Module/		Student	Credits	Semester		Duration	
С	ourse	workload	(ECTS)	1 <sup>st</sup>	2 sks	16 meetings	
code		2 sks	2 CU x		2 CU X 16 = 32		
		5 hours 40	1,5= 3				
61003		mins per week	ECTS				
1	Types of	of courses	-	ontact	Independent	Class size	
	a) Com	pulsory		ours	study	30 students	
	cour	sework	2	sks	2 sks		
				x 50 =	2 CU X 120		
				=1 hour, mins	= 240 = 4		
2	Preregi	uisites for partic	-		hours		
-							
3	- Learnin	g Outcomes (Pl	0 + C(0)				
•	200	.g e atoonioo (i i					
		Description:					
					w to pronounce Eng		
	course teaches students how to pronounce vowels, consonants, syllables, words						
	phrases	, and sentences	using a va	riety of strate	egies. The content is	provided in aud	
	phrases and vide	, and sentences eo format for thoro	using a va ough listeni	riety of strate	egies. The content is e pronunciation pract	provided in aud tice. The emphas	
	phrases and vide of class	, and sentences eo format for thoro exercises is on l	using a va bugh listeni learning to	riety of strate ng and precis pronounce E	egies. The content is e pronunciation pract nglish words, phrase	provided in aud tice. The emphas es, and sentence	
	phrases and vide of class as well a	s, and sentences eo format for thoro exercises is on l as stress patterns	using a va bugh listeni earning to s, intonatior	riety of strate ng and precis pronounce E n, attention, a	egies. The content is e pronunciation pract nglish words, phrase nd conditional circum	provided in aud tice. The emphases, and sentence stances. Studen	
	phrases and vide of class as well a learn ho	s, and sentences eo format for thoro exercises is on l as stress patterns ow to pronounce	using a va bugh listeni earning to s, intonation e English c	nriety of strate ng and precis pronounce E n, attention, a correctly by li	egies. The content is e pronunciation pract nglish words, phrase nd conditional circum stening and practicir	provided in aud tice. The emphases, and sentence stances. Studen ng. They will als	
	phrases and vide of class as well a learn ho	s, and sentences eo format for thoro exercises is on l as stress patterns ow to pronounce	using a va bugh listeni earning to s, intonation e English c	nriety of strate ng and precis pronounce E n, attention, a correctly by li	egies. The content is e pronunciation pract nglish words, phrase nd conditional circum	provided in aud tice. The emphas es, and sentence istances. Studen ng. They will als	
	phrases and vide of class as well a learn ho practice	s, and sentences eo format for thoro exercises is on l as stress patterns ow to pronounce	using a va bugh listeni learning to s, intonatior English c ith friends t	nriety of strate ng and precis pronounce E n, attention, a correctly by li	egies. The content is e pronunciation pract nglish words, phrase nd conditional circum stening and practicir	provided in aud tice. The emphas es, and sentence istances. Studen ng. They will als	
	phrases and vide of class as well a learn ho practice <b>Program</b> <b>PLO 1</b> (	s, and sentences eo format for thoro exercises is on l as stress patterns ow to pronounce in groups and wi m Learning Outo Graduates are ex using competence	using a va bugh listeni earning to s, intonatior English c ith friends t comes: pected to b ce in the fie	nriety of strate ng and precis pronounce E n, attention, a correctly by lis to enhance th be able to play lds of languag	egies. The content is e pronunciation pract nglish words, phrase nd conditional circum stening and practicir	provided in aud tice. The emphas es, and sentence istances. Studen ng. They will als ation.	
	phrases and vide of class as well a learn ho practice <b>Prograr</b> <b>PLO 1</b> (	s, and sentences eo format for thoro exercises is on l as stress patterns ow to pronounce in groups and with <b>n Learning Outo</b> Graduates are ex using competence innovative and co	using a va bugh listeni earning to s, intonatior English c ith friends t comes: pected to b ce in the fie competitive	ariety of strate ng and precis pronounce E n, attention, a correctly by lis to enhance th be able to play lds of languag works.	egies. The content is e pronunciation pract nglish words, phrase nd conditional circum stening and practicir eir English pronuncia / a role as creative in ge, literature and cult	provided in aud tice. The emphas es, and sentence stances. Studen ng. They will als ation. dustry players by ure to produce	
	phrases and vide of class as well a learn ho practice <b>Program</b> <b>PLO 1</b> (	s, and sentences to format for thoro exercises is on l as stress patterns by to pronounce in groups and with <b>m Learning Outo</b> Graduates are ex using competence innovative and co Graduates are ex	using a va bugh listeni earning to s, intonation English c ith friends t comes: pected to b ce in the fie pompetitive to pected to b	ariety of strate ng and precis pronounce E n, attention, a correctly by lis to enhance th be able to play lds of languag works. be able to act	egies. The content is e pronunciation pract nglish words, phrase nd conditional circum stening and practicir eir English pronuncia y a role as creative in ge, literature and cult as research assistan	provided in aud tice. The emphas es, and sentence istances. Studen ng. They will als ation. dustry players by ure to produce ts, namely young	
	phrases and vide of class as well a learn ho practice <b>Program</b> <b>PLO 1</b> ( <b>PLO 2</b> (	s, and sentences to format for thoro exercises is on I as stress patterns by to pronounce in groups and with <b>m Learning Outo</b> Graduates are ex using competence innovative and co Graduates are ex scholars who have	using a va bugh listeni learning to s, intonation English c ith friends t comes: pected to b ce in the fie pected to b ve critical th	ariety of strate ng and precis pronounce E n, attention, a correctly by li- co enhance th be able to play lds of languag works. be able to act ninking to solv	egies. The content is e pronunciation pract nglish words, phrase nd conditional circum stening and practicir eir English pronuncia / a role as creative in ge, literature and cult	provided in aud tice. The emphas es, and sentence istances. Studen ng. They will als tion. dustry players by ure to produce ts, namely young society.	
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	phrases and vide of class as well a learn ho practice Program PLO 1 ( PLO 2 ( PLO 3 (	s, and sentences eo format for thoro exercises is on l as stress patterns by to pronounce in groups and wi m Learning Outo Graduates are ex using competence innovative and co Graduates are ex scholars who hav Graduates are ex	using a va bugh listeni learning to s, intonation English c ith friends t comes: pected to b ce in the fie pected to b ve critical th pected to b	ariety of strate ng and precis pronounce E n, attention, a correctly by lis to enhance th be able to play lds of languag works. be able to act ninking to solv be able to play	egies. The content is e pronunciation pract nglish words, phrase nd conditional circum stening and practicir eir English pronuncia / a role as creative in ge, literature and cult as research assistan /e problems faced in / a role as academici	provided in aud ice. The emphas es, and sentence istances. Studen ng. They will als ation. dustry players by ure to produce ts, namely young society. ans, namely	
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	phrases and vide of class as well a learn ho practice Program PLO 1 ( PLO 2 ( PLO 3 ( a Intende	and sentences eo format for thoro exercises is on l as stress patterns ow to pronounce in groups and with <b>m Learning Outo</b> Graduates are ex using competence innovative and co Graduates are ex scholars who hav Graduates are ex ctivists in the wor	using a va bugh listeni learning to s, intonation English c ith friends t comes: pected to b pected to b ve critical th pected to b ve critical th pected to b ve critical th pected to b	ariety of strate ng and precis pronounce E n, attention, a correctly by li- co enhance th be able to play lds of languag works. be able to act ninking to solv be able to play ation who hav	egies. The content is e pronunciation pract nglish words, phrase nd conditional circum stening and practicir eir English pronuncia / a role as creative in ge, literature and cult as research assistan /e problems faced in / a role as academici	provided in aud tice. The emphases, and sentence estances. Studen ng. They will als ation. dustry players b ture to produce ts, namely young society. ans, namely professionalism.	
	phrases and vide of class as well a learn ho practice Program PLO 1 ( PLO 2 ( PLO 3 ( a Intende	and sentences eo format for thoro exercises is on l as stress patterns ow to pronounce in groups and with <b>m Learning Outo</b> Graduates are ex using competence innovative and co Graduates are ex scholars who hav Graduates are ex ctivists in the wor	using a va bugh listeni earning to s, intonatior English c ith friends t comes: pected to b ce in the fie pected to b ve critical th pected to b ve critical th pected to b d of educa	ariety of strate ng and precis pronounce E n, attention, a correctly by li- co enhance th be able to play lds of languag works. be able to act ninking to solv be able to play ation who hav	egies. The content is e pronunciation pract nglish words, phrase nd conditional circum stening and practicin eir English pronuncia / a role as creative in ge, literature and cult as research assistan /e problems faced in / a role as academici e intellectuality and p	provided in aud tice. The emphases, and sentence estances. Studen ng. They will als ation. dustry players b ture to produce ts, namely young society. ans, namely professionalism.	
	phrases and vide of class as well a learn ho practice Program PLO 1 ( PLO 2 ( PLO 3 ( a Intende ILO 1	and sentences co format for thoro exercises is on I as stress patterns ow to pronounce in groups and with <b>m Learning Outo</b> Graduates are ex using competence innovative and co Graduates are ex scholars who hav Graduates are ex ctivists in the wor ed Learning Outo Students are able based on religiou	using a va pugh listeni earning to s, intonation English c ith friends t comes: pected to b rected to b ve critical th pected to b	ariety of strate ng and precis pronounce E n, attention, a correctly by lis to enhance th be able to play lds of languag works. be able to play ation who hav esponsibilities norals, and ef	egies. The content is e pronunciation pract nglish words, phrase nd conditional circum stening and practicin eir English pronuncia / a role as creative in ge, literature and cult as research assistan /e problems faced in / a role as academici e intellectuality and p	provided in aud tice. The emphases, and sentence estances. Studen ng. They will als attion. dustry players by ure to produce ts, namely young society. ans, namely professionalism.	
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	phrases and vide of class as well a learn ho practice Program PLO 1 ( PLO 2 ( PLO 3 ( a Intende ILO 1 ( ILO 2 ( ILO 3 (	and sentences co format for thoro exercises is on I as stress patterns ow to pronounce in groups and with <b>m Learning Outo</b> Graduates are ex using competence innovative and co Graduates are ex scholars who hav Graduates are ex scholars who hav Graduates are ex scholars who hav Graduates are ex scholars who hav Graduates are ex scholars are able based on religiou Students are able society and envir Students are able	using a va bugh listeni learning to s, intonation English c ith friends t comes: pected to b pected to b ve critical th pected to b ve critical th pected, to b ve critical th to b ve critical th ve cri	ariety of strate ng and precis pronounce E n, attention, an correctly by li- co enhance th be able to play lds of languag works. be able to act ninking to solv be able to play ation who hav esponsibilities norals, and effect entrepreneur strate languag	egies. The content is e pronunciation pract nglish words, phrase nd conditional circum stening and practicin eir English pronuncia / a role as creative in ge, literature and cult as research assistan / e problems faced in / a role as academici e intellectuality and p s in performing acade thics. ship values in coope ge skills by using pro	provided in aud tice. The emphases, and sentence estances. Studen ng. They will als ation. dustry players be ure to produce ts, namely young society. ans, namely professionalism. emic activities rating with the per English.	
	phrases and vide of class as well a learn ho practice Program PLO 1 ( PLO 2 ( PLO 3 ( a) Intende ILO 1 ( ILO 2 ( ILO 3 ( ILO 3 ( ILO 5 (	and sentences eo format for thoro exercises is on l as stress patterns ow to pronounce in groups and with <b>m Learning Outo</b> Graduates are ex using competence innovative and co Graduates are ex scholars who hav Graduates are ex ctivists in the wor ed Learning Outo Students are able based on religiou Students are able society and envir Students are able Students are able	using a va pugh listeni earning to s, intonation English c ith friends t comes: pected to b ve critical th pected to b	ariety of strate ng and precis pronounce E n, attention, all correctly by lis to enhance th be able to play lds of languag works. be able to act ninking to solv be able to play ation who hav esponsibilities norals, and eff entrepreneur strate languag	egies. The content is e pronunciation pract nglish words, phrase nd conditional circum stening and practicir eir English pronuncia y a role as creative in ge, literature and cult as research assistan ye problems faced in y a role as academici e intellectuality and p s in performing acade thics. ship values in coope ge skills by using pro- in both spoken and	provided in aud tice. The emphases, and sentence estances. Studen ng. They will als ation. dustry players b ture to produce ts, namely young society. ans, namely professionalism. emic activities rating with the per English.	
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	phrases and vide of class as well a learn ho practice Program PLO 1 (0 PLO 2 (0 PLO 3 (0 a Intende ILO 1 ILO 2 ILO 3 ILO 5	and sentences co format for thoro exercises is on I as stress patterns ow to pronounce in groups and with <b>m Learning Outo</b> Graduates are ex using competence innovative and co Graduates are ex scholars who hav Graduates are ex scholars who hav Graduates are ex scholars who hav Graduates are ex scholars who hav Graduates are ex scholars are able based on religiou Students are able society and envir Students are able Students are able Students are able Students are able Students are able	using a va pugh listeni earning to s, intonation English c ith friends t comes: pected to b re in the fie oppetitive pected to b ve critical th pected to b ve to uphold conment.	ariety of strate ng and precis pronounce E n, attention, an correctly by lis to enhance th be able to play lds of languag works. be able to play ation who hav esponsibilities norals, and eff entrepreneur strate languag ate their ideas d non-acaden	egies. The content is e pronunciation pract nglish words, phrase nd conditional circum stening and practicir eir English pronuncia / a role as creative in ge, literature and cult as research assistan /e problems faced in / a role as academici e intellectuality and p s in performing acade thics. ship values in coope ge skills by using pro in both spoken and nic contexts.	provided in aud tice. The emphases, and sentence estances. Studen ng. They will als attion. dustry players b ure to produce ts, namely young society. ans, namely professionalism. emic activities rating with the per English. written forms in	

	Course Learning Outcomes						
	Course Learning Outcomes: On completion of this course, the students will be able to:						
1	1. Capable of recognizing and pronouncing the 43 sounds of English through audio,						
	video and interactive activities.						
	2. Capable of putting the 43 sounds of English together in clear, intelligible speech						
4	Subject aims/Content						
	Meeting 1-2 Introduction to the	course					
	Meeting 1-2. Introduction to the course Students are able to comprehend the fundamental principles of Englis						
	Pronunciation and able to recognize organs of speech						
	Meeting 3-6. English Consona		and avhibit concenent	agunda production			
	and pronunciation	•	and exhibit consonant	sounds production			
	Meeting 7-9. Vowel sounds						
		to recognize a	and exhibit vowel soun	ds production and			
	pronunciation						
	Meeting10-11. Diphthong sour	nds					
			and exhibit Diphthong	sounds production			
	and pronunciation	Ū					
	Meeting 12-16. Supra segmen		analyze on Prosodic a	papagta of English			
			stress, intonation and				
	speech.	io oynabio, c					
5	Teaching methods						
	Lectures, discussions, case stud	dies (individua	al and group work) p	roject work (aroun			
	work)		a and group work), p	oject work (group			
	,						
6	Assessment methods						
Ŭ	1. Class Participation						
	In order to maximize the learnin	g opportunitie	es in this course, stud	lents are not only			
				required to be present for all class sessions, having completed all units coverage, but the			
	are also expected to interact with peers and the topics as directed in class discussions						
1	and activities.						
	2. Test						
	2. Test There are going to be summative <sup>•</sup>	test at every e					
	There are going to be summative	test at every e					
	There are going to be summative 3. Final Test	-	end of 3 units	class discussions			
	There are going to be summative 3. Final Test The semester's work will culmina	-	end of 3 units	class discussions			
	There are going to be summative 3. Final Test	-	end of 3 units	class discussions			
	There are going to be summative 3. Final Test The semester's work will culmina	-	end of 3 units	class discussions			
	There are going to be summative 3. Final Test The semester's work will culmina features.	-	end of 3 units	class discussions			
	There are going to be summative 3. Final Test The semester's work will culmina features. <b>Assessment Summary:</b>	te in a final te	end of 3 units est of a summary for th <b>Due</b>	class discussions			
	There are going to be summative 3. Final Test The semester's work will culmina features. <b>Assessment Summary:</b> <b>Assessment Task</b> Test – Consonant Sounds	te in a final te Task Type	end of 3 units est of a summary for th <b>Due</b>	class discussions ne typical prosodic Weighting			
	There are going to be summative 3. Final Test The semester's work will culmina features. Assessment Summary: Assessment Task	te in a final te <b>Task Type</b> Summative Summative	end of 3 units est of a summary for th <b>Due</b> Week 3	class discussions ne typical prosodic <b>Weighting</b> 10%			
	There are going to be summative 3. Final Test The semester's work will culmina features. <b>Assessment Summary:</b> <b>Assessment Task</b> Test – Consonant Sounds	te in a final te <b>Task Type</b> Summative	end of 3 units est of a summary for th <b>Due</b>	class discussions ne typical prosodic Weighting			
	There are going to be summative 3. Final Test The semester's work will culmina features. <b>Assessment Summary:</b> <b>Assessment Task</b> Test – Consonant Sounds Test – Vowel Sounds	te in a final te <b>Task Type</b> Summative Summative Summative	end of 3 units est of a summary for th <b>Due</b> Week 3 Week 6	class discussions ne typical prosodic <b>Weighting</b> 10%			
	There are going to be summative 3. Final Test The semester's work will culmina features. <b>Assessment Summary:</b> <b>Assessment Task</b> Test – Consonant Sounds Test – Vowel Sounds	te in a final te <b>Task Type</b> Summative Summative	end of 3 units est of a summary for th <b>Due</b> Week 3 Week 6 Week 8	class discussions ne typical prosodic <b>Weighting</b> 10% 10% 30%			
	There are going to be summative 3. Final Test The semester's work will culmina features. <b>Assessment Summary:</b> <b>Assessment Task</b> Test – Consonant Sounds Test – Vowel Sounds Test – Midterm	te in a final te <b>Task Type</b> Summative Summative Summative Summative	end of 3 units est of a summary for th <b>Due</b> Week 3 Week 6 Week 8 Week 12	class discussions ne typical prosodic <b>Weighting</b> 10% 10% 30%			

	Features	
	<b>Note</b> that attendance at lectures is compulsory and that <b>10%</b> will be awarded for attendance and participation in lectures.	
	Assessment Detail 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 to assess the first half of semester coverage unit Assignment 4 is an individual final test to assess the last half of semester coverage unit	
7	This module/course is used in the following study program/s as well	
	-	
8	Module Coordinator	
	Istiqomah Wulandari, M.Ed	
9	Resources	
	<ol> <li>Clear Pronunciation 1-Sounds of English. By Clarity English. @https://www.clarityenglish.com/program/clearpronunciation1/</li> <li>Clear Pronunciation 2-The Sounds in Speech. By Clarity English. @https://www.clarityenglish.com/program/clearpronunciation2/</li> </ol>	

## Rubric Descriptor Scales:

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGES AND LITERATURE STUDY PROGRAMME OF ENGLISH LITERATURE		
	STUDENT TASK GUIDELINE		
COURSE:	English Pronunciation		
CODE:	SBI 61003 CU 2/Semester 1		
TEACHER	Team		
TASK FORM:			
Test			
NAME OF TASK:			
	ion Test (Midterm Test)		
COURSE LEARNING OUTCOME:			
Aural and Articulat	Aural and Articulation Comprehension		
DESCRIPTION			
Students are going be tested on their aural and articulation comprehension and accuracy on			
Vowel and Consonant sounds			
METHOD OF COM	<b>IPLETION</b>		
1. The studen	students are asked to listen to distinguish consonant and vowel sounds.		
	ts are asked to read the selected word list and sentences to test for their		

4. The students upload it in the Flipgrid         OUTCOMES         Object: test on aural and articulation of consonant and vowel sounds         Outcome: the test result on aural and video articulation         INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING         The score is given based on the following rubric:         No       Criteria       Score (Range from 2-3 each criterion)         1       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.         3       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.       100         TIME       Meeting 8         OTHERS       REFERENCES         Clear Pronunciation 1-Sounds of English. By Clarity English.	3.	The students record their articulating the sele video file.	cted word lists and sentences in a
OUTCOMES         Object: test on aural and articulation of consonant and vowel sounds         Outcome: the test result on aural and video articulation         INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING         The score is given based on the following rubric:         No       Criteria       Score (Range from 2-3 each criterion)         1       Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds.       2         2       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.         3       Can use the prosodic features of everyday words and phrases intelligibily, 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.       100         TIME       Meeting 8         OTHERS       REFERENCES	4.		
Outcome: the test result on aural and video articulation         INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING         The score is given based on the following rubric:         No       Criteria       Score (Range from 2-3 each criterion)         1       Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds.       2         2       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.       3         3       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.       100         TIME         Meeting 8         OTHERS			
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING         The score is given based on the following rubric: No       Score (Range from 2-3 each criterion)         1       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.         3       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.       100         TIME         Meeting 8         OTHERS         REFERENCES	Objec	t: test on aural and articulation of consonant ar	id vowel sounds
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No       Criteria       Score (Range from 2-3 each criterion)         1       Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds.       1         2       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.       1         3       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.       100         TIME			GRADING
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