



**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	
References	Primary	[1] Marks, Jonathan. (2007). <i>English Pronunciation in Use. Elementary</i> . Cambridge: Cambridge University Press
	Supplementary	[2] Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course</i> (3 rd ed.). Cambridge: Cambridge University Press. [3] Dauer, Rebecca M. (1992). <i>Accurate English: A Complete Course in Pronunciation</i> . USA: Prentice Hall Regents. [4] O'Connor, J.D. (1980). <i>Better English Pronunciation</i> (2 nd 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	To review pronunciation problems related to sounds that do not exist in Bahasa (CLO 1; CLO 2)	<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"> (3) (4) 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	To examine how speech organs work in English (CLO 1; CLO2)	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"> (3) (4) YouTube video 	2 x 50 minutes	<ul style="list-style-type: none"> Identifying the movements of organ of speech when producing sounds
3	To produce correct pronunciation of English vowels (CLO 2; CLO 3)	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) (3) (4) Laptop Speakers 	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

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					<ul style="list-style-type: none"> Website http://www.ipachart.com 		
4	To produce correct pronunciation of diphthongs (CLO 2; CLO 3)	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
5 & 6	To produce correct pronunciation of friction consonants (CLO 2; CLO 3)	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	To produce correct pronunciation of stop consonants (CLO 3; CLO 4)	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						

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
9	To produce correct pronunciation of nasal, lateral, and gliding consonants (CLO 3; CLO 4)	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
10 & 11	To compare stressed and unstressed syllables in pronunciation (CLO 3; CLO 4)	<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.
	To construct spoken sentences with correct pronunciation of stressed and unstressed syllables (CLO 3; CLO 4)	To act out the correct pronunciation of stressed and unstressed syllables					
	To distinguish weak and strong forms of words (CLO 3; CLO 4)	<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.
	To construct spoken sentences with correct pronunciation of weak and strong forms of words (CLO 3; CLO 4)	To demonstrate the correct pronunciation of weak and strong forms of words					

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
12 & 13	To show understanding of rhythm units (CLO 3; CLO 4)	<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 Preparing content for Podcast assignment.
	To use correct pronunciation of rhythm units (CLO 3; CLO 4)	To demonstrate the correct pronunciation of rhythm units					
14 & 15	To classify tune shapes (CLO 3; CLO 4; CLO 5)	<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
	To make use of correct pronunciation of tune shapes (CLO 3; CLO 4; CLO 5)	To demonstrate the correct pronunciation of tune shapes					
16	Final test						

Assessment

Indicator	Assessment			
	Types	Instrument	Assessment Scoring Criteria	Weight (%)
To demonstrate the correct	Spoken Test	Pronounce these words and phrases correctly:	Based on	15

pronunciation of words and phrases consisting of friction and stop consonants (CLO 1; CLO 2)	(Quiz 1)	<ul style="list-style-type: none"> - proof - prove - think - this - fussy - fuzzy - clothing - closing - rubbish - garage 	<ul style="list-style-type: none"> - bought - dog - dock - chin - joke - a dwarf stove - a nice thing - both sides - a big pool - a glass door 	pronunciation rubric in appendix 1	
To demonstrate the correct pronunciation of words, phrases, and sentences consisting of consonant sounds (CLO 1; CLO 2; CLO 3; CLO 4)	Spoken Test (Mid-term Test)	Pronounce these words, phrases, and sentences correctly:		Based on pronunciation rubric in appendix 1	20
<ul style="list-style-type: none"> - measure - village - mine - complaint - wrong - fellow - beautiful - chuckle - yacht - music 	<ul style="list-style-type: none"> - great view - direct train - 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 words, phrases, and sentences (CLO 1; CLO 2; CLO 3; CLO 4)	Spoken Test (Quiz 2)	Pronounce these words, phrases, and sentences correctly:		Based on pronunciation rubric in appendix 1	15
<ul style="list-style-type: none"> - ream - rim - cup - carp - paper - pepper 	<ul style="list-style-type: none"> - How do you know? - I need some time. - I sent it from London. - How can I help? - She wants to go home. - He won't let us do it. 				

		<ul style="list-style-type: none"> - black and white - the more the merrier - good combination - brave chauffeur 	<ul style="list-style-type: none"> - I don't like him. - The weather was terrible. - You must choose us or them. - He likes her, but does she like him? 		
<p>To demonstrate the correct pronunciation of sentences in a passage (CLO 1; CLO 2; CLO 3; CLO 4; CLO 5)</p>	Spoken Test (Final Test)	<p>Read the following passage with correct pronunciation:</p> <p>Can you recommend somewhere for a holiday? What an odd coincidence! I was just going to tell you about our holiday! Really? Where did you go? The South of France again? No, this time we went to Ireland! Oh, you went to Ireland, did you? You were thinking about it the last time we met. Oh yes, I mentioned it to you, didn't I? You were thinking of Belfast, weren't you? Dublin. But we didn't go there in the end. Didn't you? Where did you go? Where? To Galway. That's on the West coast, isn't it? Was the weather good? Reasonably good. Tell me about the prices there, would you? They weren't too bad. You should go there and try it. But you ought to go soon. Summer's nearly over! It isn't over yet. But thank you very much for your advice. Good luck. Have a good time. Thank you. Goodbye.</p> <p>There will be more than one passage provided for the students. Later, students will draw a lots and record their reading the selected passage</p>		<p>Based on pronunciation rubric in appendix 1 Note: Final test will be recorded and made a podcast out of it. Later, podcast can be used as data for the more advanced classes that involve pronunciation, including Academic Speaking, Debate, and Public Speaking.</p>	30

Approved by
Head of English Department

Surabaya, 20 January 2021
Lecturer

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