

Module/Course Title: Introduction to Phonetics and Phonology					
Module/ course code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
61016	5,6 hours per week	2 CU x 1,32 = 2,64 ECTS	3 th	2 CU x 14 = 28	16 meetings (14 meetings for face to face + 2 exams)
1	Types of courses a) Compulsory coursework	Contact hours 2 CU x 170 minutes = 340 = 5,6 hours per week	Independent study 2 CU x 60 minutes = 120 minutes = 2 hours per week	Class size 30 students	
2	Prerequisites for participation (if applicable) Students must enroll in <i>Pengantar Ilmu Linguistik</i>				
3	<p>Learning outcomes</p> <p>The purpose of this course is to provide students with knowledge and understanding of the English Phonology system and English Phonetics features, as well as the ability to analyze them. This course provides students with a grasp of the English Phonological Process as well as the fundamentals of sound creation, segmental and suprasegmental systems for English Speech Sounds.</p> <p>PLO:</p> <ol style="list-style-type: none"> 1. Students are able to demonstrate responsibilities in promoting academic norms based on religion, morals, and ethics in the context of scientific activities in the field of language, literature, and culture. 2. Students are able to display self-reliance, endeavor, and entrepreneurship values in cooperating with the society and environment 3. Students are able to take parts in communication skillfully by using proper English and utilizing the latest technology 4. Students are able to analyze the development of linguistic, literary and cultural phenomena in society to construct various critical perspectives and ideas in the global and digital era. 5. Students are able to elaborate their ideas in both spoken and written forms by using proper English in academic and non-academic contexts 6. Students are able to maximize the use of media and technology into their learning and research activities in the fields of language, literature, and culture 7. Students are able to compose critical analysis of various scientific texts in the fields of language, literature and culture in English properly 8. Students are able to propose ideas in the form of scientific articles or creative writings based on the phenomena of language, literature, and culture in proper English independently or collaboratively 				

	<p>CLO: On completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the fundamental principles of phonetics and phonology 2. Apply basic phonetics and phonology concepts 3. Analyze sound, including the capacity to detect and exhibit vowel and consonant pronunciation. 4. Analyze Segmental and suprasegmental features of English language 5. Analyze the English Phonological Process
<p>4</p>	<p>Subject aims/Content</p> <ol style="list-style-type: none"> 1. Introduction to the course Overviewing the fundamental principles of phonetics and phonology 2. Vowel sounds Analyzing, detecting and exhibiting vowel sounds production and pronunciation 3. Organs of speech Knowing and learning the place and the function of the organs of speech 4. Production of Speech Recognizing speech sounds, their types and classification, and recognize sound symbols 5. English Consonant Analyzing, detecting and exhibiting consonant sounds production and pronunciation 6. Phonetic transcription Analyzing data in the light of the English Phonetics and Phonology and decode sound symbols and transcribe words and short texts using IPA. 7. Supra segmental features Detailing and analyzing on Prosodic aspects of English Language such the syllable, stress, intonation 8. Phonological processes Defining aspects found in connected speech such as assimilation, linking, elision and insertion.
<p>5</p>	<p>Teaching methods</p> <p>lectures, discussions, case studies (individual and group work), project work (group work)</p>

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Assessment methods

1. Class Participation

In order to maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary readings, but they are also expected to interact with peers and the topics as directed in class discussions and activities.

2. Test

There are going to be summative test at every end of 3 units

3. Final Assignment Project

The semester's work will culminate in a final assignment project of transcribing the prosodic features of the short movie or clip and analyzing it in a form of a summary for the

	<p>typical prosodic features.</p> <p>Assessment Summary:</p> <p style="text-align: center;">Assessment Task Task Type Due Weighting</p> <p style="text-align: center;">Test – Speech Organ Summative Week 3 15% Summative Week 6 20%</p> <p>Test – Vowel And Consonant Sounds Summative Week 9 25%</p> <p>Test – Midterm</p> <p>Final Assignment Project Summative Week 15 30%</p> <p>Note that attendance at lectures is compulsory and that 10% will be awarded for attendance and participation in lectures.</p> <p>Assessment Detail</p> <p>Assignment 1 is an individual test of the speech organ in the first weeks of the course. Assignment 2 is an individual on Vowel And Consonant Sounds Assignment 3 is an individual Midterm assessment for half of semester coverage units. Assignment 4 is a Final Project. This assignment is marked as a group assignment and each member of the group is expected to contribute to the completion of the project.</p>
7	<p>This module/course is used in the following study program/s as well -</p>
8	<p>Module Coordinator</p> <p>Istiqomah Wulandari, M.Ed</p>
9	<p>Resources</p> <ol style="list-style-type: none"> 1. Kelly, G. (2000). How to Teach Pronunciation. London: Longman. 2. Roach, Peter. (2000). English Phonetics and Phonology: A Practical Course. Cambridge: Cambridge University Press 3. Baker, A. (2012). EDGT934 Teaching Pronunciation and Prosody. On Campus delivery Spring semester. University of Wollongong. 4. Birjandi, Parviz, Mohammad Ali Salmani-Nodoushan. (2005). An Introduction To Phonetics. Iran: Zabankadeh Publications. 5. Brazil, D. (1997). The Communication Value of Intonation in English. Cambridge: Cambridge university press. 6. Cox, Felicity and Robert Mannell. (2014). Phonetics and Phonology. Accessed on July 19, 2014 from http://clas.mq.edu.au/speech/phonetics/transcription/phonetic_transcription/phonetic_transcription.html 7. Cox, Felicity and Robert Mannell. (2014). Phonetics and Phonology. Accessed on July 19, 2014 from http://clas.mq.edu.au/speech/phonetics/transcription/exercises/exercises_phonemic.html 8. http://courses.nus.edu.sg/ 9. http://www.really-learn-english.com/word-stress.html#1 10. http://www.uv.es/anglotic/phonology/suprasegmental_phonology/juncture_exer

cise/

11. Ladefoged, Peter, Keith Johnstone. (2006). A Course in Phonetics. Boston: Wadsworth.
12. Libert, Alan. (2009). The Sounds and Sound System of English: Lecture Notes, The University of Newcastle Australia.
13. Meyer, Charles F. (2009). Introducing English Linguistics. Cambridge: Cambridge University Press.
14. Ramelan. (1985). English Phonetics. Semarang: IKIP Semarang Press.
15. Wells, J.C. (n.d). Phonetic Transcription and Analysis. Accessed on July 16, 2014 from www.phon.ucl.ac.uk/home/wells/transcription-ELL.pdf
16. Wennerstrom, A. (1994). Intonational meaning in English discourse: A study of non-native speakers. Applied Linguistics, 15(4), 399-421.

Rubric Descriptor Scales:

	OVERALL PHONOLOGICAL CONTROL	SOUND RECOGNITION AND ARTICULATION	PROSODIC FEATURES
C2	Can employ the full range of phonological features in the target language with a high level of control – including prosodic features such as word and sentence stress, rhythm and intonation – so that the finer points of his/her message are clear and precise. Intelligibility and effective conveyance and enhancement of meaning are not affected in any way by features of accent that may be retained from other language(s).	Can consciously incorporate relevant features of regional and socio-linguistic varieties of pronunciation appropriately. Can articulate virtually all the sounds of the target language with clarity and precision.	Can exploit prosodic features (e.g. stress, rhythm and intonation) appropriately and effectively in order to convey finer shades of meaning (e.g. to differentiate and emphasise).
C1	Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language, some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility at all.	Can recognise features of regional and socio-linguistic varieties of pronunciation and consciously incorporate the most prominent of them in his/her speech. Can articulate virtually all of the sounds of the target language with a high degree of control. He/she can usually self-correct if he/she noticeably mispronounces a sound.	Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness. Can vary intonation and place sentence stress correctly in order to express precisely what he/she means to say.
B2	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly. Accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.	Can recognise common words when pronounced in a different regional variety from the one(s) he/she is accustomed to. Can articulate a high proportion of the sounds in the target language clearly in extended stretches of production; is intelligible throughout, despite a few systematic mispronunciations. Can generalise from his/her repertoire to predict the phonological features of most unfamiliar words (e.g. word stress) with reasonable accuracy (e.g. whilst reading).	Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from other languages he/she speaks.
B1	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. Accent is generally influenced by other language(s) he/she speaks, and this may occasionally affect intelligibility.	Can articulate the majority of the sounds of the target language reasonably clearly in extended speech. (B1+) NOT USED	Can approximate common prosodic features of the target language in longer utterances (e.g. rising intonation for open questions), in order to convey the appropriate meaning. (B1+) NOT USED
		Can recognise when his/her comprehension difficulty is caused by a regional variety of pronunciation. Is generally intelligible throughout, despite regular mispronunciation of individual sounds and words he/she is less familiar with.	Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks.
A2	Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.	Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds. Systematic mispronunciation of phonemes does not hinder intelligibility, provided the interlocutor makes an effort to recognise and adjust to the influence of the speaker's language background on pronunciation.	Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.
A1	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of his/her language group. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	Can reproduce sounds in the target language if carefully guided. Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds).	Can use the prosodic features of a limited repertoire of simple words and phrases intelligibly, in spite of a very strong influence on stress, rhythm, and/or intonation from other language(s) he/she speaks; his/her interlocutor needs to be collaborative.