

## TEACHING ENGLISH AS A SECOND LANGUAGE (Separate Window II)

<u>Course Code</u>	<u>Type</u>	<u>Title of the Paper</u>
<b><u>Level I</u></b>		
TESL 11214	C	Introduction to Academic Writing
TESL 11223	C	Foundations in Linguistics
TESL 11233	C	English Phonology
TESL 11242	C	English Grammar
TESL 12253	C	Introduction to Sociolinguistics
TESL 12263	C	English as a Global Language
TESL 12273	C	Teaching Methodology
TESL 12283	C	Introduction to Classroom Management
<b><u>Level II</u></b>		
TESL 21514	C	Second Language Acquisition
TESL 21524	C	English Morphology
TESL 21534	C	Introduction to Fiction
TESL 21544	C	Sri Lankan English in the ESL Teaching Context
TESL 21553	O	The History of the English Language
TESL 21563	O	Drama through the Ages
TESL 22574	C	English Syntax and Semantics
TESL 22585	C	Teaching Speaking and Listening
TESL 22595	C	Drama in the Second Language Classroom
TESL 22604	O	Advanced Academic Writing
<b><u>Level III</u></b>		
TESL 31515	C	Teaching Reading and Writing
TESL 31525	C	Poetry in the Second Language Classroom
TESL 31535	C	Language Policy and Planning
TESL 31542	O	Discourse Analysis
TESL 32555	C	Principles of Syllabus and Course Design
TESL 32565	C	Testing and Evaluation
TESL 32575	C	Computer Assisted Language Learning (CALL)
TESL 32583	O	Varieties of English
<b><u>Level IV</u></b>		
TESL 41515	C	Research Methods in Applied Linguistics
TESL 41525	C	Project on Content Development
TESL 41533	C	The Process of Writing a Dissertation
TESL 42542	C	Writing a Teaching Portfolio
TESL 42557	C	Internship
TESL 43568	C	Dissertation

[Separate Window Batch II]

For HS/TE15/ Undergraduates

## **Syllabus**

Bachelor of Arts Honours in  
Teaching English as a Second Language Degree

**Department of English Language Teaching (DELT)  
Faculty of Humanities  
University of Kelaniya, Sri Lanka**

*Academic Year 2016/2017*

**Recommended by :**

- Faculty Board of Humanities **No. 301** held on **05.10.2016**

## **TESL – Honours Degree Syllabus**

### **Introduction**

The **Teaching English as a Second Language (TESL)** honours degree program is an undergraduate course especially designed to meet the needs of those students wishing to pursue a career in teaching English as a Second Language. Teaching English as a second language has evolved as a specific discipline, based on scientific research in second language learning, acquisition and related issues.

Teaching English as a second language refers to the discipline of teaching English to students whose first language is not English but are living in a context where English is widely used. TESL is taught in universities all over the world leading to Master's Degrees and PhDs.

### **Objectives**

Therefore the objectives of TESL are:

- to produce teachers of English as a Second Language
- to train professionals in TESL

### **Course outcomes:**

Students specializing in TESL will be able to:

- Demonstrate a clear understanding of the English language, its varieties, its status in a global context, and issues related to Second Language learning and acquisition
- Demonstrate a clear understanding of issues related to language policy and planning in TESL
- Critically analyze theories in language teaching, SLA, teaching methods and research methodologies in language teaching
- Design curriculum, lesson material and methods of evaluation
- Contribute professionally to the world of research on TESL

### **TESL – proposed intake (50 students)**

The ELTU of the University of Kelaniya is pleased to offer the honours degree in TESL for candidates who wish to pursue a career in teaching English or teaching in English in Sri Lanka.

Candidates who have satisfied the minimum requirements for admission in the Arts stream are eligible to seek admission to the following degree program offered by the University of Kelaniya

### ***BA Hons ( Teaching English as a Second Language)***

In order to be eligible for the B.A. in TESL (Hons) offered by the University of Kelaniya, candidates should have obtained at least an 'S' Grade or above for English at the A/Ls.

## TESL – Special Degree Syllabus

### 1. Introductory courses

Level One	Course code	Title of course	Type
Semester 1	TESL 11215	Introduction to Academic Writing	C
	TESL 11224	Foundations in Linguistics	C
	TESL 11233	English Phonology	C
	TESL 11243	English Grammar	C
Semester 11	<b>Course code</b>	<b>Title of course</b>	<b>Type</b>
	TESL12254	Introduction to Sociolinguistics	C
	TESL 12264	English as a Global Language	C
	TESL 12273	Teaching Methodology	C
	TESL 12284	Introduction to Classroom Management	C

**Total Credits from C courses = 30**

### 2. The English Language and Second Language Acquisition

Level Two	Course code	Title of course	Type
Semester 1	TESL 21514	Second Language Acquisition	C
	TESL 21524	English Morphology	C
	TESL 21534	Introduction to Fiction	C
	TESL 21544	Sri Lankan English in the ESL teaching context	C
	TESL 21553	The History of the English Language	O
	TESL 21563	Drama through the Ages	O
Semester 11	<b>Course code</b>	<b>Title of course</b>	<b>Type</b>
	TESL 22574	English Syntax and Semantics	C
	TESL 22585	Teaching Speaking and Listening	C
	TESL 22595	Drama in the Second Language Classroom	C
	TESL 22604	Advanced Academic Writing	O

Total Credits from C courses= 30

### 2. Skills related to TESL

Level Three	Course code	Title of course	Type
	TESL 31515	Teaching Reading and Writing	C
	TESL 31525	Poetry in the Second Language Classroom	C
	TESL 31535	Language Policy and Planning	C
	TESL 31542	Discourse Analysis	O

	<b>Course code</b>	<b>Title of course</b>	<b>Type</b>
Semester 11	TESL 32555	Principles of Syllabus and Course Design	C
	TESL 32565	Testing & Evaluation	C
	TESL 32575	Computer Assisted Language Learning (CALL)	C
	TESL 32583	Varieties of English	O

Total Credits from C courses= 30

### 3. Teaching Practicum

<b>Level Four</b>	<b>Course code</b>	<b>Title of course</b>	<b>Type</b>
Semester 1	TESL 41515	Research methods in Applied Linguistics	C
	TESL 41525	Project on Content Development	C
	TESL 41533	The Process of Writing a dissertation	C
Semester 11	<b>Course code</b>	<b>Title of course</b>	<b>Type</b>
	TESL 42542	Writing a Teaching Portfolio	C
	TESL 42557	Internship	C
	TESL 43568	Dissertation	C

Total Credits from C courses = 30

### Internship

The objective of offering an honours degree in TESL by the DELT of the University of Kelaniya is to cater to the growing demand and need of English teachers in the country.

The department is fully aware of the necessity to offer students who are specializing in TESL the practical knowledge and expertise of teaching. This will enable them to comprehend the relationship between theory and practice. The internship is for one semester. The students will teach 45 hours for the semester. The successful completion practical training is essential for graduation.

**Course Code:** TESL 11215  
**Course Title:** Introduction to Academic Writing  
**Type/Status:** Core

**Learning Outcomes:**

On completion of this course, students will be able to

1. Produce syntactic patterns of English
2. Identify common errors and correct them
3. Recognize different styles of writing
4. Demonstrate familiarity with components of academic writing

**Course Content:**

1. Syntax and patterns
  - a. Grammar rules
  - b. Usage
2. Common errors
  - a. Agreement
  - b. Prepositions
  - c. Adverbs
  - d. Articles
3. Different styles
  - a. Formal
  - b. Informal
4. Academic writing
  - a. Arguing
  - b. Justifying
  - c. Referencing

**Method of Teaching & Learning:**

Lectures, discussions, workshops

**Scheme of Evaluation:**

Assignments, In-class tests and End of semester examination

**Recommended Reading:**

Folse, K. S., Mahnke, M. K., Solomon, E. V., Williams, L. (2003). *Blueprints 1: Composition Skills for Academic Writing*, Houghton Mifflin Company, New York.

Hacker, D. (2000). *Rules for Writers: A brief handbook*. St. Martin's Press.

Swales, J. & Feak, C. (2012). *Academic Writing for Graduate Students (3<sup>rd</sup> Edn)*. Ann Arbor: Michigan University Press.

Swan, M. (2005). *Practical English Usage*. Oxford University Press.

Truss, L. (2003). *Eats, Shoots & Leaves: The zero tolerance approach to punctuation*. Gotham Books.

---

**Course Code:** TESL 11224  
**Course Title:** Foundations in Linguistics  
**Type/Status:** Core

On completion of this course, students will be able to:

1. Analyse grammatical aspects of language
2. List different sub-fields of the discipline

3. Discuss linguistic terms
4. Analyse language segments from syntactic, semantic and phonological perspectives
5. Identify morphemes
6. Analyse chunks of discourse

**Course content:**

1. Linguistic terms
2. Phonetics and phonology
3. Semantics
4. Syntax and morphology
5. The brain and language
6. Social aspects of language
7. Literacy
8. Discourse and pragmatics
9. Sri Lankan English

**Method of teaching and learning:**

Lectures and discussions, laboratory sessions, LMS course site based activities

**Scheme of evaluation**

Assignments, In-class examinations

**Recommended Reading:**

Akmajian, A., Demers, R. A., Farmer, A. K., & Harnish, R. M. (2010). *Linguistics: An Introduction to language and communication*. Cambridge, MA: MIT Press.

Fromkin, V., Rodman, R. & Hyams, N. (2011). *An Introduction to Language*. Boston: Thomson Wadsworth.

Gunesefera, M. (2005). *Post-colonial Identity of Sri Lankan English*. Colombo: Katha Publishers.

Ladefoged, P. & Johnson, K. (2011). *A Course in Phonetics*. Boston: Thomson Wadsworth.

Parakrama, A. (1995). *De-hegemonizing language standards: Learning from (post)colonial Englishes about English*. London: Macmillan.

Selected journal articles

Online resources: UCLA Phonetics site, selected corpora, websites on linguistics

**Course Code:** TESL 12233  
**Course Title:** English Phonology  
**Type/Status:** Core

**Learning Outcomes:**

On completion of this course, students will be able to:

1. Define important concepts in current phonological theories
2. Recognize and describe the sound system of English
3. Distinguish the common sound types classified in phonological theory
4. Explain the properties of the speech-producing organs
5. Use phonetic transcription to describe speech
6. Identify the common errors of Sri Lankan learners of English through phonological and phonetic analysis

**Course Content:**

1. The nature of speech sounds
2. Distinctions between consonants and vowels
3. The principles of phonological contrast and alternation
4. Distinctive feature representations
5. Introduction to Phonetics
6. Transcription of speech sounds
7. Sounds of English
8. Prosody and intonation
9. Acoustic Phonetics

**Method of teaching and learning:**

Lectures, interactive classroom sessions, practical sessions, quizzes

**Scheme of evaluation**

Extended essay, Practical examination, and End of semester examination

**Recommended reading:**

IPA (1999). *Handbook of the International Phonetic Association*. Cambridge: Cambridge University Press.

Johnson K. (2003). *Acoustic and Auditory Phonetics*. 2nd Ed. Blackwell.

Ladefoged, P. (2006). *A course in Phonetics*. 5th Ed. Harcourt Brace Jovanovich.

Roca, I., Johnson, W. (1999). *A workbook in Phonology*. Malden MA: Blackwell.

Odden, D. (2005). *Introducing Phonology*. Cambridge: Cambridge University Press.

---

<b>Course Code:</b>	<b>TESL 11243</b>
<b>Course title:</b>	<b>English Grammar</b>
<b>Type/Status:</b>	<b>Core</b>

**Learning outcomes:**

On completion of this course, students will be able to

1. Identify and correct common errors in writing
2. Identify word classes in English
3. Describe the tense and aspect system of English
4. Formulate activities to help students learn English grammar

**Course Content:**

1. The tense and Aspect system
  - a. Simple aspect - present, past, and future tenses
  - b. Progressive aspect
  - c. Perfect aspect
  - d. Subject verb agreement
  - e. Conditionals
  - f. Negation
2. Word classes (prepositions, articles, etc)
3. Differences in usage
4. Common errors

**Method of teaching & learning**

Lectures, student teaching, discussions

**Scheme of evaluation**

Assignments, In-class tests and End of semester examination

### Recommended reading

Celce-Murcia, M., Larsen-Freeman, D. (1983). *The grammar book: An ESL/EFL teacher's course*. Rowley, MA: Newbury House.  
Thomson, A.J. & Martinet, A.V. (1990). *A Practical English Grammar*, 10<sup>th</sup> Edition  
Truss, L. (2003). *Eats, Shoots & Leaves: The zero tolerance approach to punctuation*. Gotham Books.  
Walker, E. & Elsworth, S. (2008) *Grammar Practice for Upper Intermediate Students*, Longman: USA  
Online resources: selected corpora, websites on English grammar

---

**Course Code:** TESL 12254  
**Course title** Introduction to Sociolinguistics  
**Type/Status** Core

### Learning outcomes

On completion of this course, students will be able to

1. Explain the variations of language within society
2. Describe social contexts of teaching English as a second language (TESL)
3. Differentiate functions and roles of language in society
4. Analyze issues regarding linguistic styles & gender in language
5. Discuss issues on language contact phenomena, bilingualism etc.

### Course content

1. Language in society
2. Sociolinguistic theories
3. Issues/problems in sociolinguistics
4. Bilingualism, language contact situations
5. Discourse analysis

### Method of teaching

Lectures, discussions, workshops

### Scheme of evaluation

Assignments, In-class tests and End of semester examination

### Recommended reading

Fasold, R. (1984). *The Sociolinguistics of society*. Wiley-Blackwell.  
Mesthrie, R. (2000). *Introducing Sociolinguistics*. John Benjamins.  
Meyerhoff, M. (2006). *Introducing Sociolinguistics*. Routledge.  
Spolsky, B. (1998). *Sociolinguistics (Oxford introduction to language study)*. OUP.  
Trudgill, P. (2001). *An introduction to language and society*. Penguin group  
Wardhaugh, R. (2005). *An introduction to sociolinguistics*. Blackwell.

---

**Course Code:** TESL 12264  
**Course Title:** English as a Global Language  
**Type/Status:** Core

### Learning outcomes:

On completion of the course, students will be able to:

1. Survey key historical factors underlying the rise of English as a global language
2. Identify and discuss factors involved in the continuing spread of English today
3. Analyze selected contemporary literature on English as a Lingua Franca

**Course Content**

1. English as a modern global language
2. Linguistic imperialism
3. The cultural politics of English as an international language
4. Selected topics in language spread
5. The practical and theoretical implications of global English for TESL and ESL learning

**Method of teaching & learning:**

Lectures, discussions, workshops

**Scheme of Evaluation:**

Assignments, In-class tests and End of semester examination

**Recommended Reading**

Crystal, D. (2003). *English as a global language*. 2nd ed. Cambridge: Cambridge University Press.

Jenkins, J. (2003). *World Englishes*, London: Routledge.

Kachru, B. (1985). Standards, codification and sociolinguistic realism, in: Quirk, Randolph (Ed.), *English in the World*, 11-34, Cambridge: Cambridge University Press.

Kirkpatrick, A.(Ed.).(2002). *Englishes in Asia: Communication, identity, power and education*. Melbourne: Language Australia.

Kirkpatrick, A. (2004). English as an ASEAN lingua franca: Implications for research and language teaching. *Asian Englishes*, 6, 82–91.

Mair, C. (Ed.). (2003). *The politics of English as a world language: New horizons in postcolonial cultural studies*. Amsterdam: Rodopi.

Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.

---

<b>Course code:</b>	<b>TESL 12273</b>
<b>Course Title:</b>	<b>Teaching Methodology</b>
<b>Type/Status:</b>	<b>Core</b>

**Learning Outcome:**

On completion of this course, students will be able to

1. Describe various teaching methods of the 20<sup>th</sup> Century
2. Explain theories of first and second language acquisition
3. Identify factors that affect language learning
4. Distinguish learner types

**Course content:**

1. The development of various teaching methods: Grammar Translation Method, Direct Method, Audio-lingual Method, Communicative Language Teaching (CLT), Total Physical Response, Computer Assisted Language Learning (CALL), Eclectic Teaching Method, Computer Mediated Communication (CMC)
2. Theories of Language Acquisition
3. Age and acquisition

4. Styles and strategies in practice (general characteristics of intellectual functioning and specific problems of approaching a problem or task)
5. Personality factors: Self- esteem, Inhibition, Risk-taking, Anxiety, Empathy, Extroversion

**Method of teaching and learning:**

Lectures, discussions

**Scheme of Evaluation:**

In-class tests and End of semester exam

**Recommended Reading:**

Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Prentice Hall.

Krashen, S. D., Terrell, T. D. (1983). *The natural approach*, Hayward, CA: The Alemany Press.

Lee, J., Vanpatten, B. (2003). *Making communicative language teaching happen*. New York: McGraw Hill.

Richards, J., Rodgers, T. (1986). *Approaches and methods in language teaching*. New York: Cambridge University Press.

Richards, J.C., Renandya, W. A., (2002). *Methodology in language teaching*, Cambridge: Cambridge University Press.

---

**Course Code:** TESL 12284

**Course Title:** Introduction to Classroom Management

**Type/Status:** Core

**Learning Outcomes:**

On completion of this course, students will be able to:

1. appraise the role of effective classroom management principles, techniques and strategies for language teaching
2. demonstrate their understanding of some key classroom management principles, concepts, strategies and techniques for managing ELT classrooms
3. distinguish the difference between teacher-centred and learner centred approaches to language teaching
4. apply their knowledge and understanding of classroom management to authentic classroom situations
5. Identify effective strategies for managing a class

**Course content:**

1. The role of effective classroom management for language learning and teaching
2. Setting up the classroom
3. The role of the teacher in the classroom (self-awareness, rapport, teacher roles, classroom presence and control, voice, body language, intuition, teacher thinking processes)
4. Managing teacher interventions (giving instructions, support, control, explaining vs. eliciting, checking learning and understanding, monitoring, giving feedback, praise etc...)
5. Learner and Teacher Language (giving instructions, clarity, grading, classroom language, signposting, questioning strategies)

6. Facilitating and maximizing interaction
7. managing pair and group work
8. managing learner heterogeneity and multi-level classes
9. Planning and managing lessons (warm-up, lead-ins, ice breakers, fillers, sequencing and staging, finishing)
10. Managing time and pace
11. Building an online classroom environment
12. Self-appraisal, reflective practices and action research for improving professionalism
13. Factors influencing management from outside the classroom

**Method of teaching and learning:**

Lectures, discussions, workshops, classroom observations, micro-teaching, classroom-teaching, online and library research, LMS course site based activities

**Scheme of evaluation:**

Portfolio of course work, reflective essay, practical assignments, in-class tests.

**Recommended reading:**

Canter, L. (2011). *Assertive discipline: Positive behavior management for today's classroom*. Bloomington, IN: Solution Tree Press.

Gower, R. et al (1995). *Teaching Practice Handbook*. 2nd Revised. ed. London: Macmillan Education.

Kohn, A. (1997). *Beyond discipline: From compliance to community*. Alexandria, VA: Association for Supervision & Curriculum Development.

Marzano, R. (2003). *Classroom Management that Works: Research-based Strategies for Every Teacher*: Alexandria, VA: Association for Supervision and Curriculum Development

Scrivener, J. (2012). *Classroom Management Techniques*. 1st. ed. Cambridge: Cambridge University Press.

Richards, J and Lockhart, C. (1996). *Reflective teaching in second language classrooms*. 15th. ed. New York: Cambridge University Press.

Richards, J and Renandya. W. (2002). *Methodology in Language Teaching*. 1st. ed. New York: Cambridge University Press.

Walters, A. (1998). *Managing monkeys in the ELT classroom*. *ELT Journal*. 52 (1), pp.11-18.

Wright, T. (2005). *Classroom Management in Language Education*. Basingstoke: Palgrave Macmillan

Yisrael, S. B. (2012). *Classroom Management: A Guide for Urban School Teachers*. Maryland: Rowman & Littlefield.

Selected journal articles

Online resources

**Course code:** TESL 21514  
**Course Title:** Second Language Acquisition  
**Type/Status:** Core

**Learning Outcomes:**

On completion of this course, the students will be able to:

1. Explain and critique the latest theories in second language acquisition

2. Trace the development of research on second language acquisition
3. Display knowledge on the mechanism of second language acquisition
4. Write a reaction paper on the theories of second language acquisition

**Course Content:**

1. Introduction to the study of Second Language Acquisition
2. The nature of language
3. Inter language
4. The role of the native language
  - a. Contrastive Analysis Hypothesis
  - b. Error Analysis
5. Child Language Acquisition: first and second
6. Morpheme Order studies
7. Krashen's Monitor Model
8. The role of input and interaction in language learning and Interaction Hypothesis

**Method of teaching and learning:**

Lectures, discussions, workshops

**Scheme of Evaluation:**

Assignments, In-class tests

**Recommended Reading:**

Ellis, N. C., Schmidt, R. (1997). Morphology and longer distance dependencies. *Studies in Second Language Acquisition*, 19, 145-171.

Gass, S. (2001). *Second language acquisition*. London: Lawrence Erlbaum Associates

Lightbown, P., Spada, N. (1999). *How languages are learned*. Oxford: Oxford University Press.

Sanz, C. (2005). *Mind and context in adult second language acquisition*. Washington D.C.: Georgetown University Press.

Vanpatten, B. (2003). *From input to output: A teacher's guide to Second Language Acquisition*. New York: McGraw Hill.

**Course Code:** TESL 21524

**Course Title:** English Morphology

**Type/Status:** Core

**Learning outcomes:**

On completion of this course, students will be able to

1. Identify English word formation processes ,their categories and functions
2. Recognize and analyze English word structures
3. Identifying rules governing morphological processes in Standard English and Sri Lankan English
4. Explain theories in English morphological processes

**Course content**

1. English Morphological processes
2. Theories, terminology and definitions in morphology
3. Identifying morphemes
4. Rules governing word formation processes
5. Issues in morphology related to TESL
6. 21<sup>st</sup> century English morphology

**Method of teaching**

Lectures, assignments, presentations, discussions, workshops

**Scheme of evaluation**

Assignments, Presentations, In-class tests and End of semester examination

**Recommended reading**

Aronoff, M., Fudeman, K (2004). *What is Morphology? Fundamentals of Linguistics*. Blackwell.  
Yule, George (2005) *The study of Language*. Cambridge University Press.  
Haspelmath, M. (2002). *Understanding Morphology*. Arnold.  
Spencer, A. (1991). *Morphological Theory*. Blackwell.  
Katamba, F. (1993) *Morphology*. London: Macmillan.

---

**Course code:** TESL 21534  
**Title:** Introduction to Fiction  
**Type/Status:** Core

**Learning Outcomes:**

On completion of this course, students will be able to:

1. Respond to literature
2. Evaluate literature
3. Write clear and critical responses to literature

**Course Content:**

1. Novels (any 3 of the following)
  - a. *Wuthering Heights*- Emily Bronte
  - b. *The Scarlet Letter* – Nathaniel Hawthorne
  - c. *God of Small Things* – Arundati Roy
  - d. *The Kite Runner* – Khaled Hosseini
  - e. *Pride & Prejudice* – Jane Austen
  - f. *Great Expectations* – Charles Dickens
2. Short stories (4 from any 2 of the following)
  - a. Ernest Hemingway
  - b. Chandani Lokuge
  - c. Punyakanthi Wijenayeke
  - d. Jhumpa Lahiri
  - e. D. H. Lawrence

**Method of teaching and learning:**

Lectures, discussions, audio-visual media

**Scheme of Evaluation:**

Assignments, Presentations, and End of semester examination

**Recommended Reading:**

Ashcroft, B., Griffiths, G., Tiffin, H., (2000). *Post-Colonial studies: The key concepts*. Routledge.

Eagleton, T. (2004). *The English novel: An introduction*. Wiley-Blackwell.

Fanon, F. (1967). *Black skin, white masks*. Translated Charles Markmann. New York: Grove.

Silva, N., Wijesinghe, R. (2001). *Across Cultures: Issues of identity in contemporary British and Sri Lankan writing*, Colombo: The British Council.

---

**Course Code:** TESL 21544  
**Course Title:** Sri Lankan English in the ESL context  
**Type/Status:** Core

**Learning Outcomes:**

On completion of this course, students will be able to:

1. Discuss the history of Sri Lankan English.
2. Identify Standard and Non- Standard Sri Lankan English.
3. Analyze issues in using Sri Lankan English in the ESL classroom

**Course Content:**

1. Introduction to Sri Lankan English – Phonology, Morphology, Syntax and Semantics
2. Varieties of Sri Lankan English – Standard and Non-Standard Sri Lankan English
3. Attitudes toward Sri Lankan English
4. Research on Sri Lankan English
5. Error correction

**Method of Teaching & Learning:**

Lectures, discussions, workshops, quizzes, handouts and power point presentations

**Scheme of Evaluation:**

Assignments, Presentations and End of semester examination

**Recommended Reading:**

Gunaskera, M. (2005). *The Post Colonial Identity of Sri Lankan English*. Colombo: Vijitha Yapa Publications.

Muller, C. (1993). *The Jam Fruit Tree*. India: Penguin Books.

Parakrama, A. (1995). *De-Hegemonizing Language Standards: Learning from (post) colonial Englishes about 'English'*. London: Macmillan Press Ltd.

Passé, H. A. (1948). *The English Language in Ceylon*. PhD thesis, University of London.

---

**Course Code:** TESL 22553  
**Course Title:** The History of the English Language  
**Type/Status:** Optional

**Learning Outcomes:**

On completion of this course, students will be able to:

1. Identify the linguistic changes that English has undergone from Old English to the present
2. Explain the cultural and linguistic forces that shape English
3. Explain the characteristics of the English language during the various stages of its development
4. Describe etymology, pronunciation, spelling and meaning of a list of words

**Course Content:**

1. Old English- Definition, linguistic and cultural features
2. Middle English- Definition, linguistic and cultural features and literature
3. The Great Vowel Shift and Modern English - Linguistic features and attitudes towards English

**Method of Teaching & Learning:**

Lectures, discussions, workshops, movies

**Scheme of Evaluation:**

Assignments, In-class tests and End of semester examination

**Recommended Reading:**

Baugh, Albert C. and Thomas Cable. (2002). *A History of the English Language*. 5th ed. Englewood Cliffs, New Jersey: Prentice Hall.

Crystal, David. (2005). *The Stories of English*. London: Penguin.

Bruce M. & Fred R. (2007). *A Guide to Old English*: 7th edition. UK: Blackwell Publishers.

Fischer O., Kemenade A.V., Koopman W. & Wurff W. Van Der. (2004). *The Syntax of Early English*. UK: CUP.

Hogg, R (2002). *An Introduction to Old English*. Edinburgh: Edinburgh University Press

Nevalainen, T. (2006). *An Introduction to Early Modern English*. Edinburgh: Edinburgh University Press.

Roger L. (1987). *The Shape of English: Structure and History*. UK: J.M. Dent & Sons.

**Course code:**

**TESL 21563**

**Title:**

**Drama through the Ages**

**Type/Status:**

**Optional**

**Learning Outcomes:**

On completion of this course, students will be able to:

On completion of this course, students will be able to:

1. Evaluate dramatic text
2. Write clear and critical responses to dramatic text
3. Discuss the development of Western dramatic tradition

**Course Content:**

1. Elizabethan to Restoration (any 3 of the following)
  - a) *The White Devil*- John Webster

- b) *Doctor Faustus*- Christopher Marlowe
  - c) *King Lear*- William Shakespeare
  - d) *The Tempest*- William Shakespeare
  - e) *Twelfth Night*- William Shakespeare
  - f) *She Stoops to Conquer*- William Congreve
2. Modern Drama (any 2 of the following)
- a) *The Good Person of Szechwan* – Bertolt Brecht
  - b) *The Dumb Waiter*- Harold Pinter
  - c) *The Zoo Story*- Edward Albee
  - d) *Closer*- Patrick Marber
  - e) *Villa* -Guillermo Calderon
  - f) *Forbidden Area*- Visakesa Chandrasekaran

**Method of teaching and learning:**

Lectures, discussions, audio-visual media

**Scheme of Evaluation:**

Assignments, Presentations, and End of semester examination

**Recommended Reading:**

- Aughterson, K. (2001). *Webster, The Tragedies*. UK: Palgrave.
- Brooker, A. (1986). Key words in Brecht’s theory and practice of theory. In Thomason, P. & Sacks, G. (Eds). *The Cambridge Companion to Brecht*, UK, CUP.
- Cheney, P. (Ed.). (2004). *The Cambridge companion to Christopher Marlowe*. UK: CUP.
- Esslin, M. (1960). The theatre of the Absurd. *The Tulane Drama Review*. 4, 3-15
- Harehdasht. H.A., Hajjari, L. & Shahidzadeh, Z.S. (2015). Illusion and reality in Edward Albee’s ‘The Zoo Story’. *Studies in Literature and Language*. 10 (6), 15-21. DOI: 10.3968/7182
- Knight, G.W. (2001). *The wheel of fire*. UK: Routledge.
- Larrain, J. (2006). Changes in Chilean identity: Thirty years after the military coup. *Nations and Nationalism*. 12 (2), 321–338.
- Saunders. G. (2008). *Patrick Marber’s ‘Closer’*. UK: Bloomsbury.
- Silva, N. & Wijesingha, R. (Eds.). (2001). *Across cultures: Issues of identity in contemporary British and Sri Lankan writing*. Colombo: The British Council

---

<b>Course code</b>	<b>TESL 22574</b>
<b>Course title</b>	<b>English Syntax and Semantics</b>
<b>Type/Status</b>	<b>Core</b>

**Learning Outcomes:**

On completion of this course, students will be able to

1. Identify lexical categories (nouns, verbs, adjectives, adverbs, determiners, pronouns, conjunctions)
2. Discuss sentence patterns and sentence types (simple, co-ordinate, complex)
3. Recognize and analyze phrase structure, grammatical relations between nouns and verbs ( Noun functions and Verb functions)



3. Identify theories in teaching speaking and listening skills

**Course Content:**

1. Teaching the importance of listening as a skill
2. Sub topics in listening as a skill
  - a. speech perception
  - b. word recognition
  - c. sentence processing
  - d. construct the literal meaning
  - e. hold the information
  - f. recognize cohesive devices in discourse
  - g. infer the implied meaning and intention
  - h. predict what is to be said
  - i. decide how to respond
3. Principles of teaching listening
4. Ideas and activities for teaching listening
5. Teaching the importance of speaking as a skill
6. Sub topics in speaking as a skill
  - a. speaking as a means of language acquisition
  - b. determine preverbal message
  - c. decide what words to use
  - d. articulate sentences
  - e. use non-verbal cues
7. Principles of teaching speaking
8. Ideas and activities for teaching speaking
9. Provide appropriate feedback

**Method of Teaching & Learning:**

Lectures, discussions, workshops, power point presentations, handouts and listening related material.

**Scheme of Evaluation:**

Assignments, In-class tests and End of semester examination

**Recommended Reading:**

- Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press.
- Blass, L (2007). *Quest 2: Listening and Speaking*. USA: McGraw-Hill.
- Helgesen, M. & Brown, S. (2007). *Practical English Language Teaching: Listening*. USA: McGraw-Hill.
- Preiss, S. (2003). *North Star Listening and Speaking: Advanced*. London: Longman Publishing Group.
- Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.
- 

**Course code:** TESL 22595  
**Title:** Drama in the Second Language Classroom  
**Type/Status:** Core

**Learning Outcomes:**

On completion of this course, students will be able to:

1. Discuss the importance of drama in the ESL classroom
2. Identify, describe and critically evaluate different approaches to the teaching of drama in second language education
3. Discuss approaches to teaching literature

**Course Content:**

1. Introduction to forms of drama and their usage
2. Methods of teaching drama in the ESL Classroom
3. Teaching the Four Language Skills through drama
4. Teaching the O/L Literature Anthology- Selected plays
5. Teaching the A/L Literature Anthology – Selected plays
6. Selected dramatists from Sri Lankan English Literature
7. Analyzing and critiquing drama
8. Applied drama

**Method of teaching and learning:**

Lectures, discussions, audio-visual media

**Scheme of Evaluation:**

Assignments, Presentations, and Project work

**Recommended Reading:**

- Almond, M. (2005). *Teaching English with drama*. US: Modern English Publishing.
- Bassnett, S. & Grundy, P. (1993). *Language through literature*. UK: Longman.
- Blatner A. & Wiener D. (Ed). (2007). *Interactive and improvisational drama: Verities of Applied Theatre and performance*. New York: iUniverise Inc.
- Leach, R. (2008). *Theatre studies: The basics*. New York: Routledge.
- Maley, A. & Duff, A. (2005). *Drama techniques: a resource book of communication activities for language teachers*. UK: CUP.
- Hodgeson, J. (1972). *The uses of drama: Sources giving a background to acting as a social and educational force*. UK: Eyre Methuen Ltd.
- Swale, J. (2009). *Drama games for classrooms and workshops*. London: Nick Hern Books.
- Sanger, K. (2001). *The language of drama*. New York: Routledge.
- Way, B. (1998). *Development through drama*. UK: Humanity.
- GCE O/L Anthology , GCE A/L Anthology
- Sanger, K. (2001). *The Language of Drama*. New York: Routledge.
- Way B. (1998). *Development through drama*. UK: Humanity
- GCE O/L Anthology , GCE A/L Anthology

**Course Code:** TESL 225X4  
**Course Title:** Advanced Academic Writing  
**Type/Status:** Optional  
**Learning Outcomes:**

On completion of this course, students will be able to:

1. Identify different genres of advanced academic writing

2. Critically evaluate their own and others' writing
3. Produce multiple genres of writing necessary for academic work

**Course content:**

1. Book review on a scholarly book
2. Short research reports
3. Writing about procedures
4. Conducting self- and peer-editing
5. Critiquing an article
6. Mechanics and style in specific genres

**Method of teaching and learning:**

Lectures, discussions, LMS course site based activities

**Scheme of evaluation:**

Take home assignments, in-class tests

**Recommended reading:**

Bhatia, V. K. (2014). *Analysing genre: Language use in professional settings*. Routledge.

Björk, L. A. & Räisänen, C. (2003) *Academic Writing: A University Writing Course*.  
Studentlitteratur.

Johns, A. M. (1997). *Text, role and context: Developing academic literacies*. Cambridge  
University Press.

Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge  
University Press.

Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and  
skills* (Vol. 1). Ann Arbor, MI: University of Michigan Press.

Selected journal articles

Online resources

---

<b>Course Code:</b>	<b>TESL 31515</b>
<b>Course Title:</b>	<b>Teaching Reading and Writing</b>
<b>Type/Status:</b>	<b>Core</b>

**Learning outcomes:**

On completion of the course, students will be able to:

1. Teach reading and writing to different learner levels
2. Discuss methods of reading and writing
3. Identify different reading terminology and purposes
4. Write tasks accurately
5. Identify grammar problems and avoid making errors in writing
6. Discuss a reading supplementary in detail

**Course Content**

1. Theories and models of first language reading
2. Theories of second language writing
3. Issues in second language reading and writing
4. Reading and writing relationships
5. Reading strategies and metacognitive skills
6. Writing processes
7. Genre and rhetoric
8. Student tasks in reading and writing
9. Responding to student writing

**Method of teaching & learning:**

Lectures, discussions, workshops

**Scheme of Evaluation:**

Class observation, creating a lesson plan and teaching reading/writing sessions, in-class tests

**Recommended Reading**

Ackersold, J. A., & Field, M. L. (1997). *From reader to reading teacher: Issues and strategies for second language classrooms*. New York: Cambridge University Press.

Biber, D. (1988). *Variation across speech and writing*. Cambridge: Cambridge University Press.

Calkins, L. M. (2000). *The Art of Teaching Reading*. UK: Allyn & Bacon.

Calkins, L. M. (1994). *The Art of Teaching Writing*. Portsmouth: Heinemann

Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. New York: Cambridge University Press.

Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge: Cambridge University Press.

Grabe W & Stoller L F, (2002). *Teaching and Researching Reading*. UK: Longman, Pearson Education.

Hewins, C. (1986). *Writing in a foreign language: Motivation and the process approach*. *Foreign Language Annals*, 19(3), 219-223.

White, E. (1985). *Teaching and assessing writing*. San Francisco: Jossey-Bass.

Silberstein, S. (1994). *Techniques and resources in teaching reading*. New York: Oxford University Press.

**Course code:**

**TESL 31525**

**Title of the course:**

**Poetry in the Second Language Classroom**

**Type/Status:**

**Core**

**Learning Outcomes:**

On completion of this course, the students will be able to:

1. Explain and critique the latest theories in teaching poetry in the ESL classroom
2. Analyze and critique poetry from selected poets representing Victorian to Modern Poetry, American Literature, Sri Lankan English Poetry
3. Use poetry to teach language in the ESL classroom

**Course Content:**

1. Introduction to poetry: poetic devices
2. Poetry and the multicultural classroom
3. Methods of teaching poetry in the ESL classroom
4. Teaching the O/L Literature Anthology- Poetry
5. Teaching the A/L Literature Anthology – Poetry
6. Selected poets from English literature
7. Selected poets from American literature
8. Selected poets from Sri Lankan English literature
9. Analyzing and critiquing poetry
10. Teaching the four language skills through poetry

**Method of teaching and learning:**

Lectures, discussions, workshops

**Scheme of Evaluation:**

Assignments, In-class tests, and End of the semester exam

**Recommended Reading:**

- Elster, C. (2000). Entering and opening the world of a poem. *Language Arts*, 78(1), 71-77.
- Elting, S., Firkins, A. (2006). Dramatising poetry in the second language classroom. *English Teaching Practice and Critique*, 5(3), 127-136.
- Fanon, F. (1961). *The Wretched of the Earth*. Grove Press.
- Gaarder, J. (1995). *Sophie's World*. London: Phoenix.
- Hadaway, L., Vardell, S., & Young, T. (2001). Scaffolding oral language development through poetry for students learning language. *The Reading Teacher*, 54(8), 796-806.
- Hess, N. (2003). Real language through poetry: a formula for making meaning, *ELT Journal* 57, 19-25.
- Maley, A, & Duff, A. (1989). *The Inward Ear: Poetry in the Language Classroom*. Cambridge University Press.
- Sapiro, J. (2004). *Creative Poetry Writing*. Oxford University Press.
- Sedgwick, F. (2000). *Writing to Learn: Poetry and Literacy across the Primary Curriculum*. Routledge Publications.
- GCE O/L Poetry Anthology.
- GCE A/L Poetry Anthology.
- 

**Course Code:** TESL 31535  
**Course Title:** Language Policy and Planning  
**Type/Status:** Core

**Learning Outcomes:**

On completion of this course, students will be able to:

1. Identify the different approaches to language policy and planning
2. Use linguistic concepts to analyze theories of lpp
3. Identify ideological biases of language policies
4. Analyze and explain the theoretical framework of a language policy

**Course Content:**

1. Definitions of language policy and planning
2. Corpus planning and status planning
3. Linguistic concepts in LPP
4. Dominant ideologies in LPP
5. Education policies in language planning
6. Minority languages and language maintenance
7. Language planning and standardization
8. Nationalist ideology and LPP
9. Selected case studies

**Method of teaching and learning:**

Lectures, student presentations, guest lectures, field visits

**Scheme of evaluation:**

Essay, Presentations, and End of semester examination

**Recommended reading:**

- Fromkin, V., Rodman, R. & Hyams, N. (2006). *An introduction to language*. Blackwell.
- Mansoor, S., Meraj, S., Tahir, A. (2004). *Language policy, planning, & practice: A South Asian perspective*. Oxford: Oxford University Press.
- Paulston, C. G., Tucker, R. (2003). *Sociolinguistics: The essential readings*. Blackwell.
- Ricento, T. (Ed.), (2006). *An introduction to language policy: Theory and method*. Malden: Blackwell
- Spolsky, B. (1986). *Language and education in multilingual settings*. Multilingual Matters.
- Wardhaugh, R. (2005). *An introduction to Sociolinguistics*. Blackwell.
- Wright, S. (2004). *Language policy and language planning*. Palgrave-Macmillan.

**Course Code:** TESL 31542  
**Course Title:** Discourse Analysis  
**Type/Status:** Optional

**Learning Outcomes:**

On completion of this course, students will be able to:

1. Discuss theoretical approaches to discourse
2. Use different techniques of data preparation for analysis
3. Analyse spoken and written data in multiple ways
4. Discuss differences in discourse analysis approaches

**Course content:**

1. Definitions of discourse analysis
2. Preparing data for analysis
3. Narrative approaches to discourse
4. Conversation analysis
5. Critical discourse analysis
6. Anthropological approaches to discourse
7. Analysing text and speech

**Method of teaching and learning:**

Lectures, discussions, field work, LMS course site based activities

**Scheme of evaluation:**

Assignments, in-class tests, final project

**Recommended reading:**

Blommaert, J. (2005). *Discourse*. NY: Cambridge.

Cameron, D. (2001). *Working with spoken discourse*. Thousand Oaks, CA: Sage.

Fairclough, Norman. *Critical discourse analysis: The critical study of language*. Routledge, 2013.

Gee, J. (1999). *An introduction to discourse analysis*. NY: Routledge.

Hutchby, I., & Wooffitt, R. (2008). *Conversation analysis*. Polity.

Schiffrin, D., Tannen, D., & Hamilton, H. E. (Eds.). (2008). *The handbook of discourse analysis*. John Wiley & Sons.

Ten Have, P. (2007). *Doing conversation analysis*. Sage.

Wortham, S. E. F. (2001). *Narratives in action: A strategy for research and analysis*. Teachers College Press

Selected journal articles

Online resources: *Discourse in Society* website, *CADAAD* website

---

<b>Course Code:</b>	<b>TESL 32555</b>
<b>Course title</b>	<b>Principles of Syllabus and Course Design</b>
<b>Type/Status</b>	<b>Core</b>

**Learning outcomes:**

On completion of this course, students will be able to:

1. Design, develop, implement and evaluate lessons
2. Discuss traditional and innovative classroom techniques for teaching listening, speaking, reading and writing skills to speakers of English as a second language
3. Design needs analyses
4. Plan goals and learner outcomes
5. Demonstrate a practical knowledge of the range of texts and materials available for ESL teachers
6. Collaborate with colleagues

**Course content**

1. Designing needs analyses and surveys
2. Planning goals/objectives, pre-requisites, content, procedure and evaluation/assessment techniques
3. Designing lesson plans
4. Adapting audio visual methods in the ESL classroom
5. Using computers in language teaching
6. Curriculum design
7. Project: 10 lesson plans based on school English text book

**Method of teaching**

Lectures, discussions, workshops

**Scheme of evaluation**

Assignment, In-class tests and End of semester examination

**Recommended reading**

Brown, J. D. (1995). *The elements of language curriculum*. Boston: Heinle & Heinle.  
Brown, H. D. (1994). *Teaching by principles*. Englewood Cliffs, NJ: Prentice Hall Regents.  
Celce-Murcia, M. (1991). *Teaching English as a second or foreign language*, 2nd ed. Boston: Heinle & Heinle.  
Graves, K. (1996). *Teachers as course developers*. New York: Cambridge.  
Richards, C. J. (2001). *Curriculum development in language teaching*. Cambridge University Press.  
Tomlinson, B. (1998). *Materials development in language teaching*. Cambridge University Press.

---

**Course Code:** TESL 32565  
**Course Title:** Testing and Evaluation  
**Type/Status:** Core

**Learning Outcomes:**

On completion of the course, students will be able to:

1. Understand and articulate the fundamental concepts, principles, and concerns of language testing
2. Plan and construct language tests
3. Analyze and interpret the results of language tests.
4. Explain how test results can be used to describe student performance and/or improve the quality of tests

**Course Content:**

1. Problems and issues in assessment and testing in general
2. Theoretical foundations of testing.
3. The process of test construction, Testing linguistic competence: grammar and vocabulary
4. Testing and assessment of L2 writing
5. Testing oral skills.
6. Testing L2 reading and listening
7. Principles of test administration.
8. Classroom-based assessments.

**Method of teaching & learning:**

Lectures, discussions, workshops

**Scheme of Evaluation:**

Assignments, demonstrations and In-class tests, Project on designing a test

**Recommended reading:**

Bachman, L., Palmer, A. (1996). *Language testing in Practice*. OUP.  
Brown, H.D., (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Longman.  
Clark, J. (1983). Language testing: Past and current status: directions for the future. *Modern Language Journal*, 67, 431-443.  
Hughes, A. (1989). Testing grammar and vocabulary. In *Testing for language teachers* pp. 141-151. Cambridge, MA: Cambridge University Press.  
Linn, R., Miller, M.D. (2004). *Measurement and assessment in teaching* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

---

**Course Code:** TESL 32575  
**Course Title:** Computer Assisted Language Learning (CALL)  
**Type/Status:** Core

**Learning Outcomes:**

On completion of this course, students will be able to:

1. Describe the theoretical issues connected to CALL
2. Become familiar with multiple digital platforms
3. Explain how to incorporate technology into an ESL teaching environment
4. Comprehend the importance and use of on-going assessment in the computer-enhanced language classroom.
5. Devise and adapt technology to suit a variation of skills and proficiency levels
6. Design a CALL project suitable to an ESL classroom

**Course content:**

1. History of CALL & technology-mediate language learning
2. Review of theories related to second language acquisition
3. Introduction to current debates in CALL
4. Digital platforms and technology related to ESL
5. Corpora and databases
6. CALL tools for independent language learning
7. Multimodality in CALL
8. Technology applications for ESL skills
9. CALL for assessment

**Method of teaching and learning:**

Lectures, laboratory sessions, LMS course site based activities

**Scheme of evaluation:**

Presentations on CALL methods and applications, producing a CALL project, final report on project

**Recommended reading:**

Thomas, M., Reinders, H. & Warschauer, M. (2013). *Contemporary Computer-Assisted Language Learning*. London: Bloomsbury.

Chapelle, C. A. & Jamieson, J. (2008). *Tips for teaching with CALL: Practical approaches to computer-assisted language learning*. Pearson, ESL.

Chapelle, C. A. (2001). *Computer applications in second language acquisition: Foundations for teaching, testing and research*. Cambridge: Cambridge University Press.

Egbert, J., Hanson-Smith, E. (Eds). (1999). *CALL Environments: Research, practice, and critical issues*. Alexandria, VA: TESOL.

Fotos, S. & Browne, C. (2008). *New perspectives on CALL for second language classrooms*. Taylor & Francis.

Selected journal articles on CALL application

Online resources: COCA, MICASE, BNC corpora

---

**Course Code:** TESL 32583  
**Course Title:** Varieties of English

**Type/Status:** Optional

**Learning Outcomes:**

On completion of the course, students will be able to:

**Learning Outcomes:**

On completion of the course, students will be able to:

1. Define standards and varieties of English
2. Identify the major features of varieties of English
3. Discuss the notion of changing standards and its implications for TESL

**Course Content**

1. Defining standards and varieties of English
2. Changing standards
3. Studying the major varieties of English in the world
4. Implications of varieties of English on the teaching of English

**Method of teaching & learning:**

Lectures, discussions, workshops

**Scheme of Evaluation:**

Assignments, presentations, in-class tests

**Recommended Reading**

- Kachru, B. B. (1992). Teaching World Englishes. In B.B. Kachru (Ed.), *The other tongue: English across cultures* (2nd ed., pp. 355–365). Urbana, IL: University of Illinois Press.
- Kachru, B.B. (2005). *Asian Englishes: Beyond the Canon*. Hong Kong SAR, China: University of Hong Kong Press.
- Kandiah, T. (1998). *The Emergence of New Englishes*. In JA Foley, T. Kandiah, A. Fraser Gupta, L. Alsagoff, HC Lick, L. Wee et al.(eds.), *English in new cultural contexts: Reflections from Singapore* (pp. 73–105). Oxford, England: Oxford University Press.
- Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. Cambridge: Cambridge University Press.
- Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
- Trudgill, P. & Hannah, J. (2008). *International English: A Guide to Varieties of Standard English*. Oxford: Oxford University Press.

**Course code:**

**TESL 41515**

**Course title:**

**Research Methods in Applied Linguistics**

**Type/Status:**

**Core**

**Learning Outcomes:**

On completion of this course, students will be able to:

1. Demonstrate a knowledge of different approaches to Applied Linguistics research (quantitative, qualitative, experimental, etc)
2. Identify ideas for a suitable research project

3. Formulate research questions related to Applied Linguistics
4. Create a research design appropriate for the research question
5. Create instruments/tools of data collection
6. Prepare data for analysis
7. Practise different ways of analysing data
8. Discuss ethics in relation to research in TESL

**Course content:**

1. Finding a topic for study and refining research questions
2. Methodological approaches frequently used in Applied Linguistics
  - a. Quantitative
  - b. Qualitative
  - c. Mixed methods
  - d. Experimental research
3. Ethics in research
4. Data collection
  - a. Different elicitation tasks (discourse completion, prompted production, etc)
  - b. Interviews – semi-structured and structured interview schedules
  - c. Surveys - questionnaires
  - d. Participant observation and field notes
  - e. Documents
5. Data preparation
  - a. Coding
  - b. Transcription
6. Dealing with multilingual data
7. Data analysis
  - a. Discourse analysis
  - b. Narrative analysis
  - c. Analysing quantitative data
8. Disseminating findings

**Method of teaching and learning:**

Lectures, discussions, laboratory sessions, LMS course site based activities, guest lectures

**Scheme of evaluation:**

Assignments (in-class and take-home), final project, presentation/report on final project

**Recommended reading:**

Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in second language research: Construction, administration, and processing*. Routledge.

Gass, S. M. & Mackey, A. (2007). *Data elicitation for second and foreign language research*. New York: Routledge.

Mackey, A., & Gass, S. M. (2013). *Second language research: Methodology and design*. New York: Routledge.

Phakiti, A. (2014). *Experimental research methods in language learning*. London: Continuum.

Seliger, H. W., & Shohamy, E. (1995). *Second language research methods*. Oxford: Oxford University Press.

Selected journal articles on relevant topics

---

**Course code:** TESL 41525  
**Course title:** Project on Content Development  
**Type/ Status:** Compulsory

**Learning Outcomes:**

On completion of this course, the students will be able to:

1. Discuss principles of material development
2. Demonstrate an in-depth understanding of content development in ESL
3. Compile and construct content that enhance English language learning

**Course Content:**

1. Designing a needs analysis
2. Exploring the importance of a content-based ESL curriculum
3. Writing thematically organized material
4. English language development through content areas
5. Content- Based Instruction (CBI)
6. *Into, through, and beyond* framework for CBI lesson planning

**Method of teaching and learning:**

Lectures, discussions, practical teaching

**Scheme of Evaluation:**

Assignments

**Recommended Reading:**

Brinton, D. M., Snow, M.A., Wesche, M. B. (1989). Content- Based Second Language Instruction, New York: Newbury House.  
Grabe, W. & Stoller, F. (1997). Content Based Instruction: Research foundations. In M. Snow & D.M. Brinton (eds.) *The Content Based Classroom*, New York: Longman.  
D. Nunan (Ed.), *Practical English Language Teaching*. New York: McGraw Hill.  
Stoller, F. (1997). Project Work: a means to promote language and content. *English Teaching Forum*, 35 (4): 2-9, 37.

---

**Course Code:** TESL 41533  
**Course Title:** The Process of Writing a Dissertation  
**Type/Status:** Core

**Learning Outcomes:**

On completion of this course, students will be able to:

1. Construct a research topic with due attention to methodology and related theory
2. Formulate appropriate hypotheses
3. Organize and write a thesis effectively
4. Synthesize information

**Course Content:**

1. Introduction to writing a thesis
2. Finding a research topic
3. Preparing the research proposal
4. Preparing the outline of the thesis
5. Writing the literature review

**Method of Teaching & Learning:**

Lectures, hand-outs, power-point presentation, quizzes, discussions, workshops

**Scheme of Evaluation:**

Writing the research proposal and literature review

**Recommended Reading:**

Burns, A. (1999). *Collaborative action research for English language teachers*. New York: Cambridge University Press.

Edge, J. (ed.) (2001). *Action research: Case studies in TESOL*. Alexandria, VA: TESOL.

Freeman, D. (1998). *Doing teacher research: From inquiry to understanding*. Boston, MA: Heinle & Heinle.

Nanayakkara, G. (2008). *A handbook for academic and professional writing in management*. Dubai: Postgraduate Institute of Management.

**Course Code:** TESL 42542  
**Course Title:** Writing a Teaching Portfolio

**Type/Status:** Core

**Learning Outcomes:**

On completion of this course, students will be able to:

1. Identify their development goals, directions and priorities
2. Carry out appropriate development practices
3. Use a variety of methods to evaluate their teaching role
4. Extend the use of learning, teaching and assessment approaches
5. Provide support to students on academic and pastoral issues

**Course content:**

1. Writing learning outcomes
2. Identify and demonstrate non-verbal communication
3. Choose appropriate assessment to suit learning outcomes
4. Theories in reflective practice and improving lesson plans
5. Learning domains and learning styles
6. Giving and receiving constructive feedback
7. Preparing appropriate tasks for group work to maximize involvement
8. Deploying devices to help their students to get to know each other
9. Theories in motivation and sustaining motivation
10. Review teacher evaluation methods
11. Writing learning agreements
12. Conduct action research

13. Writing reflective learning logs

**Method of teaching and learning:**

Discussions, seminars, workshops; LMS course site based activities

**Scheme of evaluation:**

Teaching and learning portfolio; seminar presentation

**Recommended reading:**

Biggs, J. (1999). *Teaching for Quality Learning at University: what the student does*. UK: SRHE and Open University Press Imprint.

Brown, S. & Race, P. (1995). *Assess your own Teaching Quality*. London: Kogan Page Fiore, D. F. (2010). *School-Community Relations* (3<sup>rd</sup> edition). US: Eye on Education.

Gardner, H. (2007). *Five Minds for the Future*. Boston: Harvard Business School Press.

Henson, K. T. (2009). *Curriculum Planning: Integrating Multiculturalism, Constructivism and Education Reform* (4<sup>th</sup> edition). Us: Waveland Press Inc.

Jaques, D. (2000). *Learning in Groups: A handbook for improving group work*. London: Kogan Page.

Johnson, A. P. (2009). *What Every Teacher Should Know About Action Research*. US: Pearson.

Joyce, B. R. & Weil, M. (2008). *Models of Teaching* (8th Edition). US: Allyn & Bacon.

Reynolds, N. Rice, R. (2006). *Portfolio Keeping: A Guide for Students* (2<sup>nd</sup> edition) UK: Bedford/St. Martin's.

Seldin, P. (1995). *The Teaching Portfolio*. ASEE PRISM 19-22.

Wingate, J. (2000). *Knowing Me, Knowing You; Classroom Activities to Develop Learning Strategies and Stimulate Conversation (Photocopiable ELT Copycats)*. UK: Delta Publishing.

Winston, R.B. & Moore, W.S. (1991). *Standards and Outcomes Assessment: Strategies and Tools*. New Directions for Student Services, Spring.

---

**Course code:** TESL 42557

**Course title:** Internship

**Type/ Status:** Core

**Learning Outcomes:**

On completion of this course, the students will be able to:

1. Manage a complex array of instructional and interactional tasks
2. Display an in-depth understanding of classroom dynamics

**Course Content:**

1. Designing a needs analysis
2. Changing views on the nature of language and learning
3. Collaborating with colleagues: Planning and teaching
4. Classroom Talk: Direct instruction, error correction and feedback, teacher questions, instructions, use of the first language
5. Classroom dynamics: Pacing, classroom monitoring, cross-cultural aspects of classroom management, dealing with behavior problems
6. Instructional groups: Teacher and learner roles, small group and pair work, large classes, one-to-one instruction, self-directed learning, mixed-level groups

*Practicum:* The students will teach 45 hours for the semester in an English as a Second Language environment. The successful completion practical training is essential for graduation.

**Method of teaching and learning:**

Lectures, discussions, practical teaching

**Scheme of Evaluation:**

Teaching observation, Assignments

**Recommended Reading:**

Kramsch, L. (2000). Second language acquisition and the teaching of foreign language. *Modern Language Journal*, 84, 311-326.

Lee, J., Vanpatten, B.(2003). *Making Communicative Language Teaching Happen*. New York: McGraw Hill.

Nunan, D., Lamb, C. (1996). *The Self-Directed Teacher*. Cambridge: Cambridge University Press.

Richards, J.C., Lockhart, C. (1996). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

---

**Course Code:** TESL 43568

**Course Title:** Dissertation

**Type/Status:** Core

**Learning Outcomes:**

By writing the Dissertation, students will be able to:

1. Demonstrate the ability to write original research.
2. Use the format of a research paper or academic article.\
3. Evaluate their grasp of academic writing.
4. Use the rules of English syntax appropriately.
5. Use APA in listing references.

**Course Content:**

A dissertation of approximately 10, 000 words to be written on a topic on Teaching English as a Second Language or the English Language, selected in consultation with the Head of the English Language Teaching Department.

**Method of Teaching & Learning:**

Discussions and workshops

**Scheme of Evaluation:**

Assignments by end-of-semester, Dissertation.

**Recommended Reading:**

[American Psychological Association](#) (2009). *Publication Manual of the American Psychological Association, Sixth Edition*, USA: American Psychological Association.

- Bazerman, C. (1987). *The Informed Writer: Using Sources in the Disciplines*. Boston: Houghton Mifflin.
- Berry, R. (1994). *The Research Project: How to Write I*, London: Routledge and Kegan Paul.
- Blaxter, L. Hughes, C. & Tight, M., (2002). *How to research*. New Delhi: Viva Books (Pvt) Ltd.
- Gibaldi J. & Achtert, W. S. (1989). *MLA Handbook for Writers of Research Papers*. New Delhi: East-West Press.
- Kane, E. (1985). *Doing Your Own Research*. London: Marion Boyars.
- Levin, G. (1987). *The Macmillan College Handbook*. New York: Macmillan.
- Swales, J. M. & Feak, C. B. (1994). *Academic Writing for Graduate Students*, Ann Arbor: University of Michigan Press.
- Weiner, H.S. (1984). *Creating Compositions*. New York: McGraw-Hill.
-