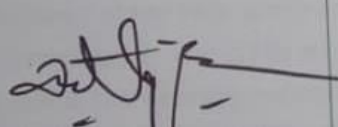
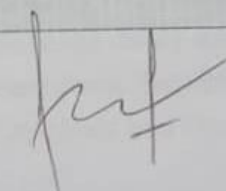




**SEMESTER COURSE UNIT  
ENGLISH EDUCATION STUDY PROGRAM  
STATE ISLAMIC INSTITUTE OF BENGKULU**

		Course	Code	Credit Hours	Semester
<b>I</b>	<b>Course Identity</b>	English Phonetics and Phonology	ING	3	4
		Lecturer	Date	Course Coordinator	Head of Study Program
		 <u>Detti Lismayanti, M.Hum</u> NIP. 197712222009012006	Bengkulu, March, 2019		 <u>Feny Martina, M.Pd</u> NIP. 198703242015032002
<b>II</b>	<b>Course Description</b>	<p>1. This course is the branch course of Linguistics course and the first time given to the fourth semester students after having Introduction to Linguistics Course.</p> <p>2. This course is to explain how English is pronounced in the accent normally chosen as the standard for people learning the English spoken in England.</p> <p>3. At the comparatively advanced level at which this course is aimed, it is usual to present this</p>			

		<p>information in the context of a general theory about speech sounds and how they are used in language; this theoretical context is called phonetics and phonology. Why is it necessary to learn this theoretical background?</p> <p>4. A similar question arises in connection with grammar: At lower level of study one is concerned simply with setting out how to form grammatical sentence but people who are going to work with the language at an advanced level as teacher researchers need the deeper understanding provided by the study of grammatical theory. And related areas of linguistics. The theoretical material in the present course is necessary for anyone who needs to understand the principles regulating the use of sounds in spoken English.</p> <p>5. The first part of the course is mainly concerned with identifying and describing the phonemes of English. The second and third material deal with vowels and the fourth material deals with some consonants after this preliminary contact with the practical business of how some English sounds are pronounced, The fifth material looks at the phoneme and at the use of symbols in a theoretical way, while the corresponding audio unit revise the material of .</p> <p>6. After the phonemes of English have been introduced, the rest of the course goes on to look at larger units of speech such as the syllable and at aspects of speech such as stress (which could be roughly described as the relative strength of a syllable). And intonation (The use of the pitch of the voice to convey meaning).</p> <p>7. After studying the material the students are able to understand:</p> <ol style="list-style-type: none"> <li>The production of speech sounds</li> <li>Long vowels, diphthongs and triphthongs</li> <li>Voicing and consonant</li> </ol>
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		<ul style="list-style-type: none"> <li>d. Phonemes and symbols</li> <li>e. Fricatives and affricatives</li> <li>f. Nasals and other consonants</li> <li>g. The syllable</li> <li>h. Strong and weak syllable</li> <li>i. Stress in simple words</li> <li>j. Complex words stress</li> <li>k. Weak forms</li> <li>l. Problem in phonemic analysis</li> <li>m. Aspects of connected speech</li> <li>n. Intonation</li> <li>o. Function of intonation</li> <li>p. Varieties of English pronunciation</li> <li>q. Other sources of variation</li> </ul>
<b>III</b>	<b>Program Learning Outcomes (PLO)</b>	<p>The student will understand about:</p> <ol style="list-style-type: none"> <li>1. The production of speech sounds: The students will be explained about the Articulators above the larynx, will be introduced about the Vowel and consonant and also about the English short vowels.</li> <li>2. The students can differentiate and use Long vowels, diphthongs and triphthongs, English long vowels.</li> <li>3. The students are able to differentiate and use the Voicing and consonant sounds, know the place</li> </ol>

		<p>and the function of The larynx, The students also know Respiration and voicing sounds, Plosives sounds. The students also know and can differentiate plosives sounds generally and the English plosives and the students also know the Fortis and Lennis.</p> <ol style="list-style-type: none"> <li>4. The students know about Phonemes and symbols and can use them in word and sentence. The phonemes</li> <li>5. The students are able to use and differentiate Fricatives and affricatives sounds and know how to produce Fricatives and affricatives.</li> <li>6. The students are able to produce and use Nasals and other consonants and differentiate them.</li> <li>7. The students are able to explain the concept of The syllable, The nature of the syllable and The structure of English syllable and about the Syllable division</li> <li>8. The students are able to use Strong and weak syllable, The vowels, Close front and close back vowels and Syllabic consonants</li> <li>9. The students can use Stress in simple words, understand The nature of stress, Level of stress, and Stress within the word</li> <li>10. The students can use Complex words stress, Suffix word, Prefixes, Compound word, Variable stress and Word class pairs</li> <li>11. The students know how to use Weak forms</li> <li>12. The student are able to do phonemic analysis in the scope of Africatives, The English vowel systems, The syllabic consonants, Cluster of s with plosives, Distinctive features</li> <li>13. The students are able to know about Aspects of connected speech, Rhythm, Assimilation, Elision and Linking</li> <li>14. The students can use the Intonation, Form and function in intonation, Tone and tone languages,</li> </ol>
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		<p>Complex tones and pitch height, Some functions of English tones, Tones on other words, The tone units, The structure of tone units, Pitch possibilities in the simple tone units, Fall-rise and rise-fall tones followed by a tail, High and low heads, Problems in analyzing the form of intonation, and Auto segmental treatment of intonation</p> <p>15. The students are able to understand about Function of intonation, The attitudinal function of intonation, Expressing attitude, The accentual function of intonation, The grammatical function of intonation and The discourse function of intonation</p> <p>16. The students are able to understand the Varieties of English pronunciation, The study of variety, the geographical variations and Other sources of variation</p>
<b>IV</b>	<b>Course Learning Outcomes (CLO)</b>	<p>At the end of the course, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Have a strong understanding about sounds, phoneme, vowel and consonants.</li> <li>2. Can use the intonation, stress, in daily live activities</li> <li>3. Know how to produce sound</li> <li>4. Know the place of articulation.</li> <li>5. The students can use Complex words stress, Suffix word, Prefixes, Compound word, Variable stress and Word class pairs</li> </ol>

### **SEMESTER COURSE PLAN**

<b>Sessions</b>	<b>Indicators of Course</b>	<b>Core Materials</b>	<b>Learning Activities</b>	<b>Time</b>	<b>Assessment and</b>	<b>Resources and</b>
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	Learning Outcomes				Assignment	Media
1	<ul style="list-style-type: none"> <li>- Students can identify the nature of the course</li> <li>- Students can identify activities to do and efforts made over the course</li> <li>- Students can identify a topic they are going to write for their research proposal.</li> <li>- Students have background knowledge about the topic they are going to do</li> <li>- Students apply critical thinking they have learnt in previous Linguistics courses</li> <li>- Students cite and reference appropriately</li> </ul>	<p>Introducing the course outline</p> <p>Review of the nature of Phonetics and Phonology.</p> <p>Introducing the nature and the elements of Phonetic and phonology</p> <p>Reminding about, citation and referencing-related aspects they learnt in the previous courses</p>	<ul style="list-style-type: none"> <li>- Lecturer's presentation</li> <li>- Discussion &amp; question and answer</li> <li>- The lecturer assigns the students to do exercises and discuss what they have already</li> </ul>	2x50'	Find some definitions about phonetics and phonology and paraphrase them in one definition.	Syllabus, Handouts, Peter Roach (2009)

2	The students know the Articulators above the larynx, introduced about the Vowel and consonant and also about the English short vowels.	The teacher explain about the Articulators above the larynx, introduced about the Vowel and consonant and also about the English short vowels.	<ul style="list-style-type: none"> <li>- Lecturer's presentation</li> <li>- Discussion &amp; question and answer</li> <li>- The lecturer assigns the students to do exercises and discuss what they have already</li> <li>- Students get feedback from the lecturer on the material</li> </ul>	2x50'	Reading related to the selected topic	Peter Roach (2009), Handouts
3	The students Differentiate and use Long vowels, diphthongs and trip thongs, English long vowels.	Differentiate and use Long vowels, diphthongs and trip thongs, English long vowels.	<ul style="list-style-type: none"> <li>- Lecturer's presentation</li> <li>- Discussion &amp; question and answer</li> </ul> <p>The lecturer assigns the students to do exercises and discuss what they have already</p>	2x50'	Writing the differences about long vowels, dipthong and tripthongs	Peter Roach (2009), Handouts
4	The students can Differentiate and use the voicing and	Differentiate and use the Voicing and	<ul style="list-style-type: none"> <li>- Lecturer's presentation</li> <li>- Discussion &amp; question and answer</li> </ul>	2x50'	Summary and exercises	Peter Roach (2009), Handouts

	consonant sounds, the place and the function of The larynx, Respiration and voicing sounds, Plosives sounds. differentiate plosives sounds generally and the English plosives and the Fortis and Lennis.	consonant sounds, the place and the function of The larynx, Respiration and voicing sounds, Plosives sounds. differentiate plosives sounds generally and the English plosives and the Fortis and Lennis.	- The lecturer assigns the students to do exercises and discuss what they have already			
5	The students can Differentiate Fricatives and affricatives sounds and how to produce Fricatives and affricatives.	Differentiate Fricatives and affricatives sounds and how to produce Fricatives and affricatives.	<ul style="list-style-type: none"> <li>- Lecturer's presentation</li> <li>- Discussion &amp; question and answer,</li> <li>- Watching videos about fricatives and affricatives pronunciation</li> <li>- The lecturer assigns the students to do exercises</li> </ul>	2x50'	Notes and exercises	Peter Roach (2009), Handouts



			and discuss what they have already			
6	The students can producing and produce and use Nasals use Nasals and and other consonants other consonants and differentiate them. and	differentiate them.	<ul style="list-style-type: none"> <li>- Lecturer's presentation</li> <li>- Discussion &amp; question and answer</li> <li>- The lecturer assigns the students to do exercises and discuss what they have already</li> </ul>	2x50'	Questioning and answering	Peter Roach (2009), Handouts
7	Mid semesterTest: Oral test					
8	The students can explain the concept of The syllable, The nature of the syllable and The structure of English syllable and about the Syllable division	explain the concept of syllable, The nature of the syllable and The structure of English syllable and about the Syllable division	<ul style="list-style-type: none"> <li>- Lecturer's presentation</li> <li>- Discussion &amp; question and answer</li> <li>- The lecturer assigns the students to do exercises and discuss what they have already</li> </ul>	2x50'	Students' summary	Peter Roach (2009), Handouts
9	The students can use use Strong and Strong and weak weak syllable,		<ul style="list-style-type: none"> <li>- Lecturer's presentation</li> <li>- Discussion &amp; question and</li> </ul>	2x50'	Students' answer on	Peter Roach (2009),

	syllable, vowels, Close front close back vowels Syllabic consonants	The and and Syllabic consonants	The vowels, Close front and close back vowels and Syllabic consonants	answer - The lecturer assigns the students to do exercises and discuss what they have already		exercises	Handouts
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10	<p>- The students can use use Strong and weaksimple words, syllable, The vowels, Close front and close back vowels and Syllabic consonants</p> <p>- The students can use Complex words stress, Suffix word, Prefixes, Compound word, Variable stress and Word class pairs</p>	<p>Stress in understand The nature of stress, Level of stress, and Stress within the word</p> <p>Using Complex words stress, Suffix word, Prefixes, Compound word, Variable stress and Word class pairs</p>	<p>- Lecturer's presentation</p> <p>- Discussion &amp; question and answer,,The lecturer assigns the students to do exercises and discuss what they have already</p>	2x50'	Students' pronunciation practice and exercises	Students' pronunciation practice and exercises
11	The students can use weak forms	Using Weak forms	<p>- Lecturer's presentation</p> <p>- Discussion &amp; question and answer</p> <p>- The lecturer assigns the</p>	2x50'	Students' pronunciation practice and exercises	Peter Roach (2009), Handouts

			students to do exercises and discuss what they have already			
12	The students can do Phonemic analysis in the scope of Affricatives,	Phonemic analysis in the scope of Affricatives,	<ul style="list-style-type: none"> <li>- Lecturer's presentation</li> <li>- Discussion &amp; question and answer</li> <li>- The lecturer assigns the students to do exercises and discuss what they have already</li> </ul>	2x50'	Students' pronunciation practice and exercises	Peter Roach (2009) Handouts
13	The students know the aspects of connected speech, Rhythm, Assimilation, Elision and Linking	Aspects of connected speech, Rhythm, Assimilation, Elision and Linking	<ul style="list-style-type: none"> <li>- Lecturer's presentation</li> <li>- Discussion &amp; question and answer</li> <li>- The lecturer assigns the students to do exercises and discuss what they have already</li> </ul>	2x50'	Students' pronunciation practice and exercises	Peter Roach (2009), Handouts
14	The students can use the Intonation, Form and function in intonation, Tone and tone languages, Complex	Using the Intonation, Form and function in intonation, Tone and tone	<ul style="list-style-type: none"> <li>- Lecturer's presentation</li> <li>- Discussion &amp; question and answer</li> <li>- The lecturer assigns the students to do exercises and discuss what they have</li> </ul>	2x50'	Students' pronunciation practice and exercises	Peter Roach (2009) Handouts

	<p>tones and pitch height, Some functions of English tones, Tones on other words, The tone units, The structure of tone units, Pitch possibilities in the simple tone units, Fall-rise and rise-fall tones followed by a tail, High and low heads, Problems in analyzing the form of intonation, and Auto segmental treatment of intonation</p>	<p>languages, Complex tones and pitch height, Some functions of English tones, Tones on other words, The tone units, The structure of tone units, Pitch possibilities in the simple tone units, Fall-rise and rise-fall tones followed by a tail, High and low heads, Problems in analyzing the form of intonation, and Auto segmental</p>	<p>already</p>			
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		treatment of intonation				
15	The students can understand the Varieties of English pronunciation, The study of variety, the geographical variations and Other sources of variation	Understanding the Varieties of English pronunciation, The study of variety, the geographical variations and Other sources of variation	<ul style="list-style-type: none"> <li>- Lecturer's presentation</li> <li>- Discussion &amp; question and answer</li> <li>- The lecturer assigns the students to do exercises and discuss what they have already</li> </ul>	2x50'	Students' pronunciation practice and exercises	
16	Semester exam	All material		1x60'	Answering 5 questions	

## REFERENCES

English Phonetics Phonology 4<sup>th</sup> ed. Simard Artizan farm Roach.,  
Peter. 2009. English Phonetics and Phonology. Cambridge.  
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Carr, Philip. 1999. English Phonetics and Phonology.