims/Content** This subject aims to provide students with knowledge and skills of English Pronunciation. It covers the knowledge and practice of pronouncing the appropriate English sounds, stresses, and intonations used in words, phrases, and sentences in daily conversations. This subject will combine both theoretical and practical classroom activities. All teaching learning activities are conducted through lecturing, problem based learning (PBL), drilling, and practice				
5	**Teaching methods** Lectures, Problem based Learning (PBL), Discussions, Practice				
6	**Assessment methods**				

	A student is competent when he/she passes the exams with minimum score 68, which include Mid Term (UTS), Final Term (UAS), Structured work (T), and participation (P). The Final Score (NA) is computed using the following formula: $NA = \dfrac{(2 \times P)+(3 \times T)+(2 \times UTS)+(3 \times UAS)}{10}$ The score conversion 0-100 to scale 0-4 is according to the following table: Letter Scale Interval A 4,00 $85 \leq A < 100$ A- 3,75 $80 \leq A\text{-} < 85$ B+ 3,50 $75 \leq B\text{+} < 80$ B 3,00 $70 \leq B < 75$ B- 2,75 $65 \leq B\text{-} < 70$ C+ 2,50 $60 \leq C\text{+} < 65$ C 2,00 $55 \leq C < 60$ D 1,00 $40 \leq D < 55$ E 0,00 $0 \leq E < 40$
7	**This module/course is used in the following study programme/s as well** None
8	**Module Coordinator** Zainul Aminin, M.Pd. Asrori, M.Pd. Sueb, M.Pd.

9	**References**
	   1. Marks, Jonathan. (2007). English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.
	   2. O'Connor, J.D. (1980). Better English Pronunciation (2nd ed.). Cambridge: Cambridge University Press.
	   3. Baker, Ann., and Marshall, Leslie. (2006). Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.). Cambridge: Cambridge University Press
	   4. Dauer, Rebecca M. (1992). Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents.

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Kampus Lidah Wetan Surabaya, Gedung T4 Lidah Wetan Surabaya 60213
Telp/Fax. (031) 7532192
Laman : fbs.unesa.ac.id, Email : bahasainggris@unesa.ac.id

UJIAN AKHIR SEMESTER GASAL 2022/2023

MATA KULIAH : Pronunciation Practice
KODE MATA KULIAH : 8820302170
JUMLAH SKS : 2
PRODI/ ANGKATAN : Pendidikan Bahasa Inggris/2022
HARI/TANGGAL : Kamis, 22 Desember 2022
ALOKASI WAKTU : Pukul 10.20-12.00 (100 menit)
DOSEN : Team

Direction!
1. Record your voice by performing the dialogue below (audio only).
2. Mention your name, student number, and your class at the beginning of your recording.
3. Upload your recording to this link: https://bit.ly/FinalPronunciation22
4. The deadline is the time you have your final exam based on the schedule. Good luck.

Brian : What's up?
Adam : Some burglars robbed the bank. They managed to run off with the money.
Brian : Oh my Goodness! What happened to then?
Adam : They got on the getaway van.
Brian : And then?
Adam : Then, they drove across the state line. They passed the security-check point.
Brian : But they were caught by the routine patrol, weren't they?
Adam : Yes, they are fortunately.
Brian : Where are they now?
Adam : They're back in this state/ They are waiting for the trial now.
Brian : Is everything settled?
Adam : Not yet. The police are still looking for more evidence.
Brian : This might lead to further clues.
Adam : You're right! The thieves might face further charges.
Brian : How come?
Adam : They've been involved in serious crime.
Brian : Serious crime! We're looking forward to a fair trial.

Good luck!

Assessment rubric
This rubric uses four 5-point scales (20 total points).
Pronunciation
5: Phonetically correct
Almost error-free
Awareness of accent
Genuine effort to sound like native speaker
4: Comprehensible, generally correct

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Kampus Lidah Wetan Surabaya, Gedung T4 Lidah Wetan Surabaya 60213
Telp/Fax. (031) 7532192
Laman : fbs.unesa.ac.id, Email : bahasainggris@unesa.ac.id

Occasional error

3: Frequent errors that confuse listener and require guessing at meaning

2: Many errors that interfere with comprehensibility

1: Most utterances contain errors

Many utterances are incomprehensible

Little communication

0: No attempt

STUDENT'S REFLECTIVE PRACTICE

Course: Pronunciation Practice
Lecturer: Zainul Aminin, M.Pd.
Name: Oktavia Ayu Virginia
NIM: 22020084184

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	During class, we get material, then do assignments, sometimes there are several quizzes in class.
Action	What did I do?	During the class, I did the task of the book given by the lecturer, I also noted the material being described.
Results	Did I accomplish what I wanted?	In my opinion, I quite achieve what I want because of the pronunciation class; I get a lot of benefits, such as better understanding the correct pronunciation.
Learning	What did I learn from the experience?	What I learned during the pronunciation class was how to pronounce good and correct English vocabulary.

STUDENT'S REFLECTIVE PRACTICE

Course: Pronunciation Practice
Lecturer: Zainul Aminin, M.Pd.
Name: Shinta Nur Chamidah
NIM: 22020084171

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	In the classroom, we learn about how to pronounce vowels and consonant with a fun methods. And usually we also get quizzes from lecturer.
Action	What did I do?	We learn all about IPA (International Phonetic Alphabet)
Results	Did I accomplish what I wanted?	Yes, I did, In the class pronunciation, I got the materials and we also practice directly.
Learning	What did I learn from the experience?	I learn about vowels, consonant, monophthongs, diphthongs, voiced and voiceless

STUDENT'S REFLECTIVE PRACTICE

Course: Pronunciation Practice
Lecturer: Zainul Aminin, M.Pd.
Name: Taufiq Zahiddhia Naja Prayuda
NIM: 22020084193

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	How to pronounce English sounds correctly, filling the reference book that the lecturer gave, a game where we are asked to write a word per one member in a group until the last member it has to make a full sentence, midterm is to pronounce the English sounds that the lecturer pointed at, the final exam is to record an audio of us reading a certain dialogue.
Action	What did I do?	I participate whenever I can, but when I can't I just listen carefully
Results	Did I accomplish what I wanted?	Pretty much yes, I wanted to have a better understanding of the pronunciation of English words.
Learning	What did I learn from the experience?	A better understanding of English sound and better pronunciation