The 9th DEPISA INTERNATIONAL CONFERENCE
Developing Professionalism through Investigating Practice
24th - 25th June 2015

Faculty of Humanities and Social Sciences
Nakhon Pathom Rajabhat University
Thailand
The 9th DEPISA INTERNATIONAL CONFERENCE
DEVELOPING PROFESSIONALISM THROUGH INVESTIGATING PRACTICE
24-25 June 2015
Faculty of Humanities and Social Sciences
NakhonPathomRajabhat University, Thailand

24 June 2015
08.00 - 09.00  Registration
09.00 - 10.00  Opening Remarks
            - Reporting address by Dean of Faculty of Humanities and Social Sciences
            - Opening address by President of NakhonPathomRajabhat University
10.00 - 10.15  Coffee/tea break
10.15 - 11.15  The “intercultural” at the heart of DEPISA
               Keynote speaker: Professor Lesley Harbon
11.15 - 12.00  Country Report
               “21st Century Skills: Challenges for Thai Higher Education”
               Assistant Professor UsaNoytim
               “Current Development in Thai School and Higher Education”
               Assistant Professor ApipornSatitpakeekul
12.00 - 13.00  Lunch
13.00 - 14.40  Presentation (Parallel Sessions : room I & room II)
14.40 - 15.00  Coffee/tea break
15.00 - 16.40  Presentation (Parallel Sessions : room I & room II)
16.40 - 17.40  Executive Meeting
18.00 - 20.30  Welcome Reception

25 June 2015
08.30 - 09.00  Registration
09.00 - 10.20  Presentation
10.20 - 10.40  Coffee/tea break
10.40 - 12.00  Presentation
12.00 - 13.00  Lunch
13.00 - 14.40  Presentation
14.40 - 15.00  Coffee/tea break
15.00 - 16.00  Workshop on “Preparing your Paper for Publication”
16.00 - 16.30  Closing remarks
The teaching and learning of English pronunciation in Indonesian universities and high schools

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Pronunciation is undeniably an important part of speaking, yet it is less emphasized and adequately taken into account in the teaching and learning of English. This paper investigates the teaching, learning, and assessing of English pronunciation in universities and secondary schools in Indonesia with the purpose to design learning materials and effective ways of teaching, learning, and assessing English pronunciation. This study was carried out in two universities and three secondary schools in Jakarta, Indonesia. Data show that pronunciation teaching and learning in universities and schools are integrated in language skill courses and they are not systemically planned and carried out in classroom activities. The teaching and learning of pronunciation only occurs when the students inaccurately pronounce certain words. The teaching and learning activities are characteristically corrective and reactive rather than intentionally anticipatory and proactive. The problematic issue is that there is not sufficient time for every student to speak and make mistakes in which the teaching and learning of pronunciation may take place. The recommended learning materials of pronunciation are those segmental and suprasegmental phonemes and phonological aspects of linking, assimilation, and omission which are integrated in communicative teaching and learning activities with regard to intelligibility orientation.