



**Universitas Negeri Surabaya Faculty of
Languages and Arts
English Language Education Study Program**

Document Code

Lesson Plan

| COURSE | Code | Cluster | Credits | Semester | Compilation Date |
|--|---|---|-------------------------|----------|------------------------------|
| English Pronunciation | 7920202057 | Language Skills | T=2 P=0 | 1 | |
| AUTHORIZATION Pratiwi Retnaningdyah, Ph.D. | Lesson Plan Developer | | Coordinator | | Head of Study Program |
| | Laily Maulida Septiana Harti | | Lina Purwaning Hartanti | | Pratiwi Retnaningdyah, Ph.D. |
| Program Learning Outcome (PLO) | PLO | | | | |
| | PLO 1 | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. | | | |
| | PLO 7 | Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. | | | |
| | PLO 8 | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement. | | | |
| | Course Learning Outcome (CLO) | | | | |
| | CLO 1 | Being able to apply concept of Received English Pronunciation. | | | |
| | CLO 2 | Being able to apply the correct Received Pronunciation of English words, phrases, and sentences. | | | |
| | CLO 3 | Being able to demonstrate received pronunciation in different length of words, phrases, and sentences. | | | |
| Course Description | 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 careful and normal speeches. This subject will combine both theoretical and practical classroom activities (synchronous and asynchronous meetings). All teaching and learning activities are conducted through lecturing, drilling, and practice, and will be compiled into podcast. | | | | |
| Learning Materials/ Topics | <ol style="list-style-type: none"> 1. Problems in pronunciation 2. Speech organs 3. Vowels 4. Diphthongs 5. Friction consonants 6. Stop consonants 7. Nasal, lateral, and gliding consonants 8. Stressed and unstressed syllables 9. Weak and strong forms of words 10. Rhythm units 11. Tune shapes | | | | |

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| References | Primary | [1] Cameron, S. (2012). <i>Perfecting your English pronunciation</i> . US: McGraw-Hill Education. [2] Marks, J. (2007). <i>English Pronunciation in Use. Elementary</i> . Cambridge: Cambridge University Press |
| | Supplementary | [3] Reed, M., & Levis, J. M. (2015). <i>The Handbook of English Pronunciation</i> . UK: John Wiley & Sons Ltd. [4] Piankova, T. (2014). <i>The Pronunciation of English: A Reference and Practice Book</i> . Lulu Publishing Service. [5] Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course</i> (3 rd ed.). Cambridge: Cambridge University Press. |
| Lecturer(s) | Lina Purwaning Hartanti Ayunita Leliana Laily Maulida Septiana Harti | |
| Prerequisite | - | |

| Meetings | Objectives* | Indicators | Materials** | Learning Strategy | Sources/ media | Time Allotment | Learning Experience |
|----------|---|---|---|---|--|----------------|---|
| 1 | Being able to review pronunciation problems related to sounds that do not exist in Bahasa (CLO 1) | <ul style="list-style-type: none"> To analyse vowels (e.g., /I/) To review diphthongs (e.g. /eu/) To examine consonants (e.g. / θ /) | Problems in pronunciation: letters, sounds, sound-groups, words, utterances | Lecturing, Discussion, Role play, Question-Answer | <ul style="list-style-type: none"> (1) (2) Online games | 2 x 50 minutes | <ul style="list-style-type: none"> Participating in communicative activities in which students practice vowels, diphthongs, and consonants. Creating tables and short dialogues |
| 2 | Being able to examine how speech organs work in English (CLO 1) | To identify what types of movements and configurations of the vocal tract used to produce sounds in English. | Speech organs: the vocal cord, palate, teeth, tongue, lips | Lecturing, Phonetic Practice, Question-Answer | <ul style="list-style-type: none"> (1) (2) YouTube video | 2 x 50 minutes | <ul style="list-style-type: none"> Identifying the movements of organ of speech when producing sounds |
| 3 | Being able to produce correct pronunciation of English vowels (CLO 1) | To act out the correct pronunciation of vowels. | Vowels: /i:, ɪ, e, æ, ʌ, ɑ:, ɒ, ɔ:, ʊ, u:, ɜ:, ə/ | Demonstration, Drilling, Discussion, Question-Answer | <ul style="list-style-type: none"> (1) (2) (3) Laptop Speakers Website http://www.ipachart.com | 2 x 50 minutes | <ul style="list-style-type: none"> Practicing with peers the correct pronunciation of vowels Discussing and pointing out the difficulties when pronouncing vowels |
| 4 | Being able to produce correct pronunciation of diphthongs (CLO 2) | To demonstrate the correct pronunciation of diphthongs | Diphthongs: /əʊ, aʊ, eɪ, aɪ, ɔɪ, ɪə, eə, uə/ | Demonstration, Pair work, Drilling, Discussion, Question-Answer | <ul style="list-style-type: none"> (1) (3) (4) Laptop Speakers Website http://www.ipachart.com | 2 x 50 minutes | <ul style="list-style-type: none"> Practicing with peers the correct pronunciation of diphthongs Discussing and pointing out the difficulties in pronouncing diphthongs |

| Meetings | Objectives* | Indicators | Materials** | Learning Strategy | Sources/ media | Time Allotment | Learning Experience |
|----------|---|--|---|--|--|----------------|---|
| 5 & 6 | Being able to produce correct pronunciation of friction consonants (CLO 2) | To demonstrate the correct pronunciation of friction consonants | Friction consonants: /f, v, θ, ð, s, z, ʃ, ʒ, h/ | Demonstration, Pair work, Drilling, Discussion, Question-Answer | <ul style="list-style-type: none"> (1) (3) (4) Laptop Speakers Website http://www.ipachart.com | 4 x 50 minutes | <ul style="list-style-type: none"> Practicing with peers the correct pronunciation of friction consonants Discussing and pointing out the difficulties in pronouncing friction consonants |
| 7 | Being able to produce correct pronunciation of stop consonants (CLO 2) | To demonstrate the correct pronunciation of stop consonants | Stop consonants: /p, b, t, k, g, tʃ, dʒ/ | Demonstration, Drilling, Discussion, Presentation, Question-Answer, Quiz 1 | <ul style="list-style-type: none"> (1) (3) Laptop Speakers Website http://www.ipachart.com | 2 x 50 minutes | <ul style="list-style-type: none"> Practicing with peers the correct pronunciation of stop consonants. Discussing and pointing out the difficulties in pronouncing stop consonants. Reviewing the difficulties in pronouncing friction and stop consonants |
| 8 | Mid-term test | | | | | | |
| 9 | Being able to produce correct pronunciation of nasal, lateral, and gliding consonants (CLO 3) | To demonstrate the correct pronunciation of nasal, lateral, and gliding consonants | Nasal, lateral, and gliding consonants: /m, n, ŋ/ /l/ /j, w, r/ | Demonstration, Drilling, Discussion, Question-Answer | <ul style="list-style-type: none"> (1) (3) Laptop Speakers Website http://www.ipachart.com | 2 x 50 minutes | <ul style="list-style-type: none"> Comparing the use of nasal, lateral, and gliding consonants Pointing out the difficulties in pronouncing nasal, lateral, and gliding consonants |

| Meetings | Objectives* | Indicators | Materials** | Learning Strategy | Sources/ media | Time Allotment | Learning Experience |
|----------|--|---|-----------------------------------|---|---|----------------|--|
| 10 & 11 | Being able to compare stressed and unstressed syllables in pronunciation (CLO 3) | <ul style="list-style-type: none"> To explain stressed and unstressed syllables To give examples of stressed and unstressed syllables | Stressed and unstressed syllables | Lecturing, Demonstration, Drilling, Discussion, Question-Answer, Quiz 2 | <ul style="list-style-type: none"> (1) (2) (3) Laptop Speakers | 4 x 50 minutes | <ul style="list-style-type: none"> Showing students' comprehensive understanding of stressed and unstressed syllables by making examples on their own. |
| | Being able to construct spoken sentences with correct pronunciation of stressed and unstressed syllables (CLO 3) | To act out the correct pronunciation of stressed and unstressed syllables | | | | | |
| | Being able to distinguish weak and strong forms of words (CLO 3) | <ul style="list-style-type: none"> To explain weak and strong forms of words. To give examples of weak and strong forms of words. | Weak and strong forms of words | | | | <ul style="list-style-type: none"> Showing students' comprehensive understanding of weak and strong forms by making examples on their own. |
| | Being able to construct spoken sentences with correct pronunciation of weak and strong forms of words (CLO 3) | To demonstrate the correct pronunciation of weak and strong forms of words | | | | | |
| 12 & 13 | Being able to show understanding of rhythm units (CLO 3) | <ul style="list-style-type: none"> To explain rhythm units To give examples of rhythm units | Rhythm units | Lecturing, Demonstration, Drilling, Discussion, Question-Answer | <ul style="list-style-type: none"> (1) (2) (3) Laptop Speakers | 4 x 50 minutes | <ul style="list-style-type: none"> Participating in communicative activities in which students give examples of rhythm units of their own Expressing idea of the possible challenges that the students found in relation to rhythm units |
| | Being able to use correct pronunciation of rhythm units (CLO 3) | To demonstrate the correct pronunciation of rhythm units | | | | | |

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|----------|--|---|---|---|---|----------------|---|
| | | | | | | | <ul style="list-style-type: none"> Preparing content for Podcast assignment. |
| 14 & 15 | Being able to classify tune shapes (CLO 3) | <ul style="list-style-type: none"> To explain tune shapes To give examples of tune shapes | Tune shapes: The Glide-Down, the Glide-Up, the Take-Off, the Dive | Lecturing, Demonstration, Drilling, Discussion, Question-Answer | <ul style="list-style-type: none"> (3) Laptop Speakers | 4 x 50 minutes | <ul style="list-style-type: none"> Participating in communicative activities in which students give examples of tune shapes in sentences of their own. Expressing idea of the possible challenges the students found when pronouncing sentences in rhythm units. Preparing content for Podcast assignment. Discussing tune shapes |
| | Being able to make use of correct pronunciation of tune shapes (CLO 3) | To demonstrate the correct pronunciation of tune shapes | | | | | |
| 16 | Final test | | | | | | |