



DEPARTMENT OF ENGLISH LANGUAGE TEACHING, UNIVERSITY OF
KELANIYA - SRI LANKA

☎ 2987102, 2903780/783

3rd February, 2019

Dean, Faculty of Humanities,
University of Kelaniya
Dear Sir,

Bachelor or Arts Honours (Teaching English as a Second Language) curriculum for Faculty Board Approval

Herewith I forward the new curriculum for Bachelor of Arts Honours (Teaching English as a Second Language) that is offered by the Department of English Language Teaching for Faculty Board approval. The new curriculum incorporates all the requirements of the AHEAD project including course units on **Community Service** (Community service Project: TESL 22591-C), **Internship** (Internship and writing a teaching portfolio TESL 42544-C) and **Inclusivity** sensitized course units. The curriculum **does not** identify courses that include an **English Component** (EMI) because the whole programme is conducted in the English medium.

The following courses include inclusivity:

TESL 12574	Teaching Methodology	C
TESL 12584	Drama through the Ages	C
TESL 21534	Introduction to Fiction	C
TESL 21544	English in Sri Lanka: An Interdisciplinary Inquiry	C
TESL 21552	Teaching Young Learners	O
TESL 22585	Explorations in Poetry	C
TESL 22591	Community Service Project	C
TESL 31534	Language Policy and Planning	C
TESL 32554	Principles of Curriculum and Course Design	C
TESL 41545	Principles and Practices of Classroom Management	C
TESL 42554	Internship and Writing a Teaching Portfolio	C

Thank you.

Yours faithfully,

Hasitha Pathirana

Head / DELT

Proposed Syllabus Revision for
**Bachelor of Arts Honours in Teaching
English as a Second Language Degree
Program**
[BA Hons (Teaching English as a Second Language)]
[Separate Window]

**Department of English Language Teaching
Faculty of Humanities
University of Kelaniya**

For Faculty Board Approval

06th February, 2020

Introduction

The Bachelor of Arts Honours Teaching English as a Second Language degree 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 (TESL) has evolved as a specific discipline, based on scientific research in second language learning, acquisition and related disciplines.

TESL 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.

Justification for Proposed Syllabus Revision

The proposed curriculum is designed in order to upgrade the quality of the degree programme in keeping with the current global practices in TESL and research in applied linguistics. Also, the Faculty requirements, as per the given structure, in accordance with the AHEAD project such as course units that incorporate Inclusivity, Internship, Research Methods and Community service, have been included in the curriculum. Moreover, the suggestions given in the curriculum review conducted by the experts in the field, Prof. Marie Perera [Director NEREC, Department of Education, Faculty of Education, University of Colombo] - in 2014, and Prof. Nicolas Hurst [Assistant Professor - English Studies Faculty of Letters - U.P., Via Panorâmica s/nº, 4150-564 Porto, Portugal] in 2018 have been incorporated into the syllabus.

Qualification descriptor of BA Hons (Teaching English as a Second Language)

Bachelors Honours Degree- SLQF Level 6

Minimum Admission Requirement

“S” pass for GCE Advanced Level Exam for English (literature and language).

Proposed intake for Special Window

The University Grants Commission selects 50 students to read for the BA Hons (Teaching English as a Second Language) degree offered by the DELT, University of Kelaniya.

Objectives

The objectives of the TESL degree programme are:

- to produce teachers of English as a Second Language
- to produce researchers in TESL and related areas
- to train professionals with adaptability, creativity, excellent communication skills and critical thinking skills with special focus on TESL

Course outcomes (Graduate Profile):

Graduates of the BA Hons (Teaching English as a Second Language) degree will be able to:

- demonstrate theoretical knowledge on and practical application of principles, strategies and methodologies related to ESL, including language acquisition, language policies, computer assisted language learning, curriculum and course design in ESL, and testing and assessment;
- demonstrate knowledge on theories of and critically evaluate aspects of English linguistics, the origins, models of spread and the evolution of the English language and their implications on the local, global and ESL contexts;
- demonstrate knowledge of ethical practice and research in applied linguistics, and conduct and write research in TESL and related areas, as well as to carry out action research in ESL teaching and learning contexts;
- critically appreciate literature from different time periods and discuss their relevance to human condition and technical knowhow to transmit this knowledge to learners in the literature classroom;
- demonstrate skills of critical thinking, communication, analysing and problem solving and the application of these skills on teaching, conducting research in applied linguistics, community service and other areas of professional engagements;
- have leadership skills, team spirit and management skills to fulfil the current demands in the job market as effective ESL teachers.
- have positive attitudes by being self-directed learners sharpened through reflective practice, inclusive thinking, and community service so that can adapt to any ESL teaching or professional contexts and bring about the much needed change in the ELT landscape and society at large.

Key to Grades

40 is the pass mark of all courses.

85 – 100	A ⁺
70 – 84	A
65 – 69	A ⁻
60 – 64	B ⁺
55 – 59	B
50 – 54	B ⁻
45 – 49	C ⁺
40 – 44	C
35 – 39	C ⁻
30 – 34	D ⁺
25 – 29	D
0 – 24	E

Multiple Levels of Exit as per SLQF Guidelines

“Bachelor’s degree of level 5 may be awarded for early exit from Bachelors Honours Degree programme provided that the candidate has completed minimum of 30 credits in levels 5 and/or 6. A Diploma or a Higher Diploma may be awarded for those completing the requirements equivalent to SLQF Levels 3 or 4 respectively. However, a professional qualification may not be awarded for early exit" (SLQF, University Grants Commission (UGC) 2015, p 21).

Calculation of Class and selection of Gold Medalist

As per university laws and bylaws as given in student handbook.

Awards and Medals

The graduate with the highest GPA in TESL subjects with a First Class is awarded the Manique Gunasekera Memorial Gold Medal.

Bachelor of Arts Honours in Teaching English as a Second Language

Degree Syllabus 1.

Level One

Semester I	Course code	Title of course	Type
	TESL 11515	Introduction to Academic Writing	C
	TESL 11524	English as a Global Language	C
	TESL 11533	English Phonology	C
	TESL 11543	Pedagogical Grammar	C
Semester II	Course code	Title of course	Type
	TESL12553	Introduction to Sociolinguistics	C
	TESL 12564	Critical Thinking and Problem Solving	C
	TESL 12574	Teaching Methodology	C
	TESL 12584	Drama through the Ages	C
	TESL 12592	The History of the English Language	O

Total Credits from C courses = 30 Optional Credits = 02

2. Level Two

Semester I	Course code	Title of course	Type
	TESL 21514	Second Language Acquisition	C
	TESL 21524	English Morphology	C
	TESL 21534	Introduction to Fiction	C
	TESL 21544	English in Sri Lanka: An Interdisciplinary Inquiry	C
	TESL 21552	Teaching Young Learners	O
Semester II	Course code	Title of course	Type
	TESL 22564	English Syntax and Semantics	C
	TESL 22574	Teaching Speaking and Listening	C
	TESL 22585	Explorations in Poetry	C
	TESL 22591	Community Service Project	C
	TESL 22602	Advanced Academic Writing	O

Total Credits from C courses= 30 Optional Credits = 02

3. Level Three

Semester I	Course code	Title of course	Type
	TESL 31514	Teaching Reading and Writing	C
	TESL 31524	Teaching Literature in Second Language Contexts	C
	TESL 31534	Language Policy and Planning	C
	TESL 31543	Discourse Analysis	C
Semester II	Course code	Title of course	Type
	TESL 32554	Principles of Curriculum and Course Design	C
	TESL 32565	Language Testing & Assessment	C
	TESL 32574	Research methods in Applied Linguistics	C
	TESL 32582	Philosophy and Psychology of Education	C

Total Credits from C courses= 30

4. Level Four

Semester I	Course code	Title of course	Type
	TESL 41515	Technology Enhanced Language Learning	C
	TESL 41525	Project on Content Development	C
	TESL 41535	Critical Theories in Language Education	C
	TESL 41545	Principles and Practices of Classroom Management	C
Semester II	Course code	Title of course	Type
	TESL 42554	Internship and Writing a Teaching Portfolio	C
	TESL 43566	Dissertation	C

Total Credits from C courses = 30

Level:	Level 1		
Course Code:	TESL 11515		
Course Title:	Introduction to Academic Writing		
Credit Value	5		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	75hrs (5 lecture hours X 15 weeks)		175hrs (11 - 12 hours X 15 weeks Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
<p>Course Intended Learning Outcomes</p> <p>At the completion of this course unit, students will be able to:</p> <p>On successful completion of this Course unit, students should be able to:</p> <p>ILO 1: recognize different styles of writing</p> <p>ILO 2: identify features of academic style</p> <p>ILO 3: demonstrate familiarity with components of academic writing</p> <p>ILO 4: identify common errors and correct them</p> <p>ILO 5: demonstrate knowledge of APA style</p> <p>ILO 6: analyse and develop inclusive writing practices</p>			
<p>Course Content</p> <p>1. Different styles of writing</p> <ul style="list-style-type: none"> Structure of Essay Thesis statement writing Topic sentences and paragraph structure Structure of a research paper <p>2. Features of academic writing</p> <ul style="list-style-type: none"> Academic language – nouns and verbs PC language <p>3. Process writing</p> <ul style="list-style-type: none"> Prewriting Editing <p>4. Grammar and mechanics for writing</p> <ul style="list-style-type: none"> Sentence types Articles and prepositions Identify common errors Punctuation <p>5. Referencing and citations</p> <ul style="list-style-type: none"> Writing reference lists Paraphrasing and intext citations Stages of summarising Effective paraphrasing Paraphrasing techniques 			
<p>Teaching/ Learning Methods:</p> <p>Interactive practical sessions that promote active learning</p>			
<p>Assessment Strategy:</p> <p>Essay, Quiz, Process Writing, Analytical paper</p>			
Continuous Assessment 100%		Final Assessment (%)	
<p>Details:</p> <p>Guided Essay 25%</p> <p>Error Correction and Editing- 25%</p> <p>APA citations and Referencing – Quiz 20%</p> <p>Analytical writing 30%</p>		Theory	Practical
		Other	

Recommended Reading:

Baily, S. (2006). *Academic writing: A handbook for International Students* (2nd ed.). US: Routledge

Bullock, R. (2013). *The Norton field guide to writing* (3rd ed.). UK: Norton and Co.

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

Hyland, K. (2016). *English for academic purposes: An advanced resource book*. US: Routledge.

Publication Manual of the American Psychological Association. (2002). Washington D.C.: American Psychological Association.

Swales, J. & Feak, C. (2004). *Academic writing for graduate students: Essential tasks and skills*. USA: Michigan University Press.

Truss, L. (2003). *Eats, shoots & leaves: The zero tolerance approach to punctuation*. USA: Gotham Books.

Level:	Level 1			
Course Code:	TESL 11524			
Course Name:	English as a Global Language			
Credit Value:	4			
Type	Compulsory			
Hourly Breakdown	Theory	Practical	Independent Learning	
	60hrs (4 lecture hours X 15 weeks)		140hrs (9-10 hours X 15 weeks Reading, Online discussion forum on LMS, Problem solving activities and Assignments)	
<p>Course Intended Learning Outcomes: At the completion of this course unit, students will be able to: ILO 1: survey key historical factors underlying the rise of English as a global language ILO 2: identify and discuss factors involved in the continuing spread of English today ILO 3: discuss features and status of new Englishes, pidgins, creoles and the question of intelligibility ILO 4: analyze selected models of Englishes in the world ILO 5: deconstruct ideas related to standards of English ILO 6: discuss issues related to emerging Englishes and new Englishes in pedagogy</p>				
<p>Course Content: 1. World Englishes Spread, New Englishes & new Englishes 2. Pidgins and Creoles Status, theories of origins and controversies 3. ENL/ESL/EFL New Englishes paradigm and its critique 4. Models of English Comparison of Steverson's, Kachru's, Modiano's, Yano's, Schneider's and Haswell's Models of English 5. Features of new Englishes Question of intelligibility and features of new Englishes 6. Standard English Ideology RP, Chancery standard, Estuary English, What standard is not 7. Inclusive Pedagogy Linguistic repertoire, diglossia, bi-dialectism and translanguaging 8. Linguistic Imperialism Linguistics and linguistic imperialism 9. Future of English English in Europe and Asia Language death</p>				
<p>Teaching /Learning Methods: Lectures, discussions and student centred learning activities</p>				
<p>Assessment Strategy: In-class tests and End of semester exam</p>				
Continuous Assessment 100%		Final Assessment (%)		
Details: Presentation on Pidgins and Creoles 20% Critical analysis of Models of English or Standard English 30% Discussion and participation 10% In-class test 40%		Theory	Practical	Other

Recommended Reading:

- Crystal, D. (2003). *English as a global language*. 2nd ed. Cambridge: Cambridge University Press.
- Busch, B. (2012). Linguistic Repertoire. *Applied Linguistics*. 1–22. doi:10.1093/applin/ams056
- Ferguson, C.A. (1959). Diglossia. *Word*. 15. 325-340
- Haswell, C. (2011). *A Global Model of English: How new modeling can improve the appreciation of English usage in the Asia Pacific region*. <https://www.researchgate.net/publication/263339998>
- Jenkins, J. (2003). *World Englishes*, London: Routledge.
- Mufwene, S. (2002). Pidgins and Creoles. *International Encyclopaedia of the Social and Behavioural Sciences*. Retrieved from <http://mufwene.uchicago.edu/pidginCreoleLanguage.html>
- Kachru, B. (1985). Standards, codification and sociolinguistic realism, in: Quirk, Randolph (Ed.), *English in the World*, 11-34, Cambridge: Cambridge University Press.
- Kandiah, T. (1987). New Varieties of English: creation of the paradigm and its radicalization, *Nawasilu*. 1-9.
- Canagarajah, S. (2011) Translanguaging in the Classroom: Emerging Issues for Research and Pedagogy. *Applied Linguistics Review*. Doi: 10.1515/9783110239331.1
- Parakrama, A. (2012) The malechery of English in Sri Lanka: Reimposing inequality through imposing extra linguistic value. *English Language as Hydra: Its Impact on Non-English Cultures*. UK: Multilingual Matters.
- Trudgill, P. (1999). Standard English: What it isn't. *Standard English: the widening debate*. London: Routledge.

Level:	Level 1		
Course Code:	TESL 11533		
Course Title:	English Phonology		
Credit Value	3		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45hrs (3 lecture hours X 15 weeks)		105hrs (7 hours X 15 weeks Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes: At the completion of this course unit, students will be able to: ILO 1: define important concepts in current phonological theories ILO 2: recognize and describe the sound system of English ILO 3: distinguish the common sound types classified in phonological theory ILO 4: explain the properties of the speech-producing organs ILO 5: use phonetic transcription to describe speech ILO 6: identify the common errors made by 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			
Teaching/ Learning Methods: Interactive practical sessions that promote active learning			
Assessment Strategy: Essay, presentation and End of semester exam			
Continuous Assessment 50%		Final Assessment 50%	
Written task 30% Presentation 20% End of Semester Examination 50%		Theory	Practical Other
Recommended Reading: IPA (1999). <i>Handbook of the International Phonetic Association</i> . Cambridge: Cambridge University Press. Johnson K. (2003). <i>Acoustic and auditory phonetics</i> . 2nd Ed. Blackwell. Ladefoged, P. (2006). <i>A course in phonetics</i> . 5th Ed. Harcourt Brace Jovanovich. Odden, D. (2005). <i>Introducing phonology</i> . Cambridge: Cambridge University Press. Roca, I., & Johnson, W. (1999). <i>A workbook in phonology</i> . Malden MA: Blackwell.			

Level:	Level 1		
Course Code:	TESL 11543		
Course Title:	Pedagogical Grammar		
Credit Value	3		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45hrs (3 lecture hours X 15 weeks)		105hrs (7 hours X 15 weeks Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes:			
At the completion of this course unit, students will be able to: ILSO 1: identify and analyze different word classes in English ILO 2: describe analyse the tense and aspect system of English ILO 3: identify and correct common errors in writing ILO 4: develop an appropriate methodology to teach grammar in ESL/EFL contexts using a range of strategies ILO 5: formulate activities to help students learn English grammar			
Course Content:			
<ol style="list-style-type: none"> 1. Constituent structure (Simple and Complex Sentences) 2. Tense and Aspect 3. Subject verb agreement 4. Modality 5. Futurity 6. Voice 7. Conditionals 8. Determiners 9. Prepositions and phrasal verbs 10. Word classes and word formation 11. Differences in usage 12. Error analysis and common errors of Sri Lankan EFL learners 13. Analysing language for pedagogical purposes 14. Acquisition of grammar 15. Approaches to teaching grammar in the EFL classroom 			
Teaching/ Learning Methods:			
Interactive practical sessions that promote active learning			
Assessment Strategy:			
Essay, Report End of semester exam			
Continuous Assessment 50%		Final Assessment 50%	
Language Analysis Tasks 20% Group Error Analysis Report (Group) 30%		Theory	Practical Other
Recommended Reading Materials:			
Aitken, R. (1992). <i>Teaching Tenses</i> . 1st. ed. Surrey: Thomas Nelson and Sons.*			
Gunsekera, M. (2010). <i>The Postcolonial identity of Sri Lankan English</i> (2nd ed.). Colombo: Vijitha Yapa Publications.			
Huddleston, R. & Pullum, G. (2002) <i>The Cambridge grammar of the English language</i> . Cambridge: Cambridge University Press.*			
McArthur, T. (1992). <i>The Oxford companion to the English language</i> . Oxford : Oxford University Press .			
Parrott, M. (2000). <i>Grammar for English Language Teachers</i> . Cambridge: Cambridge University Press.			
Passé, H. (1948). <i>The English language in Ceylon (PhD thesis)</i> . London: University of London.			
Shackle, C. (2001). Speakers of South Asian Languages . In M. Swan, <i>Learner English: A teacher's guide to interference and other problems</i> (pp. 227-243). Cambridge : Cambridge University Press.			
Swan, M. (2005). <i>Practical English usage</i> . Oxford: Oxford University Press.			
Thomson, A.J. & Martinet, A.V. (1990). <i>A practical English grammar</i> (10 th ed.). UK: Oxford.			
Thornbury, S. (2004). <i>About language</i> . Cambridge: Cambridge University Press			
Truss, L. (2003). <i>Eats, Shoots & Leaves: The zero tolerance approach to punctuation</i> . Gotham Books.			

Walker, E. & Elsworth, S. (2008). *Grammar practice for upper intermediate students*. UK: Longman.
Workman, G. (2006). *Concept questions and timelines*. 2nd. ed. S.I.: Chadburn Publishing
Yule, G. (1998). *Explaining English grammar*. Oxford: Oxford University Press.

Level:	Level 1		
Course Code:	TESL 12553		
Course Title:	Introduction to Sociolinguistics		
Credit Value	3		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45hrs (3 lecture hours X 15 weeks)		105hrs (7 hours X 15 weeks Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes:			
At the completion of this course unit, students will be able to:			
ILO 1: describe the basic theoretical concepts and the selected terminology in sociolinguistics			
ILO 2: explain different occasions of variations of language in society			
ILO 3: differentiate functions and roles of language in society			
ILO 4: analyze issues regarding linguistic styles & gender and inclusivity in language			
ILO 5: discuss issues on language contact phenomena, bilingualism etc.			
ILO 6: identify the limitations of research in the study of sociolinguistics			
Course Content:			
1. Basic concepts in Sociolinguistics Language and society Theories of Sociolinguistics Sociolinguistic variable			
2. Language, dialects and varieties Regional and social dialects Styles, registers and beliefs Diglossia			
3. Gender and inclusivity in language Arguments and scholarly research on language and gender			
4. Bilingualism and multilingualism Code switching and mixing, Plurilingualism and Translanguaging			
5. Language and power			
6. Language and Identity			
7. Issues in sociolinguistic research			
Teaching/ Learning Methods:			
Lectures, PowerPoint presentations, problem solving method and Interactive practical sessions that promote active learning			
Assessment Strategy:			
Group project, Presentations, end semester exams			
Continuous Assessment 50%		Final Assessment 50%	
Details: Group project and presenting the work 30% Individual project and presenting the work 20%		Theory	Practical
			Other
Recommended Reading:			
Wardaugh, R. (2006). <i>An introduction to Sociolinguistics</i> . Blackwell: USA			
Meshthrie, R., Swann, J., & Duemert, A., and Leap, W. L.(2009) <i>Introducing sociolinguistics</i> . Edinburgh University Press: Edinburgh			
Trudgill, P. (2001). <i>Dialects</i> Routledge: London			
García, O., & Wei L.(2014). <i>Translanguaging: Language, bilingualism and education</i> . London, United Kingdom: Palgrave Macmillan			
Li, W. (2017). <i>Translanguaging as a practical theory of language</i> . Applied Linguistics 2018: 39/1: 9–30 _ Oxford University Press.			

Level:	Level 1			
Course Code:	TESL 12564			
Course Name:	Critical Thinking and Problem Solving			
Credit Value:	4			
Compulsory/Optional	Compulsory			
Hourly Breakdown	Theory	Practical	Independent Learning	
	60hrs (4 lecture hours X 15 weeks)		140hrs (9-10 hours*15 weeks - Reading, Online discussion forum on LMS, Problem solving activities and Assignments)	
Course Intended Learning Outcomes: At the completion of this course unit, the student will be able to: ILO 1: distinguish facts from opinions ILO 2: Formulate and articulate multiple perspectives on a given text ILO 3: Recognise underlying assumptions and implicit arguments ILO 4: Find, evaluate, and analyze primary and secondary sources for appropriateness, timeliness, and validity ILO 5: identify, evaluate and synthesize information in a collaborative environment ILO 6: identify and define central and secondary problems ILO 7: Select and use appropriate concepts and methods from a variety of disciplines to solve problems effectively and creatively ILO 8: interpret and use written, quantitative, and visual text effectively				
Course Content: 1. Critical thinking Skills, Models and Components 2. Introduction to de Bono's Six thinking hats 3. Characteristics and qualities of Critical Thinkers 4. Egocentric thinking- Why we believe and what we do 5. Stages of critical thinking developments 6. Mental traps reflection 7. Problem solving stages and steps 8. Decision making and the brain 9. Guidelines for group decision making/ problem solving (Reverse Weight prioritization, Multi-voting, Problem solving circle, Now- Next- Future, Stepladder technique, Hybrid techniques)				
Teaching /Learning Methods: Lectures, discussions and student centred learning activities				
Assessment Strategy: In-class tests, discussions and take home assignments				
Continuous Assessment 100%		Final Assessment		
Details: Critical definition of theory or concept 30% Critical analysis of representative text 20% Discussion 10% Application of theory or concept to current topic 40%		Theory	Practical	Other
Recommended Reading: Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H., Peters, M., Zuniga, X. (2010). <i>Readings for Diversity and Social Justice</i> . (2nd Edition). New York: Routledge. Brown, M.N. & Keeley, S.N. (2007). <i>Asking the right questions: A guide to critical thinking</i> (8 th ed.). US: Pearson. Cottrell, S. (2005). <i>Critical thinking skills: Developing effective analysis and argument</i> . UK: Palgrave. Epstein, R. L. (2006). <i>Critical thinking</i> (3 rd ed.). UK: Thomson Wardsworth. Graff, G. & Birkenstein, C. (2007). <i>They Say/I Say: The moves that matter in academic writing</i> (2 nd ed.). New York: Norton and Co. Ruggiero, V. R. (2012). <i>The art of thinking</i> (10 th ed.). New York: Pearson. Willams, J. & Bizup, J. (2015). <i>Style: The basics of clarity and grace</i> . UK: Pearsons.				

Level:	Level 1		
Course Code:	TESL 12574		
Course Name:	Teaching Methodology		
Credit Value:	4		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	60hrs (4 lecture hours X 15 weeks)		140hrs (9-10 hours x15 weeks - Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes: At the completion of this course unit, students will be able to: ILO 1. describe various teaching methods of the 20 th Century ILO 2. explain the concepts approach method design and techniques ILO 3. identify factors that affect language learning ILO 4. distinguish learner types ILO 5. appraise the modern methods of teaching ESL			
Course Content: 1. Approach method design and techniques 2. 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) 3. Current methods of language teaching Task based language teaching Content based language teaching Reflective teaching etc. 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			
Teaching /Learning Methods: Lectures, discussions and learner centred activities			
Assessment Strategy: In-class tests and End of semester exam			
Continuous Assessment 50%		Final Assessment 50%	
Details: Individual presentation 20 % Group presentation 30%		Theory	Practical Other
Recommended Reading: Brown, H. D. (1994). <i>Teaching by principles: An interactive approach to language pedagogy</i> . Prentice Hall. Krashen, S. D., Terrell, T. D. (1983). <i>The natural approach</i> , Hayward, CA: The Alemany Press. Lee, J., Vanpatten, B. (2003). <i>Making communicative language teaching happen</i> . New York: McGraw Hill. Lyons, J. L., (2019) <i>Globalization and the Neoliberal Schoolhouse</i> , E-Book Richards, J., Rodgers, T. (1986). <i>Approaches and methods in language teaching</i> . New York: Cambridge University Press. Richards, J.C., Renandya, W. A., (2002). <i>Methodology in language teaching</i> , Cambridge: Cambridge University Press.			

Level:	Level 1		
Course Code:	TESL 12584		
Course Name:	Drama through the Ages		
Credit Value:	4		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	60hrs (4 lecture hours X 15 weeks)		140hrs (9-10 hours x15 weeks - Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes:			
At the completion of this course student will be able to:			
ILO 1: identify the evolution of the theatre and different genres of drama			
ILO 2. evaluate plays that discuss the impact of conflict, violence and gender issues			
ILO 3. write clear and critical responses to dramatic text			
ILO 4: identify conceptual frameworks appropriate for investigating inclusion issues			
ILO 5: examine impact of the sociopolitical and economic conditions within which the plays were written			
Course Content:			
1. Renaissance and Shakespeare Romeo and Juliet- Shakespeare The Tempest- Shakespeare Dr. Faustus- Marlowe			
2. Restoration She Stoops to Conquer- Goldsmith			
3. Epic theatre Good woman of Schezuan- Brecht			
4. Modern Theatre Dumb waiter-Pinter Villa- Calderon Middle of Silence-de Chickera			
Teaching /Learning Methods:			
Lectures, discussions and students centred learning activities			
Assessment Strategy:			
Assignments, quizzes and In-class test			
Continuous Assessment 100%		Final Assessment	
Details: Individual presentation 20 % Quiz 20% In-class discussion 10% In-class test 50%		Theory	Practical
			Other
Recommended Reading:			
Cheney, P. (Ed.). (2004). <i>The Cambridge companion to Christopher Marlowe</i> . UK: CUP.			
Esslin, M. (1960). The theatre of the Absurd. <i>The Tulane Drama Review</i> . 4, 3-15			
Halbwach,M. (1992). <i>On collective memory</i> . US: University of Chicago Press.			
Rivera-Orraca, L. (2009). Are museums sites of memory? <i>The New School Psychology Bulletin</i> , Vol. 6, No. 2. 32-37.			
Jayathilaka, C. (2017). <i>Untold stories: Female prostitution as presented in Ruwanthi de Chickera's Middle of silence</i> , Academia Edu- Online			
Knight, G.W. (2001). <i>The wheel of fire</i> . UK: Routledge.			
Rabey, D.I.(2003). <i>British drama since 1940</i> . UK: Pearson Education Limited.			

Level:	Level 1		
Course Code:	TESL 12592		
Course Name:	History of the English Language		
Credit Value:	2		
Type:	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	30hrs (2 lecture hours X 15 weeks)		70hrs (4-5 hours*15 weeks Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes:			
At the completion of this course unit, students will be able to:			
ILO 1: identify the linguistic changes that English has undergone from Old English to the present			
ILO 2: explain the cultural and linguistic forces that shape English			
ILO 3: explain the characteristics of the English language during the various stages of its development			
ILO 4: describe etymology, pronunciation, spelling and meaning of a list of words			
Course Content:			
1. Indo European Languages and theories of development Branches, Kurgan and Anatolian theories			
2. Old English Difference in pronunciation, spelling and grammar of Old English Personal pronouns and verbs in OE Latin influence in OE Christian & Scandinavian influence on OE Literature in OE			
3. Middle English Influence of the French nobility English of the Upper Middle Class and the reestablishment of English in the 13 th century Decline of French and ascendance of English French influence on vocabulary Middle English literature and grammar			
4. Modern English Great vowel shift Modern English and Shakespeare's influence 17 th & 18 th centuries and the need to standardize			
Teaching /Learning Methods:			
Lectures, discussions and students centred learning activities			
Assessment Strategy:			
Assignments, quizzes and Final Exam			
Continuous Assessment 50%		Final Assessment 50% (written)	
Details: Individual presentation 20 % Quiz 10% In-class test 20%		Theory	Practical Other
Recommended Reading:			
Baugh, A. C. & Cable, T. (2002). <i>A history of the English language (5th Ed)</i> . London: Routledge			
Crystal, David. (2005). <i>The stories of English</i> . London: Penguin.			
Bruce, M. & Fred R. (2007). <i>A guide to Old English: 7th edition</i> . UK: Blackwell Publishers.			
Fischer, O., Kemenade, A.V., Koopman, W.& Wurff, W. Van Der. (2004). <i>The syntax of early English</i> . UK: CUP.			
Hogg, R (2002). <i>An introduction to Old English</i> . Edinburgh: Edinburgh University Press.			
Nevalainen, T. (2006). <i>An introduction to Early Modern English</i> . Edinburgh: Edinburgh University Press.			
Roger, L. (1987). <i>The shape of English: Structure and history</i> . UK: J.M. Dent & Sons.			

Level:	Level 2		
Course Code:	TESL 21514		
Course Name:	Second Language Acquisition		
Credit Value:	4		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	60hrs (4 hours x 15 weeks)		140hrs (9-10 hours*15 weeks - Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes:			
At the completion of this course student will be able to:			
ILO 1: explain and critique the theories in language acquisition			
ILO 2: explain and critique the theories in second language acquisition			
ILO 3: trace the development of research on second language acquisition			
ILO 4: display knowledge on the mechanism of second language acquisition			
ILO 5: 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 Contrastive Analysis Hypothesis 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			
Teaching /Learning Methods:			
Lectures, discussions, student centered learning activities			
Assessment Strategy:			
Assignments, In-class tests, Online discussion forums, End of the semester exam			
Continuous Assessment 50%		Final Assessment 50% (Written exam)	
Details: Presentation 20 % Reaction paper 30%		Theory	Practical Other
Recommended Reading:			
Ellis, N. C., Schmidt, R. (1997). Morphology and longer distance dependencies. <i>Studies in Second Language Acquisition</i> , 19, 145-171.			
Gass, S. (2001). <i>Second language acquisition</i> . London: Lawrence Erlbaum Associates			
Lightbown, P., & Spada, N. (1999). <i>How languages are learned</i> . Oxford: Oxford University Press.			
Sanz, C. (2005). <i>Mind and context in adult second language acquisition</i> . Washington D.C.: Georgetown University Press.			
Vanpatten, B. (2003). <i>From input to output: A teacher's guide to Second Language Acquisition</i> . New York: McGraw Hill.			

Level:	Level 2		
Course Code:	TESL 21524		
Course Name:	English Morphology		
Credit Value:	4		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	60hrs (4 hours x 15 weeks)		140hrs (9-10 hours x15 weeks - Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes:			
At the completion of this course unit, students will be able to			
ILO 1: identify English word formation processes, their categories and functions			
ILO 2: recognize and analyze English word structures			
ILO 3: identifying rules governing morphological processes in Standard English and Sri Lankan English			
ILO 4: explain theories in English morphological processes			
Course Content:			
1. Introduction to Morphology Identifying morphemes, morphs, allomorphs, open class/close class, bound/ free morphemes terminology and definitions in morphology			
2. Rules governing word formation processes			
3. English Morphological processes			
4. Morphological process and productivity			
5. Theories,			
6. Sri Lankan English morphology			
7. Issues in morphology related to TESL			
Teaching /Learning Methods:			
Lectures, discussions, learning centered activities			
Assessment Strategy:			
Assignments, In-class tests, Online discussion forums, End of the semester exam			
Continuous Assessment 50%		Final Assessment 50% (Written exam)	
Details: Presentation 20 % Report 30%		Theory	Practical Other
Recommended Reading:			
Aronoff, M.,& Fudeman, K (2004). <i>What is morphology? Fundamentals of linguistics</i> . UK: Blackwell.			
Yule, George (2005) <i>The study of language</i> . UK: Cambridge University Press.			
Haspelmath, M. (2002). <i>Understanding morphology</i> . UK: Arnold.			
Spencer, A. (1991). <i>Morphological theory</i> . UK: Blackwell.			
Katamba, F. (1993) <i>Morphology</i> . London: Macmillan.			

Level:	Level 2		
Course Code:	TESL 21534		
Course Name:	Introduction to Fiction		
Credit Value:	4		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	60hrs (4 hours x 15 weeks)		140hrs (9-10 hours*15 weeks - Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes:			
At the completion of this course unit, students will be able to:			
ILO 1: identify the evolution of the novel			
ILO 2: identify the importance of theory in literary criticism and practice application of theory in appreciation of fiction			
ILO 3: discuss issues and discourses related to migrant condition and immigrant fiction			
ILO 4: examine main aspects of travel writing and how culture intersects with citizenship today			
ILO 5: identify and analyse aspects of the gothic novel			
ILO 6: identify performativity of gender and hegemonic masculinity			
ILO 7: identify aspects of postcolonial & re-oriental fiction			
ILO 8: investigate inclusion issues and examine the inclusivity of systems			
Course Content:			
1. Introduction to fiction- theoretical framework			
2. Migrant condition and citizenship <i>And the Mountains Echoed</i> – Khaled Hosseini OR <i>Half a life</i> - V.S. Naipaul			
3. Gothic fantasy and libido dominandi <i>Wuthering Heights</i> - Emily Bronte OR <i>The woman in black</i> - Susan Hill			
4. Postcolonial expressions: Taboos, structure and subversion <i>Wide Sargasso Sea</i> – Jean Rhys OR <i>God of Small Things</i> - Arundati Roy			
5. Narratives of travel <i>In Other Words</i> - Jhumpa Lahiri OR <i>Americanah</i> - Chimamanda Adichie			
Teaching /Learning Methods:			
Lectures, discussions, LMS centred activities, student centered learning activities			
Assessment Strategy:			
Dramatic/creative presentation, In-class tests, Online discussion forums, End of the semester exam			
Continuous Assessment 50%		Final Assessment 50% (Written exam)	
Details: Dramatic presentation 20 % Essay 25% Classroom/online platform discussion 05%		Theory	Practical Other
Recommended Reading:			
Ashcroft, B. & Griffiths, G. (2002). <i>The empire writes back: Theory and practice in Post-colonial literatures</i> . UK: New Accents.			
Connell, R.W. & Messerschmid, J.W. (2005). Hegemonic masculinity: Rethinking the concept. <i>Gender Society</i> , 19, 829. DOI: 10.1177/0891243205278639			
Flecha, R., Puigvert, L & Ríos, O. (2013) Alternative masculinities and the overcoming of gender violence. <i>International and Multidisciplinary Journal of Social Sciences</i> , 2(1), 88113 doi:10.4471/rimcis.2013.14			

- George, R. M. (1992). Traveling light: Of immigration, invisible suitcases, and gunny sacks. *A Journal of Feminist Cultural Studies*, 4.2, 72-99.
- Gilbert, S. M. & Gubar, S. (2000). *The madwoman in the attic: The woman writer and the nineteenth-century literary imagination* (2nd Ed.). US: Yale University Press.
- Halberstram, J. (1998). *An introduction to female masculinity: Masculinity without men*. UK: Duke University Press.
- Jancovich, M. (1992). *Horror*. Batsford cultural studies. London: Batsford Print.
- Lau, L & Dwivedi O.P. (2014). *Re- orientalism and Indian writing in English*. US: St. Martin's Press.
- Renato R. (1997). Rosaldo, Renato. Cultural citizenship, inequality, and multiculturalism. *Latino Cultural Citizenships*. William V. Flores and Rina Benmayor, Eds. Boston: Beacon Press, 253-261.
- Rivkin, J. & Ryan, M. (2004). *Literary theory: An anthology* (2nd ed.). UK: Blackwell.
- Rushdie, S. (1992). *Imaginary homelands: Essays and criticism 1981-1991*. UK: Penguin Books.
- Said, E.W. (2000). *Reflections on exile and other essays*. US: Harvard University Press.
- Scot-Samuel, A. (2009). Patriarchy, masculinities and health inequalities. *Health Policy and Public Health*. 23(2):159–160
- Tompson, C. (2008). *Travel writing: The new critical idiom*. UK: Routledge.

Level:	Level 2		
Course Code:	TESL 21544		
Course Name:	English in Sri Lanka: An Interdisciplinary Inquiry		
Credit Value:	04		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	60hrs (4 hours x 15 weeks)		140hrs (9-10 hours*15 weeks - Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes:			
On completion of this course unit, students will be able to:			
ILO 1: discuss the evolution and the development of Sri Lankan English.			
ILO 2: compare and contrast the characteristics of Standard and Non- Standard Sri Lankan English			
ILO 3. appreciate Sri Lankan English fiction			
ILO 4: identify the features of varieties of Sri Lankan English and ideologies related to inclusivity of all standards			
ILO 5. analyze pedagogical implications of Sri Lankan English in the ESL classroom			
Course Content:			
1. Introduction to Sri Lankan English – Phonology, Morphology, Syntax and Semantics			
2. <i>Theravada Man-</i> Manuka Wijesinghe and <i>Jam Fruit Tree-</i> Michael Ondaatje			
3. Ideologies related to Sri Lankan English and inclusive perspectives			
4. Varieties of Sri Lankan English – Standard, non-standard and other varieties			
5. Current research on Sri Lankan English			
Teaching /Learning Methods:			
Lectures, discussions, workshops, quizzes, handouts and power point presentations			
Assessment Strategy:			
Assignments, Presentations, Discussions and End of semester examination			
Continuous Assessment 50%		Final Assessment 50%	
Details:	Theory	Practical	Other
Group presentation 20%			
Research paper 30%			
Recommended Reading:			
Gunaskera, M. (2005). <i>The Post-Colonial identity of Sri Lankan English</i> . Colombo: Vijitha Yapa Publications.			
Fernando, S., Gunasekera, M, & Parakrama, A. Eds. (2010). <i>English in Sri Lanka: Ceylon English, Lankan English, Sri Lankan English</i> . Colombo: SLELTA.			
Kandiah, T. (1984) Kaduva: Power and the English language weapon in Sri Lanka. In P.Collin-Thome and A. Halpe (Eds.), <i>Honoring E.C.F. Ludowyk: Felicitation Essays</i> . Dehiwala: Thisara Prakashakayo.			
Mendis, D. (2010). Formality in academic writing: The use/non-use of phrasal verbs in two varieties of English. In M.F.Ruiz-Garrido, J.C. Palmer-Silvera, & I. Fortanet-Gomez (Eds.), <i>English for Professional and Academic Purposes</i> . NY: Rodopi.			
Meyler, M. (2007). <i>Dictionary of Sri Lankan English</i> . Colombo: Sarasavi.			
Muller, C. (1993). <i>The Jam Fruit Tree</i> . India: Penguin Books.			
Parakrama, A. (1995). Dehegemonizing Language Standards. <i>Language and Rebellion Discursive Unities and the Possibility of Protest</i> . UK: Palgrave.			
Parakrama, A. (2010). “ <i>Naduth Unge baduth Unge</i> ” (mistranslated as <i>the Rules and Tools are theirs</i>): some thoughts on the language of privilege and the privilege of language.			
Widyalankara, R.C. (n.d.). <i>Tamil/ other variety of Sri Lankan English speech communities: Incorporating Tamil English to the taxonomy of Sri Lankan English pronunciation</i> .			

Level:	Level 2		
Course Code:	TESL 21552		
Course Title:	Teaching Young Learners		
Credit Value	2		
Type:	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	30hrs (2 lecture hours x 15weeks)		70hrs (4-5 hours x 15 weeks Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes			
At the completion of this course unit, students will be able to:			
ILO :1 discuss theories related to teaching young learners			
ILO :2 apply principles of teaching four skills for young learners			
ILO :3 discuss the use of language learning strategies for young learners			
ILO :4 examine the dynamics of inclusive teaching and learning			
ILO :5 develop lesson plans and activities for young learners.			
Course Content			
1. Introduction to teaching young learners			
2. Children's characteristics as young learners Cognitive characteristics of a young learner Developmental characteristics of the learner			
3. Developing strategies for language learning for young learners. Play and storytelling for young learners Drama and language games Cognitive strategies through language learning Communication strategies through language learning			
4. Inclusive teaching			
5. Select appropriate materials and lesson planning for young learners			
Teaching/ Learning Methods:			
Interactive practical sessions that promote active learning			
Assessment Strategy:			
presentations, demonstrations, in-class test			
Continuous Assessment: 100%		Final Assessment	
Details:		Theory	Practical
Presentation 25%			
Teaching demonstration 25%			
Attendance 10%			
In-class test 40%			
Recommended Reading:			
Pacini-Ketchabaw, V. & Skott-Myhre, K. (Eds.). (2016). <i>Youth work, Early education, and psychology</i> . US: Palgrave McMillan.			
Puchta, H. & Williams, M. (2011). <i>Teaching young learners to think: ELT activities for young learners aged 6-12</i> . UK: Helbling Languages.			
Pearson, F. & Pearson, F. (2007) <i>Reading for information in elementary school</i> . UK: Pearson.			
Robert S. S. & Alibali, M.W. (2005). <i>Children's thinking (4th ed.)</i> . UK: Prentice Hall.			
Scott, W. A. & Ytreberg, L. H. (1990). <i>Teaching English to children</i> . UK: Longman.			
Shin, J.K. & Crandall, J. (2014). <i>Teaching young learners English: From theory to practice</i> . UK. National Geographic Learning.			

Level:	Level 2		
Course Code:	TESL 22564		
Course Name:	English Syntax and Semantics		
Credit Value:	04		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent learning
	60hrs (4 lecture hours x 15weeks)		140hrs (9-10 hours*15 weeks - Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes:			
At the completion of this course unit, students will be able to:			
ILO 1: identify lexical categories (nouns, verbs, adjectives, adverbs, determiners, pronouns, conjunctions)			
ILO 2: discuss sentence patterns and sentence types (simple, co-ordinate, complex)			
ILO 3: analyze phrase structure, grammatical relations between nouns and verbs (noun functions and verb functions)			
ILO 4: discuss theories in Transformational and Generative Grammar (surface structure, deep structure and tree diagrams)			
ILO 5: explain rules of English syntax and discuss syntactic errors			
ILO 6: describe the nature of meaning in language and how meaning is studied in the broad spectrum of humanities and social sciences			
ILO 7: discuss key concepts in linguistic semantics (semantic triangle, universe discourse)			
ILO 8: analyze sense relations in the English language (hyponymy, synonymy, antonymy)			
ILO 9: analyze issues in pragmatics (speech act theory and implicature)			
ILO 10: discuss the implications of semantics and pragmatics for language teaching			
Course Content:			
1. English Syntax –Lexical categories, sentence patterns and sentence types			
2. Phrase structure			
3. Grammatical relations			
4. Syntactic structures and rules of English grammar			
5. Syntactic problems of ESL learners			
6. Definitions of Semantics and the nature of meaning in language			
7. The study of meaning in the broad spectrum of humanities and social sciences			
8. Meaning and context: places, times and intentions			
9. Pragmatics			
10. Key concepts in linguistic semantics (semantic triangle, universe discourse)			
11. The difference between sense and reference			
12. Sense relations in the English language (hyponymy, synonymy, antonymy)			
13. Issues in pragmatics (speech act theory and implicature)			
14. Implications of semantics and pragmatics for language teaching			
Teaching /Learning Methods:			
Lectures, discussions, and learner centred activities			
Assessment Strategy:			
Assignments, presentations, online discussion forums, and End of semester examination			
Continuous Assessment 50%		Final Assessment 50% (Written exam)	
Details:	Theory	Practical	Other
Take home assignment - 20%, Group presentations - 20%, Online discussion forums - 10%			
Recommended Reading:			
Cann, R. (1993). <i>Formal semantics: An introduction</i> . UK: Cambridge University Press.			
Chomsky, N., Arnove, A. (2008). <i>The essential Chomsky</i> . US:The New Press.			
Cruse, D. A. (1986). <i>Lexical semantics</i> . UK: Cambridge University Press.			

- Cruse, D. A. (2004). *Meaning in language. An introduction to semantics and pragmatics*. Oxford: Oxford University Press.
- Crystal, D. (2003). *A dictionary of linguistics and phonetics*. UK:Blackwell.
- McArthur, T. (1996). *The Oxford companion to the English language*. Oxford: Oxford University Press.
- Murphy, R. (1992). *Essential English grammar*. Cambridge: Cambridge University Press.
- Pinker, S. (2000). *The language instinct: How the mind creates language*. Harper Perennial.
- Portner, P. H. (2005). *What is meaning? Fundamentals of formal semantics*. UK:Blackwell.
- Saeed, J. (2008). *Semantics*. UK:Wiley-Blackwell.
- Thomson, A.J., Martinet, A.V. (1990). *A practical English grammar* (10th ed.). Oxford: Oxford University Press.

Level:	Level 2		
Course Code:	TESL 22574		
Course Name:	Teaching Speaking and Listening		
Credit Value:	04		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	60hrs (4 lecture hours x 15weeks)		140hrs (9-10 hours x 15 weeks - Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes: On completion of this course, students will be able to: ILO 1: discuss the importance of teaching listening as a skill ILO 2: apply methods of teaching listening as a skill. ILO 3: identify and use listening skills effectively. ILO 4: discuss the importance of teaching speaking as a skill ILO 5. examine theories in teaching speaking skills ILO 6: evaluate theories in teaching listening skills ILO 7: apply methods of teaching speaking as a skill.			
Course Content: 1. Teaching the importance of listening as a skill 2. Sub topics in listening as a skill speech perception word recognition sentence processing construct the literal meaning hold the information recognize cohesive devices in discourse infer the implied meaning and intention predict what is to be said 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 speaking as a means of language acquisition determine preverbal message decide what words to use articulate sentences use non-verbal cues 7. Principles of teaching speaking 8. Ideas and activities for teaching speaking 9. Provide appropriate feedback			
Teaching /Learning Methods: Lectures, discussions, workshops, power point presentations, handouts and listening material.			
Assessment Strategy: Assignments, In-class tests and End of semester examination			
Continuous Assessment 50%		Final Assessment 50%	
Details: Group presentation 20% Research paper 20% Chapter Reading & Discussions 10%		Theory	Practical Other

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.

Level:	Level 2		
Course Code:	TESL 22585		
Course Name:	Explorations in Poetry		
Credit Value:	05		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	75hrs (5 lecture hour x 15 weeks)		175hrs (11 - 12 hours X 15 weeks Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Aim/Intended Learning Outcomes			
At the end of this course unit, students will be able to:			
ILO 1: trace trajectory of poetic forms from Renaissance to contemporary times			
ILO 2: examine mechanics of writing poetry			
ILO 3: appreciate and analyse poetry that broaden the intercultural experience			
ILO 4: discuss universal human conditions that are basis of literature- ex. How people create both material and immaterial wealth			
ILO 5: identify human and social contexts that affect the expression of poetry			
ILO 6: reflect critically upon and analyse perspectives regarding inclusion			
Course Content			
1. Poetic form- sonnet, elegy, epigram, satire, blank verse, ode, low and nonsense form Selected poems of: Shakespeare, Milton, Eliot, Spenser, Browning, Dr. Seuss, Louise Carol			
2. The ballad and epic tradition Selected poems of: Wilde, Noyes, Serrailier, Milton			
3. Prosody Dickinson, Hopkins, Tennyson, Plath			
4. Sonnets and Odes Selected poems of: Shakespeare, Milton, Shelly, Keats, Milay			
5. Poems of seduction Done, Marvel, Pope			
6. Speaker and the situation Selected poems of: Soyinka, Browning, Swift, Frost			
7. Relationships Selected poems of :LeVay, Field, Whitman, Lorca, Auden			
8. Human condition Selected poems of: Blake, Hopkins, Angelou,			
9. Humanomics Selected poems of: Frost, Dickinson, Wordsworth, Swenson, Stafford			
Teaching /Learning Methods:			
Discussions, assignments, deep learning centered activities			
Assessment Strategy:			
Written assignments, discussion forum, in class test, project report			
Continuous Assessment 100%		Final Assessment	
Reaction paper 20%	Discussion forum 20%	Theory	Practical
Participation in discussion fora 10%	In class test 30%		
Group project 20%			

Recommended Reading:

- Blain, V. (1996). Michael field, the two-headed nightingale: lesbian text as palimpsest, *Women's History Review*, 5:2, 239-257.
- Booth, A. & Mays, K.J. (2010). *The Norton introduction to literature* (10th ed.). New York: Norton.
- Fell, R. & Gentle, S.W. (Producers) & McKay, J. (Director). (2005). *A waste of shame: The mystery of Shakespeare and his sonnets*. [Motion Picture]. UK: BBC four.
- Ferguson, M. , Slater, M.J. & Stallworthy, J. (Eds.). (2004). *The Norton anthology of poetry*. (5th ed.).US: Norton and Company.
- Kennedy, X. J. & Gioia, D. (Eds.) (2009). *An introduction to poetry* (13th ed.). US: Pearson.
- McCloskey, Deirdre, N. (2007). *The bourgeois virtues: Ethics for an age of commerce*. Chicago: University of Chicago Press.
- Morse, C. & Larkin, J. (1989). *Gay and lesbian poetry in our time* (Stonewall Inn Editions). US: St. Martin's Griffin.
- Ridley, M. (2010). *The rational optimist: How prosperity evolves*. New York: Harper.
- Steinbeck, J. (2006). *The grapes of wrath*. New York: Penguin Classics.
- Pressman, E.R. (Producer) & Stone, O. (Director). (1987) *Wall street*. [Motion Picture]. US: Twentieth Century Fox Film Corporation.

Level:	Level 2		
Course Code:	TESL 22591		
Course Name:	Community Service Project		
Credit Value:	01		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	15hrs (1 lecture hour x 15 weeks)	25hr (group/ independent projects, 5 hours x 5 weeks)	10hrs (1 hour x 15 weeks, LMS, discussions forums, library)
Course Intended Learning Outcomes:			
At the end of this course students will be able to:			
ILO 1: conceptualize the characteristics and meaning of “community” and demonstrate their integration of the dynamic nature of the interdependent relationships.			
ILO 2: incorporate a multidisciplinary perspective to their proposed community service project.			
ILO 3: conceptualize, analyze, justify, articulate, and propose solutions to social issues expressed by the needs of individuals, families and groups, the community, and the environment using a multidisciplinary view.			
ILO 4: integrate and articulately demonstrate their grasp of the diversity that exists in the cultural, ethnic, lifestyle, and value orientations of a pluralistic society and how this diversity affects individual and collective needs and inclusive solutions.			
ILO 5: integrate and demonstrate the values of community service as a vital expression of interdependence, connectedness, and reciprocity.			
Course Content			
To accomplish identified goals and objectives the course is developed around four interrelated activities:			
<ol style="list-style-type: none"> 1. An exploration of the nature and role of volunteerism from the philosophical, personal, social, political, and community perspectives. 2. Training for community service--begins with a written and shared statement of expected outcomes anticipated by the students, the value base for working with people, skills that relate to working with individuals and organizations, dealing with expectations, keeping the perspective of volunteerism, etc. 3. Participation in community service activities (such as, but not limited to): <ul style="list-style-type: none"> Learner development projects in elementary, secondary schools or any other educational institution/society theatre and performance related community service activities 4. Reflecting on the community service experience through a variety of in and out of class activities. These activities will include written assignments, online platform discussions, and project report as a video recording. 			
Teaching /Learning Methods:			
Discussions, projects, online video uploads			
Assessment Strategy:			
Project proposal, online interaction, video uploads			

Continuous Assessment100%	Final Assessment		
Details: Group/individual proposal 20% Online interaction 30% Video documentary 50%	Theory	Practical	Other
<p>Recommended Reading:</p> <p>Spring, K., Dietz, N., & Grimm, R., Jr. (2007). <i>Leveling the path to participation: Volunteering and civic engagement among youth from disadvantaged circumstances</i>. Washington, DC: Corporation for National and Community Service. Retrieved February 13, 2008, from www.nationalservice.gov/pdf/07_0406_disad_youth.pdf</p> <p>Bruce, J. A., Webster, N. S., & Sinasky, M. E. (2006). Leadership practices employed by 4-H youth development educators in a northeast state. <i>Journal of Leadership Education</i>, 5(3), 79-92. http://www.fhsu.edu/jole/issues/Jole_5_3.pdf.</p> <p>Jennings, L. B., Parra-Medina, D. M., Hilfinger-Messias, D. K., & McLoughlin, K. (2006). Toward a critical social theory of youth empowerment. <i>Journal of Community Practice</i>, 14(1/2), 31-55.</p>			

Level:	Level 2		
Course Code:	TESL 22602		
Course Name:	Advanced Academic Writing		
Credit Value:	02		
Type:	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	30hrs (2 lecture hour x 15 weeks)	25hrs (writing clinics 1-2 hours x 15 weeks)	45hrs (3 hour x 15 weeks, LMS, discussions forums, library)
Course Aim/Intended Learning Outcomes: At the end of this course unit, students will be able to: ILO 1: identify different genres of advanced academic writing ILO 2: critically evaluate their own and others' writing ILO 3: produce multiple genres of writing necessary for academic work			
Course Content: 1. Book review on a scholarly book 2. Short research reports 3. Process writing 4. Conducting self- and peer-editing 5. Critiquing an article 6. Mechanics and style in specific genres			
Teaching /Learning Methods: Discussions, writing clinics, assignments			
Assessment Strategy: Written assignments, participation in writing clinics			
Continuous Assessment 100%		Final Assessment	
Details:		Theory	Practical
Written assignment	20%		
Self-editing	40%		
Participation at writing clinics	20%		
Peer- reviewing	20%		
Recommended Reading: Bhatia, V. K. (2014). <i>Analysing genre: Language use in professional settings</i> . Routledge. Björk, L. A. & Räisänen, C. (2003). <i>Academic writing: A university writing course</i> . Studentlitteratur. Johns, A. M. (1997). <i>Text, role and context: Developing academic literacies</i> . Cambridge University Press. Swales, J. (1990). <i>Genre analysis: English in academic and research settings</i> . Cambridge University Press. Swales, J. M., & Feak, C. B. (2004). <i>Academic writing for graduate students: Essential tasks and skills</i> (Vol. 1). Ann Arbor, MI: University of Michigan Press. Selected journal articles and Online resources			

Level:	Level 3		
Course Code:	TESL 31514		
Course Name:	Teaching Reading and Writing		
Credit Value:	4		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	60hrs (4 lecture hours x 15weeks)		140hrs (9-10 hours*15 weeks - Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes:			
At the completion of this course unit, students will be able to:			
ILO 1: identify the characteristics of reading			
ILO 2: discuss the major approaches to reading			
ILO 3: discuss strategies and sub-skills of reading			
ILO 4: identify different reading terminology and purposes			
ILO 5: identify special educational needs in literacy			
ILO 6: discuss appropriate assessment methods in reading			
ILO 7: demonstrate knowledge of different reading levels			
ILO 8: demonstrate a comprehensive understanding of the principles and practices of teaching writing in the second/foreign language classroom			
ILO 9: appraise the product, process and genre based approaches to teaching second/foreign language writing			
ILO 10: plan and deliver student-centered writing lessons to English as a second/foreign language learners across a range of levels and contexts			
ILO 11: identify, analyze and solve writing-related problems of English language learners			
ILO 12: reflect on their understanding and own professional practices with regards to teaching writing in EFL/ESL classrooms			
Course Content:			
1. Introduction to the skill of reading			
2. Major approaches to reading (product and process, top-down and bottom-up processes, extensive and intensive reading)			
3. Reading and schema theory			
4. Sub-skills, strategies in reading, and reading levels			
5. Understanding L2 reading			
6. Assessing reading			
7. Reading and writing relations			
8. Approaches to teaching writing (product; process; genre and integrated)			
9. Integrating process and genre-based approaches to writing			
10. Writing sub-skills and strategies			
11. Types of writing lessons and activities			
12. Assessing writing			
13. Teaching writing in the early years and primary ELT			
14. Teaching Writing for Academic Purposes			
15. Learning challenges in literacy classrooms			
Teaching /Learning Methods:			
Lectures, discussions, workshops, micro-teaching			
Assessment Strategy:			
Assignments, online discussion forums, End of semester exam			

Continuous Assessment 50%	Final Assessment 50% (Written exam)		
Details: Essay (take home) 20% Online discussion forums 10% Group assignment 20%	Theory	Practical	Other
Recommended Reading: Ackersold, J. A., & Field, M. L. (1997). <i>From reader to reading teacher: issues and strategies for second language classrooms</i> . New York: Cambridge University Press. Biber, D. (1988). <i>Variation across speech and writing</i> . Cambridge: Cambridge University Press. Calkins, L. M. (2000). <i>The art of teaching reading</i> . UK: Allyn & Bacon. Calkins, L. M. (1994). <i>The art of teaching writing</i> . Portsmouth: Heinemann Day, R. R., & Bamford, J. (1998). <i>Extensive reading in the second language classroom</i> . New York: Cambridge University Press. Grellet, F. (1981). <i>Developing reading skills: A practical guide to reading comprehension exercises</i> . Cambridge: Cambridge University Press. Grabe W & Stoller L F, (2002). <i>Teaching and researching reading</i> . UK: Longman, Pearson Education. Harmer, J. (2010). Teaching Writing. In J. Harmer, <i>How to teach English</i> (pp. 112-122). Harlow: Longman Hewins, C. (1986). <i>Writing in a foreign language: Motivation and the process approach</i> . <i>Foreign Language Annals</i> , 19(3), 219-223. Scrivener, J. (2005). Writing. In J. Scrivener, <i>Learning Teaching</i> (pp. 192-205). Oxford: Macmillan Education Silberstein, S. (1994). <i>Techniques and resources in teaching reading</i> . New York: Oxford University Press. Ur, P. (2012). Teaching Writing. In P. Ur, <i>A Course in Language Teaching</i> (pp. 150-165). Cambridge: Cambridge University Press. White, E. (1985). <i>Teaching and assessing writing</i> . San Francisco: Jossey-Bass.			

Level :	Level 3		
Course Code:	TESL 31524		
Course Name:	Teaching Literature in the Second Language Context		
Credit Value:	4		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	60hrs (4 hours x 15 weeks)		140hrs (9-10 hours*15 weeks - Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes:			
At the completion of this course student will be able to			
ILO 1: recognize the theoretical foundations for the teaching of drama/fiction/poetry as content in the ESL classroom			
ILO 2: critique the selected theoretical approaches in teaching literature in the ESL classroom			
ILO 3: demonstrate the skill of how to use drama/fiction/poetry in developing language skills in the ESL classroom			
ILO 4: critically examine and justify an appropriate teaching approach in teaching drama/fiction/poetry texts as content in the context of Sri Lankan mainstream education			
Course Content:			
1. Introduction to literature			
2. Literature in the multicultural classroom			
3. Methods of teaching literature in the ESL classroom Carter and Long model Other models and approaches			
4. Teaching Literature in the ESL classroom Lesson planning			
5. Selecting and evaluating Materials for the ESL classroom The level of language and study level of the learner Selecting teaching			
6. Anticipating problems in teaching literature in the ESL classroom as content and full play Culture/ Language/ Teaching/Resources/ other constraints Reading drama as text and drama as performance			
7. Use of literature in developing ESL skills Features of language in conversation Using play/poetry/fiction to improve students oral skills/ writing skills			
Teaching /Learning Methods:			
Lectures, discussions, student centred learning activities			
Assessment Strategy:			
Assignments, In-class tests, Online discussion forums, End of the semester exam			
Continuous Assessment 50%		Final Assessment 50% (Written exam)	
Details:		Theory	Practical
Project 20 %			
Essay (take home) 20%			
Online discussion forums 10%			
Recommended Reading:			
Birch, D. (1991) <i>The language of drama: critical theory and practice</i> . UK: Macmillan			
Brumfit, C. J. (Ed.) (1983). <i>Teaching literature overseas: Language based approaches</i> . ELT Documents 115 British Council, Pergamon Press.			
Brumfit, C., Carter, R., & Walker, R. (Eds.) (1989). <i>Literature and the learner: Methodological approaches</i> <i>ELT Documents</i> . 130.			
Carter, R. (ed.) (1982) <i>Language and literature: An introductory reader in stylistics</i> . UK: Allen and Unwin.			
Elster, C. (2000). Entering and opening the world of a poem. <i>Language Arts</i> , 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*. US: 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.
- Habib, M.A. R. (2010). *A history of literary criticism and theory*. UK: Blackwell.
- Hess, N. (2003). Real language through poetry: a formula for making meaning, *ELT Journal* 57, 19-25.
- Lazar G. (2012). *Literature and language teaching: A guide for teachers and trainers*. UK: Cambridge Teacher Training and Development. India
- Maley, A, & Duff, A. (1989). *The inward ear: Poetry in the language classroom*. Cambridge: CUP.
- Sapiro, J. (2004). *Creative Poetry Writing*. UK: Oxford University Press.
- Sedgwick, F. (2000). *Writing to learn: Poetry and literacy across the primary curriculum*. UK: Routledge.
- Watt, I. (1957). *The rise of the novel*. UK: Random House.

Level:	Level 3		
Course Code:	TESL 31534		
Course Title:	Language Policy and Planning		
Credit Value:	4		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	60hrs (4 hours x 15 weeks)		140hrs (9-10 hours*15 weeks - Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Aim/ Intended Learning Outcomes:			
At the completion of this course unit, students will be able to:			
ILO 1: identify the different approaches to language policy and planning			
ILO 2: appraise linguistic concepts to analyze theories of language policy and planning			
ILO 3: identify ideological biases of language policies and inclusive language policies			
ILO 4: analyze and explain the theoretical framework of a language policy			
Course Content:			
1. Definitions of language policy and planning (LPP)			
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			
Teaching/ Learning Methods:			
Lectures, discussions, workshops, research paper			
Assessment Strategy:			
Assignments, demonstrations, research project and end of semester exam			
Continuous Assessment 50%		Final Assessment 50%	
Details:		Theory	Practical
Research paper 20%			
Presentation 20%			
Online discussion forum 10%			
Recommended reading:			
Fromkin, V., Rodman, R. & Hyams, N. (2006). <i>An introduction to language</i> . UK: Blackwell.			
Mansoor, S., Meraj. S., Tahir, A. (2004). <i>Language policy, planning, & practice: A South Asian perspective</i> . Oxford: Oxford University Press.			
Paulston, C. G., Tucker, R. (2003). <i>Sociolinguistics: The essential readings</i> . UK: Blackwell.			
Ricento, T. (Ed.), (2006). <i>An introduction to language policy: Theory and method</i> . Malden: Blackwell.			
Spolsky, B. (1986). <i>Language and education in multilingual settings</i> . US: Multilingual Matters.			
Wardhaugh, R. (2005). <i>An introduction to Sociolinguistics</i> .UK: Blackwell.			
Wright, S. (2004). <i>Language policy and language planning</i> . UK: Palgrave-Macmillan.			

Level 3	Semester I		
Course Code:	TESL 31543		
Course Title:	Discourse Analysis		
Credit Value	3		
Compulsory/ Optional	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45hrs (3 lecture hours x 15 weeks)		105hrs (7 hours X 15 weeks Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes: At the completion of this course unit, students will be able to: ILO 1: discuss theoretical approaches to discourse ILO 2: appraise different techniques of data preparation for analysis ILO 3: analyse spoken and written data in multiple ways ILO 4: evaluate differences in discourse analysis approaches			
Course Content: 1. Definitions of discourse analysis 2. Rhetorical structure theory and application of rhetorical structure 3. Theoretical approaches to discourse Coherence theory Discourse structure relations Clause internal coherence Centering theory 4. Conversation analysis 5. Anthropological approaches to discourse 6. Analysing text and speech			
Teaching/ Learning Methods: Lectures, discussions, field work, LMS course site based activities			
Assessment Strategy: Assignments, online discussion forum, field work			
Continuous Assessment (100%)		Final Assessment (%)	
Details: Written paper 30% Presentation 30% Field work 30% Discussion forum 10%		Theory	Practical Other
Rcommended Reading Materials: Blommaert, J. (2005). <i>Discourse</i> . NY: Cambridge. Cameron, D. (2001). <i>Working with spoken discourse</i> . Thousand Oaks, CA: Sage. Fairclough, N. (2013). <i>Critical discourse analysis: The critical study of language</i> . US: Routledge. Gee, J. (1999). <i>An introduction to discourse analysis</i> . NY: Routledge. Mann, W. C. & Thompson, S. A. (1987). Rhetorical structure theory: A theory of text organization, <i>ISI/RS Report</i> . 87(1), 2-82. Taboada, M. & Mann, W.C. (2005). <i>Applications of Rhetorical Structure Theory</i> . Retrieved from 1mtaboada@sfu.caJuly 22. Hobbs, J.R. (2010). Clause-Internal Coherence. <i>Information Sciences Institute</i> . 1-23 Hovy, E.H. (n.d.). Parsimonious and profligate approaches to the question of discourse structure relations. <i>Information Sciences Institute of USC</i> , 3, 128-136 Hutchby, I., & Wooffitt, R. (2008). <i>Conversation analysis</i> . US: Polity. Sanders, T. J. M., Spooren, W. P. M., & Noordman, L. G. M.,(1992). Toward a Taxonomy of Coherence Relations. <i>Discourse Processes</i> , 15, 1-35 (1992) Salkie, R. (1995). <i>Text and discourse analysis</i> . UK: Routledge. Schiffrin, D., Tannen, D., & Hamilton, H. E. (Eds.). (2008). <i>The handbook of discourse analysis</i> . US: John Wiley & Sons. Ten Have, P. (2007). <i>Doing conversation analysis</i> . US: Sage. Wortham, S. E. F. (2001). <i>Narratives in action: A strategy for research and analysis</i> . US: Teachers College Press.			

Level:	Level 3		
Course Code:	TESL 32554		
Course Title:	Principles of Curriculum and Course Design		
Credit Value:	4		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	60hrs (4 hours x 15 weeks)		140hrs (9-10 hours*15 weeks - Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes			
At the completion of this course unit, students will be able to:			
ILO 1: identify principles of curriculum design in the ESL context			
ILO 2: evaluate curricula in the Sri Lankan ESL context			
ILO 3: identify the importance of needs analyses in designing curriculum			
ILO 4: design a needs analysis for a selected ESL context			
ILO 5: identify principles of course design			
ILO 6: design, develop and evaluate courses and lessons in ESL			
Course Content:			
1. Introduction to the ESL curriculum			
2. Planning lessons			
3. The Curriculum and the Syllabus: Definitions, theories of language and educational philosophies			
4. Approaches to syllabus design and types of ELT Syllabi			
5. The process of syllabus design			
6. Designing needs analyses and surveys			
7. Planning learning outcomes/ goals/objectives, pre-requisites, content, procedure and evaluation/assessment techniques			
8. A survey of ELT materials			
9. Principles of materials development			
10. The use and exploitation of authentic materials			
11. The role of culture/inclusivity in ELT materials			
Teaching/ Learning Methods:			
Interactive practical sessions that promote active learning			
Assessment Strategy:			
Assignments, online discussion forum, field work			
Continuous Assessment (100%)		Final Assessment (%)	
Details:		Theory	Practical
Assignment 1: Designing a course syllabus (30%)			
Assignment 2: Design a needs analysis (20%)			
End of Semester Examination (40%)			
Discussion forum 10%			
Recommended Reading Materials:			
Brown, H. D. (1994). <i>Teaching by principles</i> . Englewood Cliffs, NJ: Prentice Hall.			
Brown, J. D. (1995). <i>The elements of language curriculum</i> . Boston: Heinle & Heinle.			
Celce-Murcia, M. (1991). <i>Teaching English as a second or foreign language</i> , 2nd ed. Boston: Heinle & Heinle.			
Graves, K. (1996). <i>Teachers as course developers</i> . New York: Cambridge.			
Harwood, N. (2010). <i>English Language teaching materials: Theory and Practice</i> . Cambridge: CUP.			
Nunan, D. (1989). <i>Syllabus Design</i> . UK: OUP.			
Richards, C. J. (2001). <i>Curriculum development in language teaching</i> . Cambridge: CUP.			
Tomlinson, B (ed) (2011) <i>Materials Development in Language Teaching</i> Cambridge: CUP.			
References/ Reading Materials:			
Brown, H. D. (1994). <i>Teaching by principles</i> . Englewood Cliffs, NJ: Prentice Hall			
Brown, J. D. (1995). <i>The elements of language curriculum</i> . Boston: Heinle & Heinle.			
Celce-Murcia, M. (1991). <i>Teaching English as a second or foreign language</i> (2nd ed.). Boston: Heinle & Heinle.			
Graves, K. (1996). <i>Teachers as course developers</i> . New York: Cambridge.			

Harwood, N. (2010). *English Language teaching materials: Theory and Practice*. Cambridge: CUP.
Nunan, D. (1989). *Syllabus Design*. UK: OUP.
Richards, C. J. (2001). *Curriculum development in language teaching*. Cambridge: CUP.
Tomlinson, B (Ed.) (2011). *Materials Development in Language Teaching*. Cambridge: CUP.
White, R.V. (1988) *The ELT curriculum: Design, innovation and management*. Oxford: OUP.

Level:	Level 3		
Course Code:	TESL 32565		
Course Title:	Language Testing and Assessment		
Credit Value	5		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
			175hrs (11 - 12 hours X 15 weeks Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes: At the completion of this course unit, students will be able to: ILO 1: appraise and articulate the fundamental concepts, principles, and concerns of language testing ILO 2: plan and construct language tests ILO 3: analyze and interpret the results of language tests. ILO 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.			
Teaching/ Learning Methods: Lectures, discussions, workshops, online discussion forum, research project			
Assessment Strategy: Assignments, demonstrations and In-class tests, Project on designing a test paper & analyze			
Continuous Assessment (100%)		Final Assessment (%)	
Details: In-class test (10%)- (Individual) Text-mapping (10%)- (Group) Text-mapping (10%)- (Group) Discussion forum (10%)- (Individual) Review on one selected English-speaking test (10%)- (Individual) Final project on test paper development (40%)- (Group) Presentation (10%)- (Individual)		Theory	Practical Other
Recommended Reading: Bachman, L., Palmer, A. (1996). <i>Language testing in Practice</i> . UK:OUP. Louma, S. (2004). <i>Assessing Speaking</i> . Cambridge: Cambridge University Press. Fulcher,G. (2003). <i>Testing Second Language Speaking</i> .UK: Routledge. Alderson, J.C. (2000). <i>Assessing Reading</i> . Cambridge: Cambridge University Press. Weigle, S. C. (2002). <i>Assessing Writing</i> . Cambridge: Cambridge University Press. Gary, B. (1993). <i>Assessing Listening</i> . Cambridge: Cambridge University Press. Fulcher, G. & Davidson, F. (2012). <i>The Routledge handbook of language testing</i> . (1 st Edition). USA: Routledge. Fulcher, G. (2010). <i>Practical Language Testing</i> . UK: Hodder Education.			

Level:	Level 3		
Course Code:	TESL 32574		
Course Name:	Research Methods in Applied Linguistics		
Credit Value:	04		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	60hrs (4 hours x 15 weeks)		140hrs (9-10 hours x 15 weeks - Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes:			
At the completion of this course unit, students will be able to:			
ILO 1: demonstrate a knowledge of different approaches to Applied Linguistics research (quantitative, qualitative, experimental, etc)			
ILO 2: identify ideas for a suitable research project			
ILO 3: formulate research questions related to Applied Linguistics			
ILO 4: create a research design appropriate for the research question/s			
ILO 5: create instruments/tools of data collection			
ILO 6: prepare data for analysis			
ILO 7: practise different ways of analysing data			
ILO 8: discuss ethics in relation to research in TESL			
ILO 9: formulate a research proposal			
Course Content:			
1. Finding a topic for study and refining research questions			
2. Methodological approaches frequently used in Applied Linguistics			
Quantitative			
Qualitative			
Mixed methods			
Sampling			
Experimental research			
Action research			
3. Ethics in research and getting ethical clearance			
4. Data collection			
Different elicitation tasks (discourse completion, prompted production, etc)			
Interviews – semi-structured and structured interview schedules			
Surveys - questionnaires			
Participant observation and field notes			
Documents			
5. Data preparation			
Coding			
Transcription			
6. Dealing with multilingual data			
7. Data analysis			
Discourse analysis			
Narrative analysis			
Analysing quantitative data			
8. Disseminating findings			
9. Research Proposal writing			
Teaching /Learning Methods:			
Lectures, discussions, LMS course site based activities, guest lectures, student centred learning activities			
Assessment Strategy:			
Assignments (in-class and take-home), final project, presentation, research proposal			

Continuous Assessment 100%	Final Assessment (Written exam)		
Details: Presentation -20% Critical essays-20% Formulating questionnaire/interview questions -10% In-class test-30% Research proposal- 20%	Theory	Practical	Other
<p>Recommended reading:</p> <p>Burns, A. (1999). <i>Collaborative action research for English language teachers</i>. New York: Cambridge University Press.</p> <p>Creswel, J.W. (2012). <i>Educational research: Planning, conducting, and evaluating quantitative and qualitative research</i>. UK: Pearson.</p> <p>Dörnyei, Z. (2007). <i>Research methods in applied linguistics: Quantitative, qualitative and mixed methods</i>. UK: OUP.</p> <p>Dörnyei, Z., & Taguchi, T. (2009). <i>Questionnaires in second language research: Construction, administration, and processing</i>. Routledge.</p> <p>Duff, P. A. (2008). <i>Case study research in applied linguistics</i>. UK: Lawrence Erlbaum Associates.</p> <p>Edge, J. (ed.) (2001). <i>Action research: Case studies in TESOL</i>. Alexandria, VA: TESOL.</p> <p>Freeman, D. (1998). <i>Doing teacher research: From inquiry to understanding</i>. Boston, MA: Heinle & Heinle.</p> <p>Gass, S. M. & Mackey, A. (2007). <i>Data elicitation for second and foreign language research</i>. New York: Routledge.</p> <p>Mackey, A., & Gass, S. M. (2013). <i>Second language research: methodology and design</i>. New York: Routledge.</p> <p>Phakiti, A. (2014). <i>Experimental research methods in language learning</i>. London: Continuum.</p> <p>Seliger, H. W., & Shohamy, E. (1995). <i>Second language research methods</i>. Oxford: Oxford University Press.</p>			

Level:	Level 3		
Course Code:	TESL 32582		
Course Title:	Philosophy and Psychology of Education		
Credit Value:	2		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30hrs (2 lecture hour x 15 weeks)		70hrs (4-5 hours x15 weeks Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes:			
At the end of this course unit, students will be able to:			
ILO 1: define and discuss representative proponents and thoughts related to Idealism, Realism, Eastern, Pragmatism, Existentialism, Marxism, and Postmodernism.			
ILO 2: discuss the relationship between theory, philosophy and educational practice			
ILO 3: compare and contrast the philosophical perspectives of the various philosophers.			
ILO 4: discuss each of the philosophies as they relate to the aims of education, teaching methodologies, curricular strategies, and how architectural design is supported by the various philosophies studied.			
ILO 5: examine the strengths and limitations of the various philosophies studied.			
ILO 6: define Behaviourism, Cognitivism, Freudian theory and Constructivism, Motivation and Intelligence			
ILO 7: evaluate each of those theories of psychology in terms of the aims of education, teaching methodologies, curricular strategies etc.			
Course Content:			
1. Idealism and education			
2. Realism and education			
3. Eastern philosophy, religion, and education			
4. Pragmatism and education			
5. Constructivism and Education			
6. Existentialism, phenomenology and education			
7. Marxism and education			
8. Postmodernism and education			
9. Behaviorism and education			
10. Cognitivism and Education			
11. Freudian theory and education			
12. Motivation and Intelligence			
Teaching /Learning Methods:			
Lectures, PowerPoint presentations, problem solving method and Interactive practical sessions that promote active learning			
Assessment Strategy:			
presentations –individual and group, End of semester exam			
Continuous Assessment 50%	Final Assessment 50%		
Details:	Theory	Practical	Other
Group project & presentation 30%			
Individual project presentation 20%			
Recommended Reading:			
Babad, E. (2009). <i>The social psychology of the classroom</i> . UK: Routledge.			
Ferrari, M. (2002). <i>The pursuit of excellence through education</i> (1 st ed.). UK: L. Erlbaum Associates.			
Lamb, M. (2019). <i>The Palgrave handbook of motivation for language learning</i> . US: Palgrave McMillan.			

Phillips, D. C. (2008). Philosophy of Education. *Stanford Encyclopedia of Philosophy*, June 2008, <http://plato.stanford.edu/entries/education-philosophy/>.

Rorty, A. (Ed.) (1998). *Philosophers on education: New historical perspectives*. London: Routledge.

Siegel, H. (2005). Truth, thinking, testimony and trust: Alvin Goldman on Epistemology and Education. *Philosophy and Phenomenological Research* 71(2): 345–66.

Siegel, H. (2007). The philosophy of Education. *Encyclopaedia Britannica Online*, September 2007, <http://search.eb.co>

Smith, P.K. (2001). [*Psychology of education: Major themes, Vol. III - The school curriculum \(Major writings in education\) \(1st ed.\)*](#). UK: Routledge.

Level:	Level 4		
Course Code:	TESL 41515		
Course Name:	Technology Enhanced Language Learning		
Credit Value:	5		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	75hrs (5 lecture hour x 15 weeks)	50hrs (discussions forums and revision 1-2 hours x 15 weeks)	125hrs (8-9 hours x 15 weeks LMS, reading and library)
Course Intended Learning Outcomes:			
At the completion of this course unit, student will be able to:			
ILO 1: describe and compare and contrast theoretical issues connected to CALL			
ILO 2: identify multiple digital platforms			
ILO 3: explain how to incorporate technology into an ESL teaching environment			
ILO 4: discuss the importance and use of on-going assessment in the technology-enhanced language classroom.			
ILO 5: formulate and adapt technology to suit a variation of skills and proficiency levels			
ILO 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			
Teaching /Learning Methods:			
Lectures, discussions, LMS course site based activities, guest lectures, student centred learning activities			
Assessment Strategy:			
Assignments (in-class and take-home), final project, presentation,			
Continuous Assessment 100%		Final Assessment (Written exam)	
Details:		Theory	Practical
Presentation -20%			Other
Theoretical paper-30%			
Discussion 10%			
Final project- 40%			
Recommended reading:			
Thomas, M., Reinders, H. & Warschauer, M. (2013). <i>Contemporary computer-assisted language learning</i> . London: Bloomsbury.			
Chapelle, C. A. & Jamieson, J. (2008). <i>Tips for teaching with CALL: Practical approaches to computer-assisted language learning</i> . Pearson, ESL.			
Chapelle, C. A. (2001). <i>Computer applications in second language acquisition: Foundations for teaching, testing and research</i> . Cambridge: Cambridge University Press.			
Egbert, J., Hanson-Smith, E. (Eds). (1999). <i>CALL Environments: Research, practice, and critical issues</i> . Alexandria, VA: TESOL.			
Fotos, S. & Browne, C. (2008). <i>New perspectives on CALL for second language classrooms</i> . Taylor & Francis.			
Selected journal articles on CALL application			
Online resources: COCA, MICASE, BNC corpora			
Egbert, J., Hanson-Smith, E. (Eds). (1999). <i>CALL Environments: Research, practice, and critical issues</i> . Online resources: COCA, MICASE, BNC corpora			

Level:	Level 4		
Course Code:	TESL 41525		
Course Title:	Project on Content Development		
Credit Value	5		
Type:	C		
Hourly Breakdown	Theory	Practical	Independent Learning
	75hrs (5 lecture hour x 15 weeks)	50hrs (discussions forums and revision 1-2 hours x 15 weeks)	125hrs (8-9 hours x 15 weeks LMS, reading and library)
Course Aim/ Intended Learning Outcomes			
At the completion of this course unit, students will be able to:			
ILO 1: discuss principles of material development			
ILO 2: demonstrate an in-depth understanding of content development in ESL			
ILO 3: compile and construct content that enhance English language learning			
Course Content			
<ol style="list-style-type: none"> 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. <i>Into, through, and beyond</i> framework for CBI lesson planning 			
Teaching/ Learning Methods:			
Lectures, discussions, workshops, research project			
Assessment Strategy: Assignments, demonstrations, research paper and project report			
Continuous Assessment (100%)		Final Assessment	
Details: Needs analysis (10%)- (Group) Presenting of draft lessons (15%)- (Individual) Final Project (60%)- (Group/Individual) Presentation of the lessons (15%)- (Individual)		Theory 50%	Practical 50%
References/ Reading Materials:			
Brinton, D. M., Snow, M.A., Wesche, M. B. (1989). <i>Content- based second language instruction</i> , New York: Newbury House.			
Grabe, W. & Stoller, F. (1997). Content Based Instruction: Research foundations. In M. Snow & D.M. Brinton (eds.) <i>The Content Based Classroom</i> , New York: Longman.			
D. Nunan (Ed.), <i>Practical English language teaching</i> . New York: McGraw Hill.			
Stoller, F. (1997). Project Work: a means to promote language and content. <i>English Teaching Forum</i> , 35 (4): 2-9, 37.			

Level:	Level 4		
Course Code:	TESL 41535		
Course Name:	Critical Theories in Language Education		
Credit Value:	05		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	75hrs (5 lecture hour x 15 weeks)		175hrs (11 - 12 hours X 15 weeks Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes:			
At the completion of this course unit, student will be able to:			
ILO1: Identify philosophical, political, and pedagogic responses to issues in language education contexts			
ILO 2: Recognize the importance of theories such as Gardner's "multiple intelligences" in appreciating diversity of students and learning settings			
ILO 3: Critically examine the political and ideological implications of mainstream learning systems			
ILO 4: Evaluate the rationale of different methodological approaches in language teaching			
ILO 5: Examine critical pedagogy as an alternative approach in language teaching			
ILO 6: Recognize hegemonic and restrictive aspects of language teaching/learning			
ILO 7: Evaluate current forms of teacher education			
Course Content:			
1. An overview of basic philosophical theories of language education			
2. Appreciating diversity/inclusivity in language teaching (Gardner's theory of multiple intelligences, Dehegemonizing language standards - Parakrama)			
3. Education setting as an ideological state apparatus (Althusser)			
4. The role of education in creating "organic intellectuals" (Gramsci)			
5. The hegemonic nature of mainstream educational systems			
6. Theoretical and philosophical foundations of mainstream language pedagogy			
7. Critical pedagogy (Freire/Canagarajah/Pennycook)			
8. Dominant discourses in the field of TESL			
9. A critical overview of teacher training and education			
Teaching /Learning Methods:			
Lectures, discussions and learner centred activities			
Assessment Strategy:			
Assignments, presentations, online discussion forums, and End of semester examination			
Continuous Assessment 50%		Final Assessment 50% (Written exam)	
Details: Take home essay - 20%, Group Presentation - 20% Online discussion forums - 10%		Theory	Practica 1
			Other
Recommended Reading:			
Althusser, L. (1971). <i>On the reproduction of capitalism: ideology and ideological state apparatuses.</i> (2014). London: Verso			
Colgan, A.D. (Ed.) and Maxwell, B. (Ed.). (2020). <i>The importance of philosophy in teacher education: mapping the decline and its consequences.</i> New York: Routledge			
Fanon, F. (1952). <i>Black skin, white masks.</i> New York: Grove Press.			
Gardner, H.E. (2006). <i>Multiple intelligences: new horizons in theory and practice.</i> New York: Basic Books.			
Gramsci, A. (2011) <i>Prison notebooks (Volumes 1, 2 & 3).</i> Joseph A. Buttigieg, et al. (Eds.). Columbia University Press			
Karabel, J. (Ed.) and Halsey, A.H. (1977). <i>Power and ideology in education.</i> Oxford: OUP			
Parakrama, A. (1995). <i>de-Hegemonizing language standards : learning from (post)colonial Englishes about "English".</i> London: Macmillan.			

Level:	Level 4		
Course Code:	TESL 41545		
Course Title:	Principles and Practices of Classroom Management		
Credit Value	5		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	75hrs (5 lecture hour x 15 weeks)		175hrs (11 - 12 hours X 15 weeks Reading, Online discussion forum on LMS, Problem solving activities and Assignments)
Course Intended Learning Outcomes:			
At the completion of this course students will be able to:			
ILO 1: appraise the role of effective classroom management principles, techniques and strategies for language teaching			
ILO 2: demonstrate their understanding of some key classroom management principles, concepts, strategies and techniques for managing ELT classrooms			
ILO 3: distinguish the difference between teacher-centered and learner-centered approaches to language teaching			
ILO 4: apply their knowledge and understanding of classroom management to authentic classroom Situations			
ILO 5: identify effective strategies for managing a class			
ILO 6: examine concepts of inclusive education			
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 managing pair and group work managing learner heterogeneity, inclusivity and multi-level classes			
7. Planning and managing lessons (warm-up, lead-ins, ice breakers, fillers, sequencing and staging, finishing)			
8. Managing time and pace			
9. Building an online classroom environment			
10. Factors influencing management from outside the classroom			
Teaching/ Learning Methods:			
Interactive practical sessions that promote active learning			
Assessment Strategy:			
Continuous Assessment 100%		Final Assessment (%)	
Details: Mini-portfolio of coursework (40%) Teaching demonstration (20%) In-class test (40%)		Theory	Practical Other
Recommended Reading:			
Brown, H. D. (2015). <i>Teaching by principles: an interactive approach to language pedagogy</i> . White Plains, NY: Pearson Longman.			
Canter, L. (2011). <i>Assertive discipline: Positive behavior management for today's classroom</i> . Bloomington, IN: Solution Tree Press.			
Gower, R. et al (1995). <i>Teaching Practice Handbook</i> . 2nd Revised. ed. London: Macmillan Education.			
Harmer, J. (2015). <i>How to teach English</i> . Harlow: Pearson Longman.			
Harmer, J. (2016). <i>The practice of English language teaching</i> . Harlow: Pearson Longman			

- Kohn, A. (1997). *Beyond discipline: From compliance to community*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Lewis, M., & Hill, J. (2005). *Practical techniques for language teaching*. Boston: Thomson-Heinle.
- Marzano, R. (2003). *Classroom Management that Works: Research-based Strategies for Every Teacher*: Alexandria, VA: Association for Supervision and Curriculum Development
- 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.
- Scrivener, J. (2010). *Learning teaching: a guidebook for English language teachers*. Oxford: Macmillan.
- Scrivener, J. (2012). *Classroom Management Techniques*. 1st. ed. Cambridge: 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.

Recommended Journals:

- ELT Journal: <https://academic.oup.com/eltj>
- TESOL: <http://www.tesol.org/read-and-publish/journals/tesol-journal>
- Asian EFL Journal: <https://www.asian-efl-journal.com/>
- TESOL international Journal: <https://www.tesol-international-journal.com/>
- TESL EJ: <http://tesl-ej.org/wordpress/>
- English Language Teaching Professional: <https://www.etprofessional.com/home>
- Modern English Teacher: <https://www.modernenglishteacher.com/homepag>

Level:	Level 4		
Course Code:	TESL 42554		
Course Title:	Internship and Writing a Teaching Portfolio		
Credit Value	4		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	40 (2-3 hours x 15)	45 teaching practice & 15 classroom observation=60 (4 hours x = 15 weeks)	300 (20 hours x 15 weeks -lesson material preparation, planning activities, reflective practice, reading and portfolio preparation)
Course Intended Learning Outcomes:			
<p><i>Teaching Practicum:</i> 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. The DELT, University of Kelaniya has an MOU with the Ministry of Education to conduct the teaching practicum.</p> <p>At the completion of this course students will be able to:</p> <p>ILO 1: apply analytical thinking and reflection to teaching</p> <p>ILO 2: prepare appropriate ESL lesson plans to the targeted learner group with sensitivity to learner needs</p> <p>ILO 3: display an in-depth understanding of classroom dynamics and inclusivity</p> <p>ILO 4: engage learners in motivating and interactive discussions that promote language learning</p> <p>ILO 5: use a variety of methods to evaluate their teaching role</p> <p>ILO 6: extend the use of learning, teaching and assessment approaches</p> <p>ILO 7: provide support to students on academic and pastoral issues</p> <p>ILO 8: write a teaching/learning portfolio based on learning agreements and reflective practice</p>			
Course Content:			
<ol style="list-style-type: none"> 1. Writing lesson plans with achievable learning outcomes 2. Theories in reflective practice and improving lesson 3. Writing a teaching/learning portfolio 4. Reflect on learning domains and learning styles 5. Writing learning agreements 6. Conduct action research 7. Writing reflective learning logs 8. Giving and receiving constructive feedback 9. Preparing appropriate tasks for group work to maximize involvement 10. Deploying devices to help their students to get to know each other 11. Theories in motivation and sustaining motivation 12. Review teacher evaluation methods 			
Teaching/ Learning Methods: Discussions, workshops, teaching practicum, online discussion forum, portfolio preparation			
Assessment Strategy: teaching practice and teaching and learning portfolio			
Continuous Assessment (100%)		Final Assessment (%)	
Details: Teaching practicum 60% Portfolio 40%		Theory	Practical Other
Recommended Reading:			
<p>Biggs, J. (1999). <i>Teaching for quality learning at university: what the student does</i>. UK: SRHE and Open University Press Imprint.</p> <p>Brown, S. & Race, P. (1995). <i>Assess your own teaching quality</i>. London: Kogan Page</p> <p>Fiore, D. F. (2010). <i>School-community relations</i> (3rd edition). US: Eye on Education.</p> <p>Gardner, H. (2007). <i>Five minds for the future</i>. Boston: Harvard Business School Press.</p>			

- 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.
- 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.
- Reynolds, N. Rice, R. (2006). *Portfolio keeping: A guide for students* (2nd ed.) UK: Bedford/St. Martin's.
- Richards, J.C., Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
- 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.

Level:	Level 4		
Course Code:	TESL 43566		
Course Name:	Dissertation		
Credit Value:	06		
Type:	Compulsory		
Hourly Breakdown:	Theory	Practical	Independent Learning
	90hrs (4 hours x 15 weeks) Supervisor consultation	90hrs (6 hours x 15 weeks) writing and revising	120hrs (8 hours x 15 weeks)
Course Intended Learning Outcomes:			
At the completion of this course unit, students will be able to:			
ILO 1: formulate a research topic with due attention to methodology and related literature			
ILO 2: formulate appropriate hypotheses/research problems/research questions			
ILO 3: gather and interpret data			
ILO 3: organize and develop a dissertation effectively			
ILO 4: synthesize information			
ILO 5: demonstrate the ability to write original research			
Course Content:			
1. Identify the structure of writing a dissertation			
2. Finding a research topic			
3. Preparing the research proposal			
4. Preparing the outline of the dissertation			
5. Writing the literature review			
6. Writing methodology			
7. Collecting and analysing data			
8. Writing an introduction and a conclusion			
9. Writing an abstract			
A dissertation of approximately 10,000 words to be written on a topic on an area related to Teaching English as a Second Language or the use of English Language in a particular context in consultation with the staff of the Department of English Language Teaching where the research proposal is screened for appropriacy and ethical clearance.			
Teaching /Learning Methods:			
Discussions, workshops and supervisor consultation.			
Assessment Strategy:			
Dissertation by End-of-Level 4			
Continuous Assessment 100%		Final Assessment (Written exam)	
Details:		Theory	Practical
Specification of research problem – 10%			Other
Literature review – 20%			
Methodology – 20%			
Interpretation of Data – 30%			
Conclusion – 10%			
Academic Style and Language – 10%			
Recommended Reading:			
American Psychological Association (2009). <i>Publication manual of the American Psychological Association, Sixth Edition</i> , USA: American Psychological Association.			
Bazerman, C. (1987). <i>The informed writer: Using sources in the disciplines</i> . Boston: Houghton Mifflin.			
Berry, R. (1994). <i>The research project: How to write I</i> , London: Routledge and Kegan Paul.			
Blaxter, L. Hughes, C. & Tight, M., (2002). <i>How to research</i> . New Delhi: Viva Books (Pvt) Ltd.			
Burns, A. (1999). <i>Collaborative action research for English language teachers</i> . New York: Cambridge University Press.			
Edge, J. (ed.) (2001). <i>Action research: Case studies in TESOL</i> . Alexandria, VA: TESOL.			
Freeman, D. (1998). <i>Doing teacher research: From inquiry to understanding</i> . Boston, MA: Heinle & Heinle.			

Kane, E. (1985). *Doing your own rsearch*. 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.