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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **English Language and Literature** | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | **Pronunciation in EFL teaching** | | |
| Level of study | | | | **☐Bachelor** ☐ Master’s ☐ Doctoral | | |
| Type of course | | | | ☐ Obligatory**☐ Elective** | | |
| Semester | | | | ☐ Autumn **☐Spring** | | |
| Year of study | | | | 4 | | |
| Number of ECTS allocated | | | | 5 | | |
| Name of lecturer/lecturers | | | | Tatjana Paunović, | | |
| Teaching mode | | | | **☐Lectures** **☐Group tutorials** ☐ Individual tutorials  ☐Laboratory work **☐ Project work** ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| In EFL learning and teaching today, pronunciation has acquired a very ambivalent status, so it is important that EFL teachers should be aware of the controversies and issues related to this aspect of spoken language competence, because they need to make well-informed decisions when it comes to teaching, assessing and integrating pronunciation in different EFL courses. Traditional approaches to EFL teachers' education offered basic theoretical and practical knowledge in English Phonetics and Phonology, which, although doubtlessly important, proved to be difficult to translate into classroom practice. This course offers two things that can help future EFL teachers deal with these issues more successfully – a broader view of the problems, questions and dilemmas highlighted by current research in pronunciation teaching and learning, as well as practical training in designing pronunciation practice materials to fit different students' needs. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| Teaching pronunciation: Problems - T's perspective-,\* why teach pronunciation,\* why we don't teach pronunciation,\* different approaches to pronunciation instruction. Teaching pronunciation: Problems - Ss' perspective -International E/ ELF/ World Englishes – the change in attitudes. FACTORS in pronunciation learning & teaching. EFFECTIVENESS OF INSTRUCTION – Different approaches. Integrating pronunciation practice in EFL teaching. Pronunciation practice for different AGE & LEVEL. Pronunciation practice ACTIVITIES GROUPED BY OBJECTIVES | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| ☐Serbian (complete course) **☐ English (complete course)** ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  ☐Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** | **15%** | | **Written examination** | | | **individual lesson planning project = 30%** |
| **Practical teaching** |  | | **Oral examination** | | |  |
| **Teaching colloquia** | **55% - reports** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |