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

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[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

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Total Credits from C courses = 30

## 2. The English Language and Second Language Acquisition

### Level Two

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## 2. Skills related to TESL

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**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:

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:**
Selected journal articles
Online resources: UCLA Phonetics site, selected corpora, websites on linguistics

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**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:

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

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**
Online resources: selected corpora, websites on English grammar

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**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**

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**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**


**Course code:** TESL 12273
**Course Title:** Teaching Methodology
**Type/Status:** Core

**Learning Outcome:**
On completion of this course, students will be able to
1. Describe various teaching methods of the 20th Century
2. Explain theories of first and second language acquisition
3. Identify factors that affect language learning
4. Distinguish learner types

**Course content:**
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:

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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:**

Selected journal articles
Online resources

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**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:

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. 21st 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

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:

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
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:

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:

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:**  

<table>
<thead>
<tr>
<th>Course code</th>
<th>TESL 22574</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course title</td>
<td>English Syntax and Semantics</td>
</tr>
<tr>
<td>Type/Status</td>
<td>Core</td>
</tr>
</tbody>
</table>

**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)
4. Explain and discuss theories in Transformational and Generative Grammar (surface structure, deep structure and tree diagrams)
5. Explain rules of English syntax
6. Discuss error correction
7. Describe the nature of meaning in language
8. Discuss semantic theories
9. Analyze issues in pragmatic

Course Content:
1. English Syntax – Lexical categories
2. English Syntax – Sentence patterns and Sentence types
3. Phrase structure
4. Grammatical relations
5. Syntactic structures and rules of English grammar
6. Syntactic problems of ESL learners
7. Theories and definitions of Semantics
8. Meaning of linguistic expressions: words, sentences, phrases, errors
9. Meaning and context: places, times and intentions
10. Pragmatics

Method of Teaching & Learning:
Lectures, discussions, workshops

Scheme of Evaluation:
Assignments, presentations, and End of semester examination

Recommended Reading:

Course code: TESL 22585
Course Title: Teaching Speaking and Listening
Type/Status: Core

Learning Outcomes:
On completion of this course, students will be able to:
1. Practice methods of teaching speaking and listening.
2. Identify and use listening skills effectively.
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:**

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**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:
Hodgeson, J. (1972). The uses of drama: Sources giving a background to acting as a social and educational force. UK: Eyre Methuen Ltd.
GCE O/L Anthology , GCE A/L Anthology
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:


Selected journal articles
Online resources

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

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**

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**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:**
Fanon, F. (1961).*The Wretched of the Earth.* Grove Press.
Sapiro, J. (2004).*Creative Poetry Writing.* Oxford University Press.
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:**

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**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:**

Selected journal articles
Online resources: *Discourse in Society* website, *CADAAD* website

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**Course Code:** TESL 32555  
**Course title** Principles of Syllabus and Course Design  
**Type/Status** Core

**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**

**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:**  
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:
Selected journal articles on CALL application
Online resources: COCA, MICASE, BNC corpora

Course Code: TESL 32583
Course Title: Varieties of English
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

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:
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:

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:

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:**

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**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:

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:


