

A REVIEW OF THE ELECTIVE LINGUISTICS COURSES AT THE ENGLISH DEPARTMENT

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Abstract. *The paper is a review of the undergraduate elective linguistics courses at the English Department of the Faculty of Philosophy, University of Niš. The review presents the elective linguistics courses offered in the Accreditations 2008, 2014 and 2021. The first aim is to show which theoretical and applied linguistics elective courses are offered in the three curricula. Another aim is to give a brief overview of the course descriptions, note the changes in them across the curricula and compare the ratio between the elective theoretical and applied linguistics courses in the curricula. It is evident that the numbers of both elective theoretical and applied linguistics courses rise in each subsequent accreditation. This increasing number of elective linguistics courses provides students with further opportunities to choose the courses that agree with their interests.*

Key words: *elective linguistics courses, curriculum, English Department, Faculty of Philosophy, University of Niš*

1. INTRODUCTION

This is a review of the elective linguistics courses which have been taught at the English Department of the Faculty of Philosophy in Niš. The introduction of elective courses in the curriculum is an important shift in the approach to teaching and learning in higher education in Serbia, aimed at encouraging student agency. Thus far, three accredited curricula at the Faculty of Philosophy in Niš have incorporated elective courses: the first

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curriculum was introduced in 2008¹, the second in 2014², and the latest in 2021³. The elective courses are organized into separate categories.

The paper addresses undergraduate elective linguistics courses at the English Department. For the purposes of this review, elective linguistics courses are classified into two groups: theoretical linguistics electives and applied linguistics electives⁴. The two-way classification is based on Crystal's (2008, 139–140; 206–207; 283–284) considerations and definitions of theoretical (or general) and applied linguistics⁵. Theoretical linguistics is the scientific study of general principles for all languages and the characteristics of human language, and it is closely related to descriptive linguistics, which examines particular language systems. As description cannot be separated from analysis, which is based on theory, it can be concluded that theoretical linguistics examines theoretical, descriptive and comparative aspects of the study of languages. Also, theoretical linguistics can be contrasted with fields of linguistics that have an interdisciplinary or applied adjustments. In applied linguistics, different theories and methods are used to discuss language issues. As regards theoretical linguistics, the courses at the English Department in Niš tackle topics in morphology, phonology, phonetics, syntax, semantics, and pragmatics. As for applied linguistics courses, they discuss issues in language teaching, methodology, and culture.

According to the requirements of each curriculum, in addition to the core courses, students take a certain number of elective courses in the majority of the semesters. It is important to note that there are restrictions on the number and type of elective courses students are required/allowed to take in a semester. Namely, since all elective courses are organized into categories, in every curriculum, students are instructed how many courses they are to take from each category. Depending on the curriculum and on the semester, the number of categories ranges from one to three. Many of these elective categories include courses other than linguistics ones: literature courses, culture-related courses, and courses offered by the other departments at the Faculty of Philosophy. Also, elective courses in other foreign languages are offered (in all three curricula: French, German, Russian, and Greek; in the Accreditation 2014, Italian courses were also on offer). Non-linguistics courses as well as courses in other foreign languages are not discussed in this paper.

2. THE ACCREDITATIONS 2008, 2014 AND 2021

This section gives a brief overview of all the elective linguistics courses in each of the three accredited curricula in chronological order. For each curriculum, a list of the courses offered is followed by short course descriptions.

2.1. The Accreditation 2008

In this curriculum, the English department offered only twelve linguistics electives, shown in Table 1. The course titles are given in both English and Serbian.

¹ <https://drive.google.com/drive/folders/12FbIi4ROJQgfMKLoxJfMIDaePDA1GGAB>

² <https://drive.google.com/drive/folders/1DNfC6OX8jSyLkZ03Wy0CnPGdvobXrdu1> and https://drive.google.com/drive/folders/1jl1NeHZxD_s-jiM-xBWusQr6iO2VDB47

³ <https://drive.google.com/drive/folders/1HZgRYMqfWkOcVj8GU5H4uvXSekOzhits>

⁴ For an overview of different branches of linguistics, see Crystal (2008, 283–285).

⁵ For more definitions of applied linguistics, see Crystal (2015) and Grabe (2010).

Table 1 Elective linguistics courses in the Accreditation 2008

Semester	English course title	Serbian course title
3	Phonology and Spoken Language English through Debate	Фонологија и говорни језик Енглески језик кроз дебату
4	Descriptive Grammar The Fundamentals of Transformational- Generative Syntax	Дескриптивна граматика Основе трансформационо-генеративне синтаксе
5	Translation Studies 1 English in British Culture	Наука о превођењу 1 Енглески у британској култури
	Translation Studies 2	Наука о превођењу 2
6	Lexicology The Form and the Content – Writing an Academic Paper	Лексикологија Форма и садржина – писање академског рада
7	Linguistics in the Cognitive Sciences	Лингвистика у когнитивним наукама
8	Phonology in EFL Learning Computer-Assisted Language Learning	Фонологија у учењу страног језика Учење језика уз помоћ рачунара

As the table shows, in the first two semesters, there were no linguistics electives, and in the subsequent semesters, the number of these electives varied from one (in semesters 4 and 7) to a maximum of three per semester (in semesters 5 and 6).

Short descriptions of linguistics elective courses from the 2008 curriculum are given below. The descriptions are our abridged English versions of the accredited course descriptions and syllabi in Serbian.

2.1.1. Course descriptions

Phonology and Spoken Language

The focus of this course is on the prosodic features of the English language: syllable structure, the phenomena of connected speech, linguistic prosodic features of speech (tempo, rhythm, pauses, register), contrastive focus, non-linguistic (paralinguistic) properties of speech, intonation, the types and structure of tone groups, dialect, accent (the accents of English, foreign accent, and the role of accent in the overall communicative competence). The course also deals with the phenomena typical of colloquial, informal speech, such as elision, assimilation, coalescence, and liaison.

English through Debate

In this course, students enhance their public speaking and debating skills. They are introduced to different debating strategies and types of debate (informal debate, debate in educational settings, art, science, and technology, debate in the media, political debate, and cross-examination). Students learn how to make, assess, organize, accept, critique, and refute arguments. They are also made aware of the importance of the tone, body language and facial expressions. Debating skills are practiced in both written and spoken formats, by engaging in simulated public speaking scenarios.

Descriptive Grammar

This is a course in inflectional morphology. The lexical and functional categories of English are characterized in terms of the relevant grammatical categories, the identification criteria, the relationship between form, function and meaning. The course includes the tasks

and exercises that check and practically apply the knowledge of the presented theoretical concepts and postulates.

Fundamentals of Transformational-Generative Syntax

The main topics addressed in this course include the basic tenets of TGG, the differences between the generative and structuralist approaches to syntactic analysis, deep structure (phrase structure rules, phrase structure trees, X-bar theory, the Merge operation, theta roles), the transformational component, subject-auxiliary inversion, do-insertion, Wh-movement, vacuous Wh-movement, pied piping. When it comes to complex sentences, the main issues discussed are conjoining and embedding (in both verb and noun phrases). Further topics include extraposition, it-insertion, there-insertion, cleft and pseudo-cleft constructions, and non-finite clauses (PRO-subject, subject and object control, raising).

Translation Studies 1

The objective of this course is, first of all, to familiarize students with the historical development of translation as a scientific field as well as the major original and current theories and approaches in the study of the translation process and the evaluation of translation. The course also addresses more specific topics, such as types of translation (oral, written, machine), translation in EFL teaching, translation and other linguistic disciplines, register and style, literary and technical translation, language competence, and translation competence.

English in British Culture

This course offers students the opportunity to develop communicative, pragmatic, and intercultural competence by focusing primarily on British culture. The topics discussed are English varieties, British humour, cross-cultural communication, multiculturalism, pluriculturalism, and world Englishes. Students also learn about the everyday life, habits and customs of British people, British newspapers, magazines, comic books, film, and TV, as well as the most important British landmarks and London, the capital of the United Kingdom.

Translation Studies 2

Being the continuation of the course **Translation Studies 1**, this course will be of particular interest to students who want to enhance their knowledge in this field and master the relevant strategies and techniques, thus developing translation competence. The initial stages of the translation process entail an analysis of the original text and deciding on the equivalents at word level and above. The final stages concern the analysis and evaluation of translation.

Lexicology

Students will be introduced to the fundamentals of lexicology. More precisely, they will learn about the historical development of lexicology as a linguistic discipline and its links to other related disciplines: morphology, etymology, semantics, phraseology, contact linguistics, corpus linguistics, and lexicography. Furthermore, the course familiarizes students with the basic concepts and terminology in the field, such as lexemes, words, form and meaning, word structure, lexical fields, co-text and context, paradigmatic and syntagmatic relations.

The Form and the Content – Writing an Academic Paper

This course focuses on the process of writing for academic purposes, leading students through different stages of this process: selecting a topic, brainstorming for ideas, focusing the topic bearing in mind the audience and the purpose, devising a thesis statement, producing an outline, doing research, i.e. gathering materials, drafting, revising, and editing the paper for clarity of ideas, language, style, and correct referencing. Students gain knowledge and skills in effective

reading, critical thinking, quoting and paraphrasing, avoiding plagiarism, using different styles for listing references (MLA, Chicago, APA), organizing ideas and materials, and peer revision.

Linguistics in the Cognitive Sciences

The course has been designed to equip students with the knowledge and skills that will enable them to perform complex linguistic analyses of English and Serbian structures and use their knowledge of theoretical linguistics and the cognitive sciences in EFL teaching. The most relevant specific topics the course discusses include generative, conceptual and cognitive linguistics, the biological basis of language, the critical period hypothesis, neurolinguistics, and neurophysiological methods.

Phonology in EFL Learning

This course aims at acquainting students with the current challenges in learning and teaching EFL pronunciation as well as ways to overcome them. The main topics that are covered are world Englishes, global English, lingua franca English, international English, accents and intelligibility, linguistic and paralinguistic prosodic properties of speech. The course also addresses issues such as effectiveness of instruction and ways to integrate pronunciation practice in EFL teaching. Students, future EFL teachers, get practical training in identifying their learners' needs and designing pronunciation practice activities that fit their needs.

Computer-Assisted Language Learning (CALL)

In this course, students learn how to integrate modern ICT in language teaching and learning, primarily from the pedagogical and, to a lesser extent, from the technical perspective. The topics the course addresses include the history and pedagogy of CALL, using e-materials for teaching and learning EFL and the criteria for their selection, using reference e-materials (dictionaries, encyclopedias, CDs, ELT publishers' (companion) sites, consulting sites, sites that offer tests, lesson plans, and other types of interactive and downloadable materials, e-journals (ELT and CALL), newspapers, TV networks), computer-assisted assessment, using authoring tools, the pedagogical and technical aspects of e-learning (CMSs, LMSs, VLEs).

To sum up, as shown by the descriptions given above, five of the offered twelve elective linguistics courses were in theoretical linguistics or were oriented towards theoretical linguistics (*Descriptive Grammar, Fundamentals of Transformational-Generative Syntax, Translation Studies 1, Lexicology, and Linguistics in Cognitive Sciences*), whereas the remaining seven were applied linguistics courses. Therefore, the ratio of theoretical to applied linguistics courses was 1:1.4.

2.2. The Accreditation 2014

In 2014, a new curriculum was introduced at the English department. It contained twenty-eight linguistics electives, whose titles in both English and Serbian are shown in Table 2.

Table 2 Elective linguistics courses in the Accreditation 2014

Semester	English course title	Serbian course title
2	Introduction to the Study of Language	Увод у студије језика
	Functional English	Енглески језик у употреби
3	Integrated Skills: Developing Oral Presentation Skills	Развијање говорних вештина: усмене презентације
	English through Debate	Енглески језик кроз дебат
	Integrated Skills: Reading and Listening Comprehension	Интегрисане вештине: разумевање писаног и говорног језика
4	Descriptive Grammar	Дескриптивна граматика
	Morphosyntax	Морфосинтакса
	Integrated Skills: Critical Reading	Интегрисане вештине: критичко читање
	Integrated Skills: Developing Pragmatic Competence	Интегрисане вештине: развијање прагматичке компетенције
5	Fundamentals of Transformational-Generative Syntax	Основе трансформационо-генеративне синтаксе
	Translation Studies	Теорија и техника превођења
	Intercultural Communicative Competence	Интеркултурна комуникативна компетенција
	Systemic Functional Grammar	Системско-функционална граматика
6	Lexical Elements in English	Лексички елементи енглеског језика
	Lexicology	Основи лексикологије
	The Form and the Content – Writing an Academic Paper	Форма и садржина – писање академског рада
7	Linguistics in the Cognitive Sciences	Лингвистика у когнитивним наукама
	Elements of Culture in English Language Teaching	Елементи културе у настави енглеског језика
	Language Exercises: Translating from English into Serbian	Језички огледи: превођење са енглеског на српски језик
	Grammar in Teaching English as a Foreign Language	Граматика у настави енглеског као страног језика
	Testing in Teaching English as a Foreign Language	Тестирање у настави енглеског као страног језика
	Consecutive Interpreting	Консекутивно превођење
8	Discourse Analysis	Анализа дискурса
	Pronunciation in Teaching English as a Foreign Language	Изговор у настави страног језика
	Computer-Assisted Language Learning	Учење језика уз помоћ рачунара
	Language Exercises: Translating from Serbian into English	Језички огледи: превођење са српског на енглески језик
	A Cognitive Grammar Approach to Teaching English as a Foreign Language	Когнитивно-граматичке методе у настави енглеског језика
Translating Anglophone Poetry	Превођење англофоне поезије	

From the above list it can be seen that elective linguistics courses were offered in all semesters except the first one. The numbers of linguistics electives offered per semester varied considerably – from two (in semesters 2 and 6) to seven (in semester 7).

The course descriptions given in section 2.2.1 are abridged combinations of our translations of the course descriptions in Serbian and the course descriptions in English

submitted by the course lecturers after the curriculum was accredited and included in the English version of the Faculty site. It is important to note that there were seven elective courses in this curriculum that had first been introduced in 2008. Those courses are: *English through Debate*, *Descriptive Grammar*, *Fundamentals of Transformational-Generative Syntax*, *The Form and the Content – Writing an Academic Paper*, *Linguistics in the Cognitive Sciences*, *Computer-Assisted Language Learning*, and the course whose name was changed from *Phonology in EFL Learning* into *Pronunciation in Teaching English as a Foreign Language*. Their descriptions will not be repeated in this section.

2.2.1. Course descriptions

Introduction to the Study of Language

This course builds on **Introduction to the Study of English**, an obligatory course taken in the first semester. Students will acquire further theoretical and practical knowledge as well as skills related to the understanding and use of the basic concepts in general linguistics. The topics covered include writing as a medium of language, popular ideas about language, languages of the world, types of language classification, language and identity, and the history of linguistics. The knowledge and skills gained in this course will serve as a sound foundation for the theoretical linguistics courses in later semesters.

Functional English

This course offers students the opportunity to develop their competence in using English in different contexts, for a variety of purposes. The communicative functions students will master include greeting, agreeing and disagreeing, refusing, speculating, enquiring, offering, expressing gratitude, asking permission, apologizing, congratulating, expressing likes and dislikes, stating preferences, persuading, etc. Students will get ample opportunities to put this knowledge into practice in both spoken and written formats.

Integrated Skills: Developing Oral Presentation Skills

Students interested in enhancing their speaking skills will have the opportunity to improve different aspects of their spoken English, such as pronunciation, accent, fluency, persuasiveness and self-confidence not just in oral presentations but also in speech in general. They will learn about the important prosodic features of the English language, i.e. prominence, stress, tempo, rhythm, pauses, pitch. Special emphasis is placed on intonation. Students will master intonational patterns and will focus on various discourse functions of intonation. Sound changes typical of connected speech will also be addressed (elision, assimilation, liaison).

Integrated Skills: Reading and Listening Comprehension

This course acquaints students with three standardized tests that check the English language skills of non-native English speakers who would like to study or work in an English-speaking country. These are the following: the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) and Cambridge Certificate in Advanced English (CAE). The course concentrates on two skills: reading and listening comprehension. Students have an opportunity to test, learn, practice and improve their reading and listening comprehension skills.

Morphosyntax

This course helps students to master parts of speech in terms of their forms and syntactic functions. They will get an in-depth knowledge of verb, noun, adjective, and adverb phrases. More precisely, they will learn about verb forms (finite and non-finite), aspect (simple, progressive, perfective, and imperfective), modality, postmodification, and complementation (phrasal and clausal).

Integrated Skills: Critical Reading

This course deals with critical reading skills and strategies such as skimming, scanning, summarising, paraphrasing, etc. Students develop their understanding of communicative styles and text types. They also learn how to collect and connect information, identify communicative styles, increase their vocabulary and differentiate between facts and opinions. At the end of the course, students are expected to be able to analyse texts critically in oral and written forms.

Integrated Skills: Developing Pragmatic Competence

Students are provided with the knowledge, skills and strategies for developing pragmatic competence in both learning and teaching English as a foreign language. Some basic concepts and topics relative to the pragmatically competent use of English are presented: communicative competence, communicative domains, verbal and non-verbal communication, prosody, context, socio-cultural background, speech acts. The theoretical notions are practically elaborated with reference to the topic of speech acts. Students learn how to recognize, analyse and differentiate between pragmatically competent and incompetent language use. Also, methods for collecting data are presented, including both digital and non-digital sources.

Translation Studies

Although it includes many of the topics covered in **Translation Studies 1** and **Translation Studies 2** from the previous curriculum (2008), this course also encompasses the following topics: connotations, shifts, the degree of literalness, the style and genre of the original text, metaphor translation, poetry translation, the functions of a text (informative, poetic, aesthetic), and the naturalness of translation.

Intercultural Communicative Competence

This course is designed to raise students' awareness of the importance of intercultural competence in communication and to give them the opportunity to develop their own intercultural competence and positive attitudes towards cultures other than their own. The topics the course covers are: cultural models, subcultures, cultural stereotypes, prejudice, discrimination, British humour, ethnocentrism, multiculturalism, pluriculturalism, culture in the British media, newspapers, magazines, TV shows, series, and films.

Systemic Functional Grammar

The main aim of this course is to acquaint students with the basic concepts related to systemic functional grammar (system, function, metafunctions, lexicogrammar, types of processes, phrases, clauses, semantic roles configurations). Students will be able to analyze sentences in terms of the systemic functional grammar theory and to recognize and interpret the syntactic functions and semantic roles within a sentence.

Lexical Elements in English

In this course, students get acquainted with the fundamental properties of English vocabulary. These include the elements that constitute English lexical items, the morphological principles governing word formation, allomorphy (morphologically, phonologically, grammatically, and

lexically conditioned), doublets, rules such as assimilation, deletion, insertion, lenition, vocalization, and replacement. Students are also familiarized with Greek and Latin elements in the English lexicon.

Lexicology

In addition to discussing many of the topics covered in **Lexicology** from the 2008 curriculum, this course addresses further topics, such as mental lexicon, collocations, dialect, sociolect, chronolect, and stylistic variations. The course also discusses the ways in which the lexical level of language overlaps with, primarily, syntax and semantics.

Elements of Culture in English Language Teaching

The main goal of this course is to introduce students to different techniques for teaching culture (role play, critical incident, assimilator, etc.). The other topics discussed include culture in different approaches/theories, learning styles and cognitive, affective and behavioural domains, applying the techniques for teaching culture, analyzing teaching materials for different learner ages and levels of proficiency, adapting teaching materials and lesson planning. After completing the course, students will be able to integrate elements of culture into their lessons and tailor the techniques they employ to their learners' needs.

Language Exercises: Translating from English into Serbian

This course will be of particular interest to students who want to improve their translation skills. The course focuses on translation from English into Serbian. Students will enhance their theoretical and practical knowledge of grammar, vocabulary and English culture. The coursework includes work on proficiency-level texts characterized by complex syntax, lexical and metaphorical nuances, cultural elements, and the employment of different registers.

Grammar in Teaching English as a Foreign Language

The course addresses a number of issues regarding the place of grammar in EFL teaching in the light of contemporary grammar and EFL/ESL theories. The course discusses topics such as types of grammar, types of syllabi, grammar-based teaching, grammaring, the distinction between form, meaning and use, teaching grammar in context, strategies for addressing grammar errors, mistakes and giving feedback, techniques for grammar presentation, practice and evaluation. By the end of the course, students will be able to evaluate and develop teaching materials for EFL grammar instruction.

Testing in Teaching English as a Foreign Language

In this course, students learn about various language tests, common issues with testing, the criteria a good test should fulfil, the ways in which the validity and reliability of tests are analyzed, the analysis of standardized tests, grading skills and modes of communication, testing vocabulary, grammar, reading, listening, speaking, and writing, assessing translation and learners' projects. On successful completion of the course, students should be able to analyze language tests and to design different types of tests for their learners.

Consecutive Interpreting

This course offers students the opportunity to hone their interpreting skills in different contexts (courts, conferences, state, political, or business meetings, etc.). Students are familiarized with the differences between written and oral translation, and between consecutive and simultaneous interpretation. They also learn different consecutive translation techniques and get ample opportunities to practice consecutive interpreting from English into Serbian and vice versa.

Discourse Analysis

This is an introductory course in discourse analysis. Some of the topics included in the syllabus are the following: definitions of discourse analysis, functions of language, speech and writing, speech genres and speech acts, context, vocabulary and discourse, cohesion and coherence, discourse and knowledge, types of discourse. In addition, two methods/approaches to the analysis of language are presented: conversational analysis (CA) and critical discourse analysis (CDA). The roles of both the speaker and the listener in discourse processing are analyzed.

Language Exercises: Translating from Serbian into English

This is another course which is well-suited to students interested in advancing their translation skills. In this case, the focus is on translation from Serbian into English. Students get a better understanding of the recent theories, challenges, and pitfalls of translation into English. They enhance both their grammar and vocabulary skills primarily by working on their verb forms, synonyms, collocations, semantic fields, and their knowledge of metaphor.

A Cognitive Grammar Approach to Teaching English as a Foreign Language

This course aims to acquaint students with the ways in which the basic principles of cognitive grammar can be employed in EFL teaching in Serbia. The main topics discussed are oriented both to theoretical and practical issues and they include focus, attention, prominence and salience: using the figure/ground gestalt in teaching English, grammar rules as radial categories: prototype theory, metaphor, Langacker's cognitive grammar, and the theory of mental spaces. Students also learn how to apply cognitive grammar to the analysis of modal verbs, the sequence of tenses, prepositions, articles, dependent and independent clauses.

Translating Anglophone Poetry

The course aims at introducing students to the key concepts of literary translation theory and practice, focusing on translating English poetry. Students learn about the concept of equivalence in translation, challenges encountered in translating poetry, such as cultural references, register, tone, style, metre, and rhyme. Students will develop their translation competence through translating different types of poetry, such as early modern English poetry (Shakespeare's sonnets), rhymed poetry as well as free verse.

In this curriculum, twenty-one new courses were offered, along with seven courses from the previous curriculum. Ten of the offered twenty-eight elective linguistics courses were in theoretical linguistics or were oriented towards theoretical linguistics: *Introduction to the Study of Language*, *Descriptive Grammar*, *Morphosyntax*, *Fundamentals of Transformational-Generative Syntax*, *Translation Studies*, *Systemic Functional Grammar*, *Lexical Elements in English*, *Lexicology*, *Linguistics in the Cognitive Sciences*, and *Discourse Analysis*. Since the number of applied linguistics electives was 18, the ratio of the theoretical to applied linguistics courses was 1:1.8.

2.3. The Accreditation 2021

In 2021, another curriculum was approved. This time, the curriculum has thirty-three linguistics electives. The titles in both English and Serbian are given in Table 3:

Table 3 Elective linguistics courses in the Accreditation 2021

Semester	English course title	Serbian course title
	Topics in General and English Linguistics	Теме из опште и англистичке лингвистике
3	Reading and Listening Comprehension English through Debate	Разумевање писаног и говорног језика Енглески језик кроз дебату
	English and Media Literacy	Енглески језик и медијска писменост
	Developing Speaking Skills: Oral Presentations	Развијање говорних вештина: усмене презентације
	Applied Serbian and English in Contrast	Примењени српски језик у поређењу са енглеским језиком
	Lexical and Functional Categories in English	Лексичке и функционалне категорије енглеског језика
	Serbian as a Foreign Language English Language in Use	Српски језик као страни Енглески језик у употреби
4	Serbian as a Foreign Language	Српски језик као страни
5	Fundamentals of Transformational-Generative Syntax	Основе трансформационо-генеративне синтаксе
	Morphosyntax	Морфосинтакса
	Discourse Analysis	Анализа дискурса
	A Contrastive Approach to Serbian and English Orthographies	Контрастивни приступ правопису српског и енглеског језика
6	Lexical Elements in English	Лексички елементи енглеског језика
	Verbal Structures in Contrast	Основи лексикологије Глаголске структуре у контрасту
7	Language Exercises: Translating from English into Serbian	Језички огледи: превођење са енглеског на српски језик
	Linguistics in the Cognitive Sciences	Лингвистика у когнитивним наукама
	Grammar in Teaching English as a Foreign Language	Граматика у настави енглеског као страног језика
	Developing Pragmatic Competence in Teaching English	Развијање прагматичке компетенције у настави енглеског језика
	Cognitive Grammar Methods with Didactic Elements in Teaching English as a Foreign Language	Когнитивнограматичке методе са елементима дидактике у настави енглеског језика
8	Language Exercises: Translating from Serbian into English	Језички огледи: превођење са српског на енглески језик
	An Introduction to Sociolinguistics	Увод у социолингвистику
	Second Language Acquisition: Cognitive and Teaching Aspects	Усвајање другог језика: когнитивни и наставни аспекти
	Translating Anglophone Poetry	Превођење англофоне поезије
	Consecutive Interpreting	Консекутивно превођење
	Testing in Teaching English as a Foreign Language	Тестирање у настави енглеског као страног језика
	Academic Writing	Академско писање
	Computer-Assisted Language Learning	Учење језика уз помоћ рачунара
	Pronunciation in Teaching English as a Foreign Language	Изговор у настави страног језика
	Intercultural Communicative Competence	Интеркултурна комуникативна компетенција
An Introduction to the Philosophy of Language	Увод у филозофију језика	

Table 3 shows that elective linguistics courses are given in all but the first and the second semesters. The number of linguistics electives per semester ranges from one (semester 4) to eleven (semester 8).

The course descriptions that are given in section 2.3.1 do not include the courses that have already been described in sections 2.1.1 and 2.2.1, which deal with the Accreditations 2008 and 2014 respectively (compare Tables 1, 2 and 3). In addition to being updated, the following seven courses from the Accreditation 2014 have different titles in the Accreditation 2021: 1) *Integrated Skills: Reading and Listening Comprehension* changed into *Reading and Listening Comprehension*; 2) *Integrated Skills: Developing Oral Presentation Skills* changed into *Developing Speaking Skills: Oral Presentations*; 3) *Integrated Skills: Critical Reading*, changed into *English and Media Literacy* (the course now focuses on media communications); 4) *Descriptive Grammar* changed into *Lexical and Functional Categories in English*; 5) *Integrated Skills: Developing Pragmatic Competence* changed into *Developing Pragmatic Competence in Teaching English*; 6) *A Cognitive Grammar Approach to Teaching English as a Foreign Language* changed into *Cognitive Grammar Methods with Didactic Elements in Teaching English as a Foreign Language*, and 7) *The Form and the Content – Writing an Academic Paper* changed into *Academic Writing*.

2.3.1. Course descriptions

Topics in General and English Linguistics

The course deals with the issues relating to general and English linguistics, some of which include the following: the development, characteristics and standardisation of written language, the history of language and language change, language and identity, language and culture, language and thought. The course provides background knowledge on general and English linguistics, which can further be improved in other courses in the syllabi that examine similar topics.

Applied Serbian and English in Contrast

This is a course on the basics of Serbian morphosyntax in comparison with English morphosyntax. The interface of syntax with inflectional morphology is discussed in relation to the following topics: grammatical categories, phrases, clauses and sentences, negation, clitics, word order. Differences and similarities between the two languages as well as translation equivalents are elaborated.

Serbian as a Foreign Language

This course is open to students who do not speak Serbian. The aim is to reach the A1 level of *The Common European Framework of Reference for Languages*. Students learn how to read the Cyrillic and Latin alphabets, and differentiate between parts of speech. Then they learn about the semantics of the prepositions and cases, and practice using some basic vocabulary and phrases in spoken and written language. Also, they learn how to recognize different Serbian phonemes and basic elements of stress in speech. As for communicative competence, it is expected that students can ask basic questions and construct structurally less complex phrases and sentences in different settings. The course is given in semesters 3 and 4.

A Contrastive Approach to Serbian and English Orthographies

This elective course contrasts the orthographies in the Serbian and English languages. Students gain knowledge about the writing and spelling conventions and contrast and practice their appropriate use. Also, students learn how to recognize, analyze and correct

orthographic mistakes in both original and translated texts and learn how to relate the orthographic conventions to different functional styles.

Verbal Structures in Contrast

Students are provided with the theoretical and practical bases of contrastive analysis. Different approaches and methods are discussed in relation to their practical applications in translation and language teaching and learning. Specifically, this course focuses on the verb and the verb phrase, and the grammatical categories of tense, aspect, voice and mood in the (native) Serbian and (foreign) English languages. By examining the differences between the morphosemantics of Serbian and English verbal structures, students learn how to use English verbs and verb phrases more accurately in different linguistic and situational contexts.

An Introduction to Sociolinguistics

Students acquire knowledge of the basic postulates of sociolinguistics and its relation to other related disciplines. Traditional and contemporary sociolinguistic theories, approaches and methods are discussed. Students are equipped with the theoretical knowledge and practical skills to identify and discuss a variety of sociolinguistic topics, such as, for example, language contact, bilingualism, dialects, register, language policy and planning, etc.

Second Language Acquisition: Cognitive and Teaching Aspects

The course addresses issues in second language acquisition. Students examine the interaction between the native (L1) and second (L2) languages and the implications for second language teaching, as well as different methodological approaches in exploring these issues. Students develop awareness of the linguistic, psycholinguistic, social and discursive dimensions relevant for second language acquisition. In addition, students learn how to use the theoretical knowledge in their teaching practice and how to address problems and difficulties in second language acquisition.

An Introduction to the Philosophy of Language

This introductory elective course explores the basic topics in the philosophy of language. Students are acquainted with the central tenets of different theoretical approaches and the central topics in the philosophy of language. Students discuss the concepts and postulates and learn how to successfully compare and evaluate different conceptualisations of the issues presented in the course.

In the Accreditation 2021, eleven out of thirty-three elective courses are oriented towards theoretical linguistics: *Lexical and Functional Categories in English*, *Topics in General and English Linguistics*, *Fundamentals of Transformational-Generative Syntax*, *Morphosyntax*, *Discourse Analysis*, *Lexical Elements of English*, *Lexicology*, *Verbal Structures in Contrast*, *Linguistics in the Cognitive Sciences*, *An Introduction to Sociolinguistics*, and *An Introduction to the Philosophy of Language*. The ratio of the theoretical to applied courses is 1:2.

3. CONCLUSION

The review shows that the number of elective linguistics courses more than doubled in the Accreditation 2014, rising from 12 in the Accreditation 2008 to 28 in the Accreditation 2014. In the Accreditation 2021, another increase can be noticed, as 33 elective courses are open to students. The numbers of elective theoretical and applied linguistics courses have increased disproportionately, with the theoretical to applied electives ratio changing from

1:1.4 in the Accreditation 2008 to 1:1.8 in the Accreditation 2014 and to 1:2 in the Accreditation 2021.

As already mentioned, some courses are given in all three accreditations, e.g. *The Fundamentals of Transformational-Generative Syntax*, *English through Debate*, *Linguistics in the Cognitive Sciences*, and some of them have different names in different accreditations, for example, the course title *Descriptive Grammar* in 2008 and 2014 changed to *Functional and Lexical Elements in English* in 2021 or the title *The Form and the Content – Writing an Academic Paper* in 2008 and 2014 changed to *Academic Writing* in 2021. The syllabi (the topics covered as well as the obligatory literature and reading lists) of all the courses on offer in more than one accreditation were updated in the next accreditation in accordance with the recent trends and developments in theoretical and applied linguistics. It can be concluded that the increasing number of contemporary electives gives students more agency in their learning.

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PREGLED IZBORNIH LINGVISTIČKIH KURSEVA NA DEPARTMANU ZA ANGLISTIKU

U ovom radu dat je pregled izbornih lingvističkih kurseva na osnovnim akademskim studijama na Departmanu za anglistiku Filozofskog fakulteta Univerziteta u Nišu. Predstavljani su izborni lingvistički kursevi koji su ponuđeni u tri akreditaciona ciklusa: iz 2008, 2014. i 2021. godine. Prvi cilj rada je pokazati koji su izborni kursevi iz oblasti teorijske i primenjene lingvistike ponuđeni u ovim akreditacijama. Takođe, cilj rada je i dati pregled opisa kurseva, pokazati razlike između tri nastavna programa i uporediti odnos između teorjiskolingvističkih i primenjenolingvističkih izbornih kurseva u programima. Pokazalo se da je broj kako teorijskih tako i primenjeno-lingvističkih izbornih kurseva uvećan u svakoj sledećoj akreditaciji. Ovaj uvećani broj izbornih lingvističkih kurseva daje studentima mogućnost da biraju kurseve koji su u skladu sa njihovim interesovanjima.

Ključne reči: izborni lingvistički kursevi, osnovne akademske studije, nastavni program, Departman za anglistiku, Filozofski fakultet, Univerzitet u Nišu