



Language English Department

College of Basic Education

Salahuddin University –Erbil (SU-E)

Module: Teaching pronunciation: A practical course Course Book

Third Year students

Lecturer's Name: Inst. Dr. Heyder Sabir Hasan

Academic Year: First Semester: 2022-2023

Course Book

1. Course name	Teaching pronunciation
2. Lecturer in charge	Inst. Dr. Heyder Sabir Hasan
3. Department/ College	English Language / College of Basic Education
4. Contact	e-mail: Heyder.hasan@su.edu.krd 07504650583
5. Time (in hours) per week	Theory: 1 Practical: 1
6. Office hours	Availability of the lecturer to the student during the week
7. Course code	

8. Teacher's academic profile	<ul style="list-style-type: none"> • Got master degree (MA) in Applied Linguistics/ College of Labguages/ Salahaddin University (2013) • Teaching at College of Basic Education/ Salahaddin University since 2014 • Interested in teaching. • My philosophy & aim in teaching is to make students have enough information & there must be reward and punishment in teaching to advise students.
9. Keywords	
10. Course overview:	<p>Most teachers agree that they want their students to be able to speak English with good pronunciation. But what does that mean? What is good pronunciation? One answer might be “sounding like a native speaker.” However, this answer is problematic for a couple of reasons. First, it’s hard to define what “a native speaker” sounds like. There are so many varieties of English and so much variation within each type that it’s almost impossible to define that elusive “ideal” pronunciation. Trying to sound like a native speaker is like throwing a ball at a moving target—difficult, frustrating, and likely to fail. Another problem is that very few learners will ever be able to sound exactly like their preferred pronunciation model, no matter how hard or how long they try. This is especially true for adult learners and for those who don’t constantly hear English in their daily lives. Whatever the definition, speaking with nativelike pronunciation is not an easy goal to reach.</p>
11. Course objective:	<p>A more realistic goal, and one that more and more teachers and researchers recommend, is intelligible pronunciation—speaking in a way that most listeners, both native and nonnative speakers, can understand without too much effort or confusion. It’s not a bad thing if you can still tell that the speaker comes from a particular country or region, as long as the speaker can be easily understood</p>
12. Student's obligation	<p>Students are supposed to:</p> <ul style="list-style-type: none"> –Attendance –Participation –Preparation –Practice regarded absent for an hour in this lesson.
13. Forms of teaching	<p>Task-based approach and studetns-centered will mainly be implemented. In and out of class activities will be conducted.</p>
14. Assessment scheme	

There is a daily assessment out of 20 on the basis of student's translation and interpretation practices.

There is a monthly test out of 20, and

There is a final exam out of 60

15. Student learning outcome:

As future teachers, the students will be able to accurately teach English Language Pronunciation at Basic Schools.

16. Course Reading List and References:

-How to Teach Pronunciation. By Gerald Kelly. 2000.

17. The Topics:

Theoretical

What is Pronunciation?
Do we need to teach pronunciation?
Basic Principles of teaching pronunciation
Using phonemic symbols.
Individual sound :vowels and consonants
Teaching individual sounds
Connected speech
Teaching connected speech
Word stress
Teaching word stress
Sentence stress
Teaching sentence stress
Intonation . rhythm
Teaching intonation and Rhythm
Comparative drills
Substitutional drills
Using silent way method
Implementing implicit and explicit strategies

Practical

Students Practical
Teaching inside the Class.

18. Practical Topics

The lecture is divided into two parts, the first part is theoretical mostly taught by the teacher the second part is allocated to practice mostly presented by students.

19. Examinations:

20. Extra notes:

21. Peer review

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