



**Bachelor of Arts In English (General)
External Degree**

**Detailed Course Outline
2025**

Department of English and Linguistics
Faculty of Humanities and Social Sciences
University of Sri Jayewardenepura

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INTRODUCTION

The External General Degree Program in English conducted by the Department of English and Linguistics under the Faculty of Humanities and Social Sciences consists of three core subjects, namely English Literature, English Language, and English Language Teaching Methodology. The program is introduced with the intention of making a substantial contribution to national development by empowering the teachers of English with the necessary pedagogical knowledge and skills, by increasing the employability of the Sri Lankan graduates, and by making the students sufficiently qualified in English to take up challenges in an educational/professional setting.

1. THE GRADUATE PROFILE

The program aims at producing a graduate,

- 1) who is able to apply pedagogic knowledge and training to teach English language and English literature competently,
- 2) who is capable of making a substantial contribution to the theory and practice of ELT in terms of research, innovation, and critique,
- 3) who possesses the ability to critically and independently respond to any work of literature and to disseminate literary knowledge,
- 4) who can examine language from structural, historical, social, and psychological perspectives and use such knowledge in drawing insights about language and apply such knowledge in relevant contexts,
- 5) who is sufficiently motivated to engage in life-long learning.

2. TARGET STUDENTS

1. Teachers of English in government schools, pirivenas and private schools.
2. Those who hope to pursue a career in teaching.
3. Those who hope to study English Literature and Language in a local or foreign university.

3. OBJECTIVES

The main objectives in introducing this degree program are as follows:

1. To provide an educational qualification for those who are currently engaged in teaching English at different levels.
2. To improve the academic and professional standards of those who are currently engaged in the field of teaching.
3. To fill the gap that exists between the supply and the demand for high quality graduates in Sri Lanka in line with the government policy on higher education.

4. ENTRY QUALIFICATIONS

Entry Requirement: Selection Test conducted by the Department of English and Linguistics

- It is mandatory for all prospective applicants to pass the Selection Test conducted by the Department of English and Linguistics of the University of Sri Jayewardenepura except for those who have obtained a minimum of an 'S' pass for English (**subject number 73**) from the G. C. E. Advanced Level Examination administered by the Department of Examinations of Sri Lanka.

Duration of selection test: 2 hours

Intake: between 500-600 students.

Eligibility to apply for the selection test:

- Those who have obtained a minimum of three ‘S’ passes for any three subjects of the G.C.E. Advanced Level Examination administered by the Department of Examinations of Sri Lanka, in or after 2000.

OR

- Those who have obtained a minimum of four ‘S’ passes for any four subjects of the G.C.E. Advanced Level Examination administered by the Department of Examinations of Sri Lanka, before 2000

OR

- Those who have obtained the Certificate of Teacher Training or Diploma in Teaching from a National College of Education (of the National Institute of Education, Ministry of Education, Sri Lanka), with a minimum of 4 Credit passes for the following subjects: Linguistics and Introduction to Phonology, English Language, English Language Teaching Methodology and English Literature

OR

- Those who have obtained a minimum of three passes for any three subjects of the General Certificate of Education Advance Level Certificate (G.C.E. Advanced Level) of the UK Examination Boards (commonly known as London Advanced Level Examinations: Cambridge/Edexcel).

OR

- Those who have obtained a Higher Diploma in English equivalent to the SLQF Level 4 of the Sri Lanka Qualifications Framework of the University Grants Commission, Sri Lanka, on the recommendation from the Department of English and Linguistics, followed by the Senate approval of the University of Sri Jayewardenepura.

OR

- Those who have obtained a degree in English medium from any reputed University (either foreign or local).

05. THE PROGRAM

This is a three-year undergraduate program that consists of year-based courses with annual (year-end) examinations and continuous assessments¹. This program includes a credit system which correlates with the number of hours the students engage in active learning. The degrees are awarded after the successful completion of the entire three-year program subject to all the laws and by-laws of the University.

The program structure:

The Department offers three main subjects/study fields. These three main subjects carry a total value of 90 credits with an equal distribution within the three academic years (30 credits per year x 3 years). Each main subject consists of two course units (two papers). In addition, one compulsory course (non-credit) will be also offered by the Department and this will be Classical Literature. This too will consist of two papers, but will not spread over three years. Students should pass this course unit in any year within the duration of the degree program in order to complete the degree. The students who are selected for the Bachelor of Arts in English degree program should enroll for all the above courses offered by the Department of English and Linguistics.

Volume of Learning

- The volume of learning at each level is described in terms of **credits**.
- In the SLQF² credit system, the student workload of a study program is defined as 1500 **notional learning hours** per academic year.
- The notional learning hours include direct contact hours with teachers and trainers, time spent in self-learning, preparation for assignments, carrying out assignments and assessments. The need to undertake any or all of these will be considered when a credit is

¹ To be decided by the Department of English and Linguistics

² Sri Lanka Qualifications Framework 2015

being allocated to a course unit or a module, when the syllabus is designed. It is understood that the combination of learning activities may vary from one course unit or module to another.

- The minimum number of credits per course unit or module is 1. The number of credits per course unit or module should be indicated by whole numbers.
- One credit is considered equivalent to 50 notional learning hours for a taught course, laboratory studies course or field studies/clinical work. (In case of industrial training, including time allocated for assessments and in case of research, including time allocated for literature survey, one credit is considered equivalent to a minimum of 100 notional hours).

Course Structure

Main Subject	Course Code	Course Title	Offering Dept.	Credit Value	Notional Hours	Actual Teaching Hours
(Year 1) English Literature	ELIT 1001:	Introduction to English Literature	Dept. of English	05	250	40
	ELIT 1002:	Augustan & Romantic Literature	Dept. of English	05	250	40
English Language	ELAN 1001:	Critical Reading & Writing	Dept. of English	05	250	40
	ELAN 1002:	Understanding English Grammar	Dept. of English	05	250	40
English Language Teaching Methodology	ELTM 1001:	Introduction to ELT	Dept. of English	05	250	40
	ELTM 1002:	Approaches & Methods in Second Language Teaching	Dept. of English	05	250	40
Classical Literature	CLIT 1005	Introduction to Classical Literature	Visiting Staff	02	100	08

IT	SOSE 1006	Introduction to IT	Dept. of Social Statistics	02	100	08
Total				34	1700	256
(Year 2) English Literature	ELIT:2001	Victorian Literature	Dept. of English	05	250	40
	ELIT:2002	Literature from the Medieval to the Metaphysical	Dept. of English	05	250	40
English Language	ELAN:2001	English for Employment	Dept. of English	05	250	40
	ELAN:2002	Linguistics 1: Phonetics/phonology, morphology, and syntax	Dept. of English	05	250	40
English Language	ELTM:2001	Teaching Language Skills	Dept. of English	05	250	40

Teaching Methodology	ELTM:2002	Pedagogical applications	Dept. of English	05	250	40
Soft Skills	SOFT 2001	Sri Lankan Society	Dept. of Pali and Buddhist Studies	02	100	08
Soft Skills	SOFT 2002	Leadership and Personality Development	Visiting staff	02	100	08
Total				34	1700	256
(Year 3) English Literature	ELIT 3001	Modern and Postmodern Fiction	Dept. of English	05	250	40
	ELIT 3002	Postcolonial & Sri Lankan Literature	Dept. of English	05	250	40
English Language	ELAN 3001	Linguistics 2: Sociolinguistics, Psycholinguistics, Historical linguistics	Dept. of English	05	250	40
	ELAN 3002	Discourse Analysis	Dept. of English	05	250	40
English Language Teaching Methodology	ELTM 3001	Testing & Assessment	Dept. of English	05	250	40
	ELTM 3002	Materials Development for ELT	Dept. of English	05	250	40
Total				30	1500	240

Course Title:	Introduction to English Literature
Course Code	ELIT 1001
Number of Credits	05
Year	First year
Lecture Hours	40

Rationale (Introductory Note)	A course which is designed to give the candidate an overview into a range of poetry, prose and drama from a wide temporal and thematic cross-section in English Literature.
Pre-Requisites	Selection Test
Course Objectives (Instructional)	To enhance and prompt an exposure to a variety of texts at an “introductory” level, while encouraging critical engagement in the candidate.
Expected Main Teaching Outcomes (By Students)	<ul style="list-style-type: none"> ● To inculcate a critical approach to the reading of literature. ● To be exposed to a variety of literature along thematic and temporal lines.
Content <u>Novel:</u> <ul style="list-style-type: none"> ● Shahsi Tharoor: <i>Riot</i>, ● Punyakante Wijenaik: <i>The Waiting Earth</i>. 	
<u>Poetry:</u> <ul style="list-style-type: none"> ● James Shirley: “Death the Leveller”, ● Percy Shelley: “Ozymandias” 	

- **John Keats:** (From), "Endymion", Lines 1-24 ("A Thing of Beauty"),
- **Alfred Tennyson:** "The Brook",
- **WB Yeats:** "Wild Swans of Coole",
- **Robert Frost:** "The Road Not Taken"
- **Sigfried Sassoon:** "A Subaltern"
- **Rupert Brooke:** "The Soldier",
- **Langston Hughes:** "Theme for English B",
- **Gwendolyn Brooks:** "My Dreams, My Works Must Wait till After Hell",
- **Paul Simon and Art Garfunkel:** "The Sound Of Silence",
- **Pablo Neruda:** "A Dog Has Died",
- **Thom Gunn:** "The Hug",
- **Marge Piercy:** "Barbie Doll",
- **Wole Soyinka:** "Telephone Conversation",
- **Anne Sexton:** "Cinderella",
- **Anne Ranasinghe:** "Auschwitz from Colombo",
- **A.K Ramanujan:** "Prayers to Lord Murugan"

Short Stories:

- **Charlotte Perkins Gilman:** "The Yellow Wallpaper"
- **Katherine Mansfield:** "Bliss"
- **Toni Morrison:** "Recitatif"
- **R.K Narayan:** "A Horse and Two Goats",
- **Lalitha Withanachchi:** "The Tip of the Iceberg"
- **Chimamanda Adiche:** "A Private Experience"

Drama:

- **Tennessee Williams:** "The Glass Menagerie"

Mode of Delivery	Seminars, Workshops, Presentations and Lectures
Evaluation and Assessment In Course Evaluation	Team Work, Presentation, Conference and Projects
Mode of Evaluation	End of Course Evaluation (End Semester Evaluation 100 Marks)
Recommended Reading <ul style="list-style-type: none"> ● Baldick, Chris. <i>Concise Dictionary of Literary Terms</i>. Oxford: Oxford UP, 1990. ● Mack, Michael. <i>How Literature Changes the Way We Think</i>. London: Continuum, 2011. ● Bernard, Robert. <i>A Short History of English Literature</i>. London: Wiley-Blackwell, 1994. 	

Course Title:	Critical Reading and Writing
Course Code	ELAN 1001
Number of Credits	05
Year	First year
Lecture Hours	40
Rationale	This course will familiarize the learner with different reading skills, writing skills and tasks that are useful for day-to-day activities as well as for academic purposes, and hence includes a selection of reading and writing tasks covering a range of such skills. The candidates are expected to show mastery of each reading writing task with awareness of the sub skills of reading such as skimming, scanning, analyzing, synthesizing, inferring etc. as well as accurate use of grammar structures, lexical choices, discourse strategies, and stylistic devices.
Course objectives	<ul style="list-style-type: none"> ● To develop the reading competence of the learner ● To develop the writing competence of the learner ● Develop intellectual capacity and creative potential that will be reflected in a variety of reading and writing tasks and skills.
Learning outcomes	<p>On completion of this course, students will have the ability</p> <ul style="list-style-type: none"> ● To display a high level of competence in using English language in a variety of reading and writing activities. ● To read and understand a text as a whole, to identify figurative use of language, stylistic devices, cohesive devices, genres, tone, mood, atmosphere, authorial purpose, and other special characteristics of a text. ● To display the ability to use the English language to argue, explain, describe, and narrate with a proper selection of lexical and functional categories and other figurative devices.

	<ul style="list-style-type: none"> ● To display communication skills in English which enable competent expression in written communication with a high degree of accuracy and coherence? ● To display the ability to select, organize, synthesize, and order relevant information.
Content	<p>Sub Themes</p> <p>Reading</p> <ol style="list-style-type: none"> 1. Understanding the grammatical relations of a sentence 2. Understanding the figurative language in a text and use of diction 3. Inferring implicitly stated information 4. Understanding the organization of a text 5. Distinguishing main ideas from supporting details 6. Interpreting writer's tone, style, purpose and atmosphere created in the text 7. Distinguishing facts from opinion <p>Writing</p> <ol style="list-style-type: none"> 1. Identification of a narrative, expository, descriptive, persuasive paragraph. 2. Developing a main idea into a paragraph of the above types 3. Précis writing 4. Essay writing 5. Report writing
Mode of delivery	Seminars, workshops, lectures, online instructions and course manuals,
Evaluation (end of course)	Examination - 100 marks
Recommended Readings	<ul style="list-style-type: none"> ● Stanovich, Keith E. (2000). <i>Progress in Understanding Reading</i>. New York: Guilford Press. ● Allen, J. (2000). <i>Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4–12</i>. Portland, ME: Stenhouse Press

	<ul style="list-style-type: none"> ● Burke, Jim. (2000). <i>Reading Reminders: Tools, Tips and Techniques</i>. Portsmouth, NH: Heinemann. ● Ananda, L. (2016) <i>Précis Writing</i>. Colombo: Thusita Printers. ● Ananda, L. (2016) <i>A Collection of Letters</i>. Colombo: Thusita Printers.
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Course Title	Understanding English Grammar
Course Code	ELAN 1002
No: of credits	05
Year	First Year
Lecture Hours	40
Rationale/Course description	This course will provide the basis for achieving mastery in the main language skills- listening, speaking, reading, and writing, while more emphasis will be on achieving grammatical competence.
Prerequisites	Selection Test
Course objectives	<ul style="list-style-type: none"> ● To examine the structure of English language in terms of word classes, clause elements, grammatical relations, mood/modality, aspect, and voice. ● To develop the grammatical competence of the learner with respect to the above (a), and enable him to use the English Language accurately in all contexts of communication in English.
Learning outcomes	<p>On completion of this course, students will have the ability</p> <ul style="list-style-type: none"> ● To display a high level of grammatical competence in using the English language in all communicative contexts where English is the medium. ● To identify, understand, and explain sentence interrelationship with respect to phrases and clauses of different types

Content	Main Themes
	<ol style="list-style-type: none"> 1. Clause elements 2. Word classes 3. Tense 4. Aspect 5. Grammatical relations 6. Mood/modality 7. Voice <p>Sub Themes</p> <p>1. Grammatical Units: words, phrases, clauses and sentences. Words: a first definition Phrases: a first definition Clauses: a first definition Clause elements Subject, predicate, object, complement, adverbial Sentences: a first definition Word order and sentence patterns in English</p> <p>2. Words in English Word classes in English : Open class words, closed class words Nouns: Characteristics, classification of nouns Verbs: Verb forms, classification of lexical verbs, auxiliary verbs- primary and modal Tenses, the gerund and the infinitive Adjectives: characteristics, syntactic functions, syntactic sub-classification, semantic sub-classification, position of adjectives in a noun phrase Adverbs: different types of adverbs, characteristics, syntactic functions, position of adverbs in a sentence Pronouns: characteristics, classification of pronouns Proforms: different types of proforms Conjunctions: Coordinating, correlative, classification of conjunctions according to meaning Determiners: classification- specific determiners, general determiners, pre-determiners, central determiners, post determiners, articles Prepositions: Meaning of prepositions and dependent prepositions. Interjections</p> <p>3. Phrases in English Structure and syntactic functions of noun phrase, verb phrase, prepositional phrase, adjective phrase and adverb phrase</p> <p>4. Clauses in English Finite clause, non-finite clause, subordinate clauses (adverbial clause, noun clause, relative clause) and comparative clause</p>

Mode of delivery	Seminars, workshops, lectures, online instructions and course manuals
Evaluation (end of course)	Examination - 100 marks
Recommended Readings	<ul style="list-style-type: none"> ● Nagasundaram, P. (2012). <i>Essential grammar: A reference book for teachers of English</i>. Boralesgamuwa: <ul style="list-style-type: none"> ○ CRC Press. ● Nagasundaram, P. (2018). <i>Grammar for Communication</i>; Olanco Press. ● Huddleston, R. & Pullum, K. (1992) <i>A student's introduction to English Grammar</i>. Cambridge: Cambridge University Press. ● Greenbaum, S. & Nelson, G. (2002) <i>An Introduction to English Grammar</i>. London: Pearson Education

Course Title	English for Employment
Course Code	ELAN 2001
No: of credits	05
Year	Second Year
Lecture Hours	40
Rationale/Course description	This course is designed to make the learner communicatively competent in Business English. It provides students with a clear view of the variety of English sought for and used in all business/financial/marketing related communication- both speech and writing. This course, thus, facilitates students to become well-equipped communicators who are needed for a variety of careers in society.
Prerequisites	None
Course objectives	<ul style="list-style-type: none"> • a). To prepare the learner to use English, in both speech and writing, in the workplace, a conversation where business register is used. • b). To make the learner competent in the use of Business English in preparing marketing/business related documents/correspondence. • c). To make the learner employable in the job market.
Learning outcomes	<p>On completion of this course, students will have the ability to</p> <ul style="list-style-type: none"> • Actively engage in all business related correspondence where English is used. • To write all types of formal letters, memos, and other modes of in-company communication. • Demonstrate their understanding and interpretation of various business related discourses. • Use related terminology with confidence.

Content	<p>Main Themes</p> <ol style="list-style-type: none"> 1. Writing notices, messages, and memos 2. Writing formal letters 3. Writing reports 4. Preparing and analyzing charts, graphs in a business context 5. Writing a Case Study and analyzing a Case Study <p>Sub Themes</p> <ol style="list-style-type: none"> 1. Identification of Tenor and Mode in Business correspondence (participants, power relationship, solidarity, and distance) 2. Identification and proper use of language with respect to the degrees of formality. 3. Use of different styles of writing (argumentative, persuasive etc.) in a formal context 4. Proper use of business related diction, cohesive devices and sequential markers in business correspondence.
Mode of delivery	<p>Lectures, Discussions, Group, Collaborative</p> <p>Seminars, workshops, online instructions and course manuals,</p>
Evaluation (end of course)	Examination- 100 marks
Recommended Readings	<p>Primary texts and the supplementary reading materials provided by lecturers</p> <p>Further readings:</p> <ul style="list-style-type: none"> ● Lalith Ananda & Sarath Ananda. (1998). <i>Business English</i>. Galle: Upuli Printers ● Cook, G. (1989). <i>Discourse</i>. Oxford: OUP, London: OUP

	<ul style="list-style-type: none"> ● Bill Macull. (2002) <i>Business vocabulary in use</i>. Cambridge: Cambridge University Press ● Alred, Gerald J., Charles T. Brusaw, and Walter Oliu. (2000) <i>The Business Writer's Handbook</i>. 6th ed. New York: St. Martin's ● Cypres, Linda. (1999). <i>Let's Speak Business English</i>. ● Hauppauge, NY: Barron's Educational Series. ● Geffner, Andrew P. (1998). <i>Business English</i>. Hauppauge, New York: Barron's Educational Series.

Course Title	Linguistics 1: Phonetics/phonology, morphology, and syntax
Course Code	ELAN 2002
No: of credits	05
Year	Second Year
Lecture Hours	40
Rationale/Course description	This course will examine the language in terms of phonetics, phonology, morphology and grammar/syntax. The topics on phonetics/phonology will discuss the classification and distribution of speech sounds and the associated phonological rules. The morphology and grammar/syntax sections will take the learner through the word, phrase, and clause level categories paying attention to the morphological and syntactic properties of these categories, their organization as constituents, hierarchical representation, and the grammatical functions involved.
Prerequisites	None
Course objectives	<ul style="list-style-type: none"> ● To impart to the learner a basic knowledge of the mechanisms of speech production, distinctive and non-distinctive speech sounds, distribution of speech sounds, phonological processes, and the phonological rules. ● To impart to the learner a basic knowledge of word, word structure, word formation, and morpho-phonology with special focus on English. ● To impart to the learner a basic knowledge of phrase structure rules, grammatical relations, and syntactic operations.

Learning outcomes	<p>On completion of this course, students will have the ability</p> <ul style="list-style-type: none"> ● To display an understanding of and competence in the phonetic/phonological aspects, word structure, and the sentence structure in the use of the English language. ● To communicate coherently via oral and written expression as a competent user of the English language. ● To engage in discussion on the structure of other languages along the principles and parameters identified with respect to English. ● To be able to identify, explain, and use English sentence structure, Phrase Structure, lexical categories and their properties.
Content	<p>Main Themes</p> <ol style="list-style-type: none"> 1. Articulatory Phonetics 2. English Phonology 3. English Morphology 4. Syntax <p>Sub Themes</p> <ol style="list-style-type: none"> 1. Why study phonetics and phonology 2. Branches of phonetics/speech sound as a physical event 3. The processes of speech production 4. Phone, phoneme, allophone 5. Sound system/sound inventory of a language 6. Phonological rules 7. Phonological processes: 8. Morphology - Introduction 9. Word structure- morphemes 10. Morphs and allomorphs 11. Morphological processes –Inflection and Derivation, Compounding 12. Productivity 13. Syntax - Introduction 14. NP, VP, PP, AdjP, AdvP: in terms of Head-complement, Agreement with the verb, constituenthood 15. Phrase structure rules

Mode of delivery	Seminars, workshops, lectures, online instructions and course manuals,
Evaluation and assessment (in course)	Presentations, written assignments, individual/group projects- 100 marks
Recommended Readings	<ul style="list-style-type: none"> ● Booij, G. (2005). <i>The Grammar of words</i>. Oxford: Oxford University Press ● Farrell, P. (2005). <i>Grammatical Relations</i>. Oxford: Oxford University Press. ● Haegeman, L. (1994). <i>Introduction to Government and Binding Theory</i>. Mass, USA: Blackwell. ● Ladefoged, P. (2001). <i>A course in phonetics</i>. Boston, MA: Heinle & Heinle. ● Odden, D. (2005). <i>Introducing phonology</i>. Cambridge: Cambridge University Press. ● Radford, A. (2004). <i>English Syntax: An Introduction</i>. Cambridge University Press: Cambridge

Course Title	Linguistics 2: Sociolinguistics, psycholinguistics, historical linguistics
Course Code	ELAN 3001
No: of credits	05
Year	Third Year
Lecture Hours	40
Rationale/Course description	This course will examine the language in terms of its relation with society, mind/brain, and history. Accordingly, the social factors related to language, language acquisition/learning, as well as language change and historical development of language will be examined.
Prerequisites	None
Course objectives	<ul style="list-style-type: none"> ● To make the learner engaged in the study of language from social, psychological, and historical orientations. ● To make the learner ready to undertake research on language and prepare him/her for further studies on language. ● To facilitate teaching and learning of language//English
Learning outcomes	<p>On completion of this course, students will have the ability</p> <p>To display a high level competence with respect to social, psychological, and historical factors associated with language.</p> <p>To use the acquired knowledge and competence in one's career.</p> <p>To undertake research in these areas of language.</p>

Content	<p>Main Themes</p> <ol style="list-style-type: none"> 1. Sociolinguistics 2. Psycholinguistics 3. Historical linguistics <p>Sub Themes</p> <ol style="list-style-type: none"> 1. Definitions and characteristics of language 2. Varieties of English 3. Bilingualism 4. Language learning/acquisition theories (of L1, L2) 5. Interlanguage 6. Birth of English and its historical development 7. Word stock of English 8. Language families 9. Language change
Mode of delivery	Seminars, workshops, lectures, online instructions and course manuals,
Evaluation (end of course)	Examination- 100 marks
Recommended Readings	<ul style="list-style-type: none"> • Campbell, L (1999). <i>Historical Linguistics : An Introduction</i>. Edinburgh University Press • Michael S. Smith. (1994) <i>Second language learning: Theoretical foundations</i>. London: Longman • Miriam M. (2011). <i>Introducing Sociolinguistics</i>. New York: Rutledge • Victoria Fromkin. (2003). <i>An introduction to language</i>. Chennai: Thomson (seventh edition)

Course Title	Discourse Analysis
Course Code	ELAN 3002
No: of credits	05
Year	Third Year
Lecture Hours	40
Rationale/Course description	<p>This course is designed to give students a solid foundation in discourse analysis. It provides students with a clear view of theoretical perspectives and practical application of discourse analysis. Historical development of discourse analysis and its more recent advancements are also incorporated in this course. Language, being the most strategically employed means of communication, is used in diverse ways in different discourses. Exploring these strategies used in spoken, written, oral, and interactive modes is useful for undergraduates to employ language with efficacy and confidence. This course, thus, facilitates students to become well-equipped communicators who are needed for a variety of careers in society.</p>
Prerequisites	None
Course objectives	<p>A capacity to identify and decode formal and contextual links, an ability to understand unity, cohesion, coherence, and meaning in discourses will be cultivated in students.</p>

Learning outcomes	<p>On completion of this course, students will have the ability to</p> <ul style="list-style-type: none"> ● demonstrate their understanding and interpretation of various discourses. ● distinguish between various theoretical perspectives pertaining to discourse analysis, e.g. advantages and disadvantages, strengths and weaknesses. ● decode the meaning, cohesion, and unity in discourses expressed through linguistic and paralinguistic techniques. ● use related terminology with confidence. ● make personal choices and justify such choices in relation to the use of a variety of discourses in society.
Content	<p>Main Themes</p> <ol style="list-style-type: none"> 1. Contents 2. Identifying formal links: 3. Identifying Contextual Links: 4. Functions of Language: 5. Spoken discourses in detail 6. Analyzing discourses: <p>Practical application</p> <p>Sub Themes/Content</p> <p>Defining the term – discourse:</p> <p>Language, text, and discourses</p> <p>Unity, cohesion, coherence</p> <p>Intertextuality and interdiscursivity</p> <p><u>Identifying formal links:</u></p> <p>Parallelism</p> <p>Lexical cohesion (partial recurrence/lexical relations/repetition etc.)</p> <p>References (anaphoric/cataphonic/homophonic)</p>

	<p>Paraphrases</p> <p>Substitution</p> <p>Conjunctions</p> <p>Ellipses</p> <p>Nominalization and lexical density</p> <p><u>Identifying Contextual Links:</u></p> <p>Language variation</p> <p>Field, tenor, mode</p> <p>Speaking:</p> <p>Situation (setting/scene- physical/psychological)</p> <p>Participants (power relationship, solidarity, distance)</p> <p>Different styles (descriptive, narrative, argumentative, expository, explanatory)</p> <p>Slanting (positive, negative, neutral)</p> <p>Tone (sarcastic, cynical etc.)</p> <p>Form (Linguistic, paralinguistic)</p> <p><u>Functions of Language:</u></p> <p>Emotive, metalinguistic, phatic, referential etc.</p> <p>Principles:</p> <p>Politeness, cooperation</p> <p><u>Spoken discourses in detail:</u></p> <p>Structural features (transactions, exchanges, adjacency pairs)</p> <p>Turn taking</p> <p>Back channeling</p>
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	<p>Predicting and completing</p> <p>Information staging (backgrounding/foregrounding)</p> <p>Discourse marking (topic shifting, transaction boundaries etc.)</p> <p>Generic features</p> <p>Features in spoken discourses</p> <p><u>Analyzing discourses:</u></p> <p>Practical application</p>
Mode of delivery	<p>Lectures, Discussions, Group, Collaborative</p> <p>Seminars, workshops, online instructions and course manuals.</p>
Evaluation (end of course)	<p>Examination- 100 marks</p>
Recommended Readings	<p>Primary texts and the supplementary reading materials will be provided by lecturers</p> <p>Further reading:</p> <ul style="list-style-type: none"> ● Cook, G. 1989. <i>Discourse</i>. Oxford: OUP ● Fairclough, N. (1995). <i>Discourse and Social Change</i>. Cambridge: Polity Press. ● Freeman, D and Y. Freeman. (2004). <i>Essential Linguistics</i>. Portsmouth: Heinemann. ● Gee, J. (1990). <i>Social Linguistics and Literacies: Ideology in Discourse</i>. Basingstoke: Falmer Press. ● Leech, G et al. (1982). <i>English Grammar for Today</i>. London: Macmillan ● McCarthy, M. (1991). <i>Discourse Analysis for Language Teachers</i>. Cambridge: OUP. ● Sinclair, J & M. Coulthard. (1975). <i>Towards an Analysis of Discourse</i>. London: OUP.

Course Title	Augustan and Romantic Literature
Course Code	ELIT 1002
Number of Credits	5
Year	First year
Lecture Hours	40
Rationale (Introductory Note)	A course which is designed to give the candidate an overview of the English Literature and culture from the Augustan and Romantic Periods.
Pre-Requisites	None
Course Objectives (Instructional)	To enhance and prompt an exposure, understanding and appreciation of key texts of the defined period/s.
Expected Main Learning Outcomes	<ul style="list-style-type: none"> • To inculcate a critical approach to the reading of the defined literature. • To be exposed to a variety of literature and genres from the chosen study area.
Content	<p><u>Augustan Prose and Drama:</u></p> <p>Jonathan Swift: <i>Gulliver's Travels</i> Daniel Defoe: <i>Robinson Crusoe</i> William Congreve: "The Way of the World"</p> <p><u>Augustan Poetry:</u></p> <ul style="list-style-type: none"> • Alexander Pope: "The Rape of the Lock (Canto 1 and 2)", • John Dryden: (From "Absalom and Achitophel"); Lines 1-86; and "the Portrait of Zimri" and "Mac Flecknoe" • Jonathan Swift: "A Satirical Elegy On the Death of a Late Famous General", "A Beautiful Young Nymph Going to Bed" <p><u>Romantic Prose and Poetry:</u></p> <ul style="list-style-type: none"> • Mary Shelley: <i>Frankenstein</i> • William Blake: "London", "Holy Thursday (Innocence)", "Holy Thursday (Experience)", "Nurse's

	<p>Song (Innocence)”, “Nurse’s Song (Experience)”, “Jerusalem”</p> <ul style="list-style-type: none"> ● William Wordsworth: “Compared Upon Westminster Bridge, September 3rd 1802”, “I Wandered Lonely As A cloud”, “She Was a Phantom of Delight”, “She Dwelt Among the Untrodden Ways”, “London, 1802” ● John Keats: “To Autumn”, “Ode to a Nightingale”, “Ode On a Grecian urn” ● Percy Shelley: “England in 1819”, “To the Men of England”, “Ode to the West Wind”
Mode of Delivery	Lectures, discussions, seminars, workshops
Mode of Evaluation	End of Course Evaluation (End Semester Evaluation 100 Marks)
Recommended Reading	<ul style="list-style-type: none"> ● Goring, Paul. Eighteenth Century Literature and Culture. New York: Continuum International, 2008. ● Long, William. English Literature: Its History and Its Significance for the Life of the English Speaking World. New Delhi: Maple, 2012. ● Watt, Ian. The Rise of the English Novel (relevant chapters). London: Chatto and Windus, 1957. ● Bygrave, Stephan. Romantic Writings. Routledge: 1996. ● Bernard, Robert. A Short History of English Literature. London: Wiley-Blackwell, 1994

Course Title	Victorian Literature
Course Code	ELIT 2001
Year	Second Year
Number of Credits	5
Lecture Hours	40
Rationale (Introductory Note)	A course which is designed to give the candidate an overview of the English Literature and culture of the Victorian Period (1830-1901)
Pre-requisites	None
Course Objectives (Instructional)	To enhance and prompt an exposure, understanding and appreciation of key texts of the defined period/s.
Expected Main Learning Outcomes	To inculcate a critical approach to the reading of the defined literature. To be exposed to a variety of literature and genres from the chosen study area.
Content	<p>Fiction:</p> <ul style="list-style-type: none"> • Jane Austen: Pride and Prejudice • Charlotte Bronte: Jane Eyre • Charles Dickens: Hard Times • Henry James: The Turn of the Screw • R.L. Stevenson: The Strange Case of Dr. Jekyll and Mr. Hyde <p>Poetry and Drama</p> <ul style="list-style-type: none"> • Alfred Tennyson: “(Excerpts from) In Memoriam AHH”: (Verses 1-18), “Break, Break, Break”, “The Charge of the Light Brigade”, • GM Hopkins: “Pied Beauty”, “God’s Grandeur”, “Binsey Poplars”, “Felix Randal”, Elizabeth Barrett Browning: “A Dead Rose”, “A Child Sleeping”, “A Nation’s Curse”, • Thomas Hardy: “Her Death and After”, “A Thunderstorm In Town” • Oscar Wilde: “On the Sale By Auction of Keats’ Love Letters”, “Sonnet to Liberty”, “The Grave of Shelley” Oscar Wilde :“The Importance of Being Ernest”

	<ul style="list-style-type: none"> ● Percy Shelley: “England in 1819”, “To the Men of England”, “Ode to the West Wind”
Mode of Delivery	Seminars, Workshops, Presentations, Lectures
Mode of Evaluation	End of Course Evaluation (End Semester Evaluation 100 Marks)
Recommended Readings	<ul style="list-style-type: none"> ● (Ed) Boris Ford. From Dickens to Hardy: The New Pelican Guide to English Literature (Book 6) ● Marshall, Dorothy. Industrial England 1776-1851. Oxford: Routledge, 2006 (1973). ● (Ed) Philip Tew and Steven Barnfield. The Victorian Literature Handbook – Literature and Culture Handbooks. ● Gilbert, Sandra and Susan Gubar. Madwoman In the Attic. Yale University Press, 2000. ● Bernard, Robert. A Short History of English Literature. London: Wiley-Blackwell, 1994.

Course Title	Literature from the Medieval to the Metaphysical Period
Course Code	ELIT 2002
Number of Credits	5
Year	Second Year
Lecture Hours	40
Rationale (Introductory Note)	A course which is designed to give the candidate an overview of the English Literature and culture from the Medieval to Metaphysical Periods.
Pre-Requisites	None
Course Objectives (Instructional)	To enhance and prompt an exposure, understanding and appreciation of key texts of the defined period/s.
Expected Main Learning Outcomes	<ul style="list-style-type: none"> ● To inculcate a critical approach to the reading of the defined literature. ● To be exposed to a variety of literature from the chosen study area.
Content	<p>Poetry:</p> <ul style="list-style-type: none"> ● Geoffrey Chaucer: “The General Prologue to the Canterbury Tales”, Thomas Wyatt: “I Find No Peace”, “Farewell Love and All Thy Laws Forever”, “And Wilt Thou Leave Me Thus” ● Edmund Spenser: Sonnet 1, Sonnet 50 ● William Shakespeare: Sonnet 3, Sonnet 30, Sonnet 130, Sonnet 138, Sonnet 143 ● John Donne: “A Valediction Forbidding Mourning”, “Sweetest Love I Do Not Go”, “The Good Morrow”, “Go And Catch A Falling Star”, “A Hymn to God the Father”, “The Flea” ● Andrew Marvell: “To His Coy Mistress”, “An Epitaph (“Enough and Leave the Rest to Fame”) ● John Milton: “On His Deceased Wife”, “On His Blindness”, From “Paradise Lost” (Book 2; Lines 1-42) <p>Drama</p> <ul style="list-style-type: none"> ● Thomas Kyd: “The Spanish Tragedy”

	<ul style="list-style-type: none"> ● William Shakespeare: “Othello” ● Christopher Marlowe: “Dr. Faustus”
Recommended Reading	<ul style="list-style-type: none"> ● Greenblatt, Stephan. Renaissance Self-fashioning. Chicago: Chicago UP, 1980. ● Hopkins, Lisa and Matthew Steggle. Renaissance Literature and Culture. London: Continuum, 2008. ● Cole, Andrew. Literature and Heresy in the Age of Chaucer. Cambridge: Cambridge UP, 2008. ● Bernard, Robert. A Short History of English Literature. London: Wiley-Blackwell, 1994.

Course Title	Modernist-Post-modernist Literature
Course Code	ELIT 3001
Number of Credits	5
Year	Third Year
Lecture Hours	40
Rationale (Introductory Note)	A course which is designed to give the candidate an overview of the recent trends and trajectories in the “Modernist” and “Post-Modernist” branches of Literature.
Pre-Requisites	None
Course Objectives (Instructional)	To enhance and prompt an exposure, understanding and appreciation of key texts of the defined period/s.
Expected Main Learning Outcomes	<ul style="list-style-type: none"> ● To inculcate a critical approach to the reading of the defined literature. ● To be exposed to a variety of literature and genres from the chosen study area.
Content	<p>Short Fiction</p> <ul style="list-style-type: none"> ● James Joyce: “The Counterparts”, “Little Cloud” ● Dylan Thomas: “The Fight” ● Sherman Alexie: “Captivity” ● Robert Coover: “The Baby Sitter” ● Richard Bausch: “Nobody in Hollywood” <p>Fiction</p> <ul style="list-style-type: none"> ● Ernest Hemingway: The Sun Also Rises ● EM Forster: A Passage to India ● Ian McEwan: Atonement ● Virginia Woolf: To the Lighthouse ● Julian Barnes: The Sense of an Ending <p>Poetry</p> <ul style="list-style-type: none"> ● TS Eliot: “The Love Song of J Alfred Prufrock”, “Portrait of a Lady” ● “Rhapsody On a Windy Night”, “Hollow Men”

	<ul style="list-style-type: none"> ● WB Yeats: “A Prayer For My Daughter”, “Sailing to Byzantium”, “The Second Coming” ● WH Auden: “Here War Is Simple”, “We Too Had Known Golden Hours”, “September 1st 1939”, Wilfred Owen: “Dulce Et Decorum Est”, “An Anthem for Doomed Youth”, “The Send Off”, “Strange Meeting”, “Disabled” ● Sylvia Plath: “Soliloquy of the Solipsist”, “Witch Burning”, “Frog Autumn” ● Philip Larkin: “This Be the Verse”, “Wild Oats”, “High Windows”, “Love We Must Part Now”, “Old Fools” ● Adrienne Rich: “My Mouth Hovers Across Your Breasts”, “In a Classroom” ● Carol Ann Duffy: “Head of English”, “Stealing”, “Model Village”, “Standing Female Nude” ● Benji Zeph (Benjamin Zephaniah): “The Race Industry”, “The British”, “Talking Turkeys”
Mode of Delivery	Seminars, Workshops, Presentations, Lectures
Mode of Evaluation	End of Course Evaluation (End Semester Evaluation 100 Marks)
Recommended Reading	<ul style="list-style-type: none"> ● Armstrong, Tim. Modernism: A Cultural History. London: Polity, 2005. ● Forster, EM. Aspects of the Novel. Harmondsworth: Penguin, 1962 (1927). ● Goonetilleke, DCRA. Images of the Raj. Michigan: MacMillan, 1988. ● Hemingway, Ernest. A Movable Feast (related chapters). Random House: 2011 (1964). ● Harvey, David. The Condition of Postmodernity. London: Wiley-Blackwell, 1991.

Course Title	Postcolonial and Sri Lankan
Course Code	ELIT 3002 Literature
Number of Credits	5
Year	Third Year
Lecture Hours	40
Rationale (Introductory Note)	A course which is designed to give the candidate an overview of a series of seminal texts and writers who can be identified with the bracket of Postcolonial and Sri Lankan Literature in English.
Pre-Requisites	None
Course Objectives (Instructional)	To enhance and prompt an exposure, understanding and appreciation of key texts of the defined period/s.
Expected Main Learning Outcomes	<ul style="list-style-type: none"> ● To inculcate a critical approach to the reading of the defined literature. ● To be exposed to a variety of literature and genres from the chosen study area.
Content	<p>Novel:</p> <ul style="list-style-type: none"> ● J.M Coetzee: <i>Foe</i>, ● Baspsi Sidwa: <i>Ice Candy Man</i>, ● V.S Naipaul: <i>Guerillas</i>, ● Michael Ondaatje: <i>Running in the Family</i>, ● Visakesa Chandrasekaram: <i>Tigers Don't Confess</i> <p>Short Story:</p> <ul style="list-style-type: none"> ● Nadine Godimer: "The Moment Before the Gun Went Off", ● Jhumpa Lahiri: "Interpreter of Maladies", ● Mahestwata Devi: "The Breast Giver", ● Sita Kulatunga: "The High Chair", ● Chitra Fernando: "Action And Reaction", ● James Goonewardene: "The Awakening of Doctor Kirthi" <p>Poetry:</p>

	<ul style="list-style-type: none"> ● Nissim Ezekiel: “Background, Casually”, “In India”, “The Night of the Scorpion”, “How the English Lesson Ended”, “The Patriot”, ● Sarojini Naidu: “In the Bazaars of Hyderabad”, “A Love Song from the North” ● Kamala Das: “Punishment In Kindergarten”, “Relationship”, “Dance of the Eunuchs”, ● Gabriel Okara: “Once Upon a Time”, “Piano and Drums”, ● Derek Walcott: “The Sea Is History”, “A Far Cry from Africa” ● Lakdas Wikkramasinha: “Don’t Talk to Me about Matisse”, “Discarded Tins”, “To a Servant Girl”, “The Death of Ashanti”, “The Cobra”, “To My Friend Aldred”, ● Patrick Fernando: “A Fisherman Mourned By His Wife”, “Life and Death of a Hawk”, “To Isabel”, ● Jean Arasanayagam: “Nallur”, “Refugees – Old Man, Old Woman”, Richard De Zoysa: “Broken Promise”, “Animal Crackers”, “Lepidoptera”, “Apocalypse Now”, “Colombo 1981” ● Sivamohan Sumathy: “In a Foreign Tongue”, “On Reading the Astonishing Novel ‘Mm’ by Shobasakthi”, ● Vivimarie Vanderpoorten: “Choice”, “Burial”, “Disappearance” <p>Drama:</p> <ul style="list-style-type: none"> ● Hanif Kureshi: “My Beautiful Launderette”, ● Ernest McIntyre: “Rasanayagam’s Last Riot”
Mode of Delivery	Seminars, Workshops, Presentations, Lectures
Mode of Evaluation	End of Course Evaluation (End Semester Evaluation 100 Marks)
Recommended Readings	<ul style="list-style-type: none"> ● Huggan, Graham. The Postcolonial Exotic. NY: Routledge: 2001. ● Goonetilleke, DCRA. Images of the Raj. Michigan: MacMillan, 1988. ● Loomba, Ania. Colonialism/Postcolonialism. Routledge, 2005. ● Said, Edward. Orientalism. London: Vintage, 1979 (1970). ● Salgado, Minoli. Writing Sri Lanka: Literature, Resistance and the Politics of Place. Routledge, 2007.

Course Code	ELTM 1001
Course Title	Introduction to ELT
No: of credits	05
Year	First Year
Lecture Hours	40
Rationale/Course description	This course is designed with the aim of equipping practicing teachers and prospective teachers with skills and knowledge necessary to teach English language confidently and effectively.
Prerequisites	None
Course objectives	As this is an introductory course, it aims to provide the students with an insight into the basic skills and knowledge on teaching English as a second language.
Learning outcomes	On completion of this course, students will have the ability to engage in continual professional development and to remain active, contributing members of the English Language Teaching Community.
Content	<p>Main Themes</p> <p>Developing Teaching Skills and Professionalism</p> <p>(including micro-teaching sessions)</p> <ol style="list-style-type: none"> 1. Beginning a Lesson <ol style="list-style-type: none"> 1.1 Gaining attention of pupils 2. Ending a Lesson <ol style="list-style-type: none"> 2.1 Social Closure 2.2 Cognitive Closure 3. Effective Questioning and Eliciting

	<p>3.1 Questioning</p> <p>3.1.1 The Importance of Questioning in the language classroom</p> <p>3.1.2 Different types of questions asked in the language classroom</p> <ul style="list-style-type: none">- Procedural questions- Convergent questions- Divergent questions <p>3.1.3 Questioning Skills</p> <ul style="list-style-type: none">- Clarity and Coherence- Wait-time- Pacing of questions- Directing and distributing questions- Handling lack of response- Checklist for Teachers to evaluate themselves <p>3.2 Eliciting</p> <p>3.2.1 Elicitation techniques</p> <p>4. Using the BlackBoard Effectively</p> <p>4.1 Writing on the Blackboard</p> <p>4.2 Organising the Blackboard</p> <p>4.3 Blackboard Drawings</p> <p>5. Using Visual Aids Effectively</p> <p>5.1 Different kinds of Visual Aids</p> <p>5.2 Guidelines to preparing Visual Aids</p> <p>5.3 Displaying Visual Aids</p> <p>6. Handling Learner Errors</p>
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	<p>6.1 Approaches to Error Correction</p> <ul style="list-style-type: none"> - Encouraging Self-correction - Peer Correction - Teacher Correction - Providing Feedback <p>7. Organising Pair work and Group Work</p> <p>7.1 Pair and Group Activities</p> <p>7.2 Advantages and Disadvantages</p> <p>7.3 Organising Pair Work and Group Work effectively</p> <p>8. Classroom Management</p> <p>8.1 What is classroom management?</p> <p>8.2 Maintaining Discipline in the Classroom</p> <p>8.3 Teacher's Presence in Class</p> <ul style="list-style-type: none"> 8.3.1 Position 8.3.2 Eye-contact 8.3.3 Using gesture to convey meaning and manage the class <p>8.4 Teacher Language</p> <ul style="list-style-type: none"> 8.4.1 Audibility 8.4.2 Manner of speaking <p>8.5 Creating a good learning environment</p> <ul style="list-style-type: none"> 8.5.1 Teacher's role 8.5.2 Learner's role <p>8.6 Motivating the learners</p> <ul style="list-style-type: none"> 8.6.1 Teacher's Role
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	<p>8.6.2 Learner's Role</p> <p>9. Characteristics of a good language teacher</p> <p>9.1 Making Language teaching effective Learning Fun and Enjoyable</p> <p>9.2 Using Humour in the Language Classroom</p> <p>9.3 Using Language Games in the Language Classroom</p> <p>9.4 Using Drama in the Language Classroom</p>
Mode of delivery	Lectures, Discussions, Group, Collaborative Seminars, workshops and course manuals,
Evaluation (end of course)	Examination- 100 marks
Recommended Readings	<ul style="list-style-type: none"> • Davies, A. (2007) <i>An introduction to applied linguistics: from practice to theory</i>, Edinburg: Edinburg University Press. • Richards, J. C., & Rodgers, T. S. (1986) <i>Approaches and methods in language teaching</i>, Cambridge: Cambridge University Press. • Richards, J. C., & Renandya, W. A. (2002) <i>Methodology in language teaching: An anthology of current practice</i>, Cambridge: Cambridge University Press. • Doff Adrian (1995) <i>Teach English – a Training Course for Teachers</i>, Cambridge: Cambridge University Press.

Course Code	ELTM 1002
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Course Title	Approaches & Methods in Second Language Teaching
No: of credits	05
Year	First Year
Lecture Hours	40
Rationale/Course description	The content will cover language teaching methods/approaches from Grammar Translation to the most recent ones used in the global context- with special focus on Sri Lanka.
Prerequisites	None
Course objectives	To impart to the learner a comprehensive knowledge of approaches & methods in Second Language Teaching and enable him/her to assess different teaching methodologies and to prepare and choose suitable methods for the local context.
Learning outcomes	At the end of the course, learners will be able to critically evaluate different language teaching methods/approaches and find the most suitable ones for Sri Lankan contexts .

Content	Main Themes <ol style="list-style-type: none"> 1. Definitions in ELT <ol style="list-style-type: none"> 1.1 What is Methodology? 1.2 Method, Technique, Procedure, Approach 2. An overview of the traditional methods in ELT <ol style="list-style-type: none"> 2.1 The Grammar Translation Method 2.2 The Direct Method 2.3 The Audiolingual Method 3. ELT Methods Used in Sri Lanka <ol style="list-style-type: none"> 3.1 Direct Method 3.2 Structural Approach 3.3 Communicative Approach to language teaching 3.4 Eclectic Approach 3.5 The 5E Model 4. Current Trends in ELT <ol style="list-style-type: none"> 4.1 Task-based learning 4.2 Computer Assisted Language Learning 4.3 Cooperative learning 4.4 Problem based learning 4.5 Making learners Employable/ Integrating Employment skills into ESL Curriculum 5. Issues in ELT 6. Use of Mother Tongue in English Language Teaching
Mode of delivery	Lectures, Discussions, Group, Collaborative Seminars, workshops and course manuals,
Evaluation (end of course)	Examination- 100 marks

Recommended Readings	<ul style="list-style-type: none"> ● Canale, M. (1983) <i>From communicative competence to communicative language pedagogy</i>. In J.C. Richards & R. W. Schmidt (Eds.), <i>Language and communication</i>, New York: Longman. ● Hymes, D. H. (1972) <i>On communicative competence</i>. In J. B. Pride and J. Holmes (Eds.), <i>Sociolinguistics: Selected readings</i>, Harmondsworth: Penguin. ● Jordan, A., Carlile O., & Stack A. (2008) <i>Approaches to learning: A guide for teachers</i>, England: Open University Press. ● Richards, J. C., & Rodgers, T. S. (1986) <i>Approaches and methods in language teaching</i>, Cambridge: Cambridge University Press. ● Richards, J. C., & Renandya, W. A. (2002) <i>Methodology in language teaching: An anthology of current practice</i>, Cambridge: Cambridge University Press
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Course Code	ELTM 2001
Course Title	Teaching Communication Skills
No: of credits	05
Year	Second Year
Lecture Hours	40
Rationale/Course description	The course content will cover the suitable teaching methods, procedures and techniques for the four skills LSRW
Prerequisites	None
Course objectives	To give an overall grounding on effective development of the receptive and productive skills in the second language learner.
Learning outcomes	On completion of this course, students should be able to help learners develop better skills of communication.
Content	<p>Main themes</p> <p>Preparing Learners for Communication</p> <ol style="list-style-type: none"> 1. Teaching Speaking <ol style="list-style-type: none"> 1.1 Importance of teaching speaking 1.2 Enabling skills of Speaking 1.3 Speaking Activities 1.4 Stages of a speaking lesson 1.5 Encouraging learners to speak 2. Teaching Listening <ol style="list-style-type: none"> 1.1 What is listening? 1.2 Enabling skills of listening 1.3 Listening Activities 1.4 Stages of a listening lesson 1.5 Learner problems with listening

	<p>3. Teaching Reading</p> <p>3.1 What is Reading?</p> <p>3.2 Importance of teaching reading</p> <p>3.3 Product approach and process approach to teaching reading</p> <p>3.4 Enabling skills of reading</p> <p>3.5 Reading strategies</p> <p>3.6 Reading activities</p> <p>3.7 Stages of a reading lesson</p> <p>3.8 Learner difficulties in reading</p> <p>4. Teaching Writing</p> <p>4.1 What is writing?</p> <p>4.2 Importance of teaching writing</p> <p>4.3 Producing a good piece of writing</p> <p>4.4 Writing for practice</p> <p>4.5 Writing for production</p> <p>4.5.1 Techniques of controlled writing</p> <p>4.5.2 Guided writing</p> <p>4.6 Learner problems with writing</p> <p>5. Integration of skills</p> <p>5.1 Integrated skills activities</p>
Mode of delivery	Lectures, Discussions, Group, Collaborative Seminars, workshops and course manuals,
Evaluation (end of course)	Examination- 100 marks
Recommended Readings	<ul style="list-style-type: none"> ● Larsen-Freeman, D. (1986). Techniques and principles in language teaching. New York, N.Y., USA: Oxford University Press.

	<ul style="list-style-type: none"> ● Woolger, D (1987). <i>Classroom management handbook</i>. Kalutara: Pasdunrata College of Education. ● Wright, Tony (2005). <i>Classroom Management in Language Education</i>. London: Palgrave Macmillan. ● Richards, J. C., & Rodgers, T. S. (1986) <i>Approaches and methods in language teaching</i>, Cambridge: Cambridge University Press. ● Richards, J. C., & Renandya, W. A. (2002) <i>Methodology in language teaching: An anthology of current practice</i>, Cambridge: Cambridge University Press. ● Doff Adrian (1995) <i>Teach English – a Training Course for Teachers</i>, Cambridge: Cambridge University Press.
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Course Code	ELTM 2002
Course Title	Pedagogical Applications
No: of credits	05
Year	Second Year
Lecture Hours	40
Rationale/Course description	The course content will cover different areas and aspects related to teaching from a number of perspectives such as teaching-related, learner-related, and methodology-related, in addition to teaching grammar and vocabulary
Prerequisites	None
Course objectives	To make the learner competent in pedagogical applications
Learning outcomes	On completion of this course, students should be able to plan lessons with a focus on all the main aspects of teaching and learning a second language.
Content	<p>Main Themes</p> <ol style="list-style-type: none"> 1. Teaching Grammar <ol style="list-style-type: none"> 1.1 What is Grammar? 1.2 Views on teaching grammar 1.3 Methods of teaching grammar 1.4 Stages of a grammar lesson 1.5 Grammar Practice Activities 1.6 Learner problems with regard to grammar 2. Teaching Vocabulary <ol style="list-style-type: none"> 2.1 Importance of teaching vocabulary 2.2 Aspects of vocabulary to be taught 2.3 Criteria for selecting vocabulary 2.4 Receptive and productive vocabulary 2.5 Vocabulary Development 2.6 Stages of a vocabulary lesson 2.7 Vocabulary activities and games 2.8 Learner problems with regard to vocabulary

	<ul style="list-style-type: none"> 3. Planning a Lesson <ul style="list-style-type: none"> 3.1 Importance of Lesson Planning 3.2 Stages of a Lesson Plan 3.3 Format of a Lesson Plan 4. Using literary texts in the language classroom <ul style="list-style-type: none"> 4.1 Importance of using literary texts in the language classroom 4.2 Activities based on literary texts 5. Promoting learner autonomy <ul style="list-style-type: none"> 5.1 Importance of learner autonomy 5.2 Role of Teacher in promoting learner autonomy 5.3 Techniques that promote learner autonomy 5.4 Activities that promote learner autonomy 6. Error Analysis <ul style="list-style-type: none"> 6.1 Some definitions – Error, mistake, lapse 6.2 Stages of learner errors 6.3 Classification of errors 6.4 causes of learner errors 6.5 Attitude towards learner errors 6.6 Remedial teaching
Mode of delivery	Lectures, Discussions, Group, Collaborative Seminars, workshops and course manuals,
Evaluation (end of course)	Examination- 100 marks
Recommended Readings	<ul style="list-style-type: none"> ● Richards, J. C., & Rodgers, T. S. (1986) <i>Approaches and methods in language teaching</i>, Cambridge: Cambridge University Press.

	<ul style="list-style-type: none"> ● Richards, J. C., & Renandya, W. A. (2002) <i>Methodology in language teaching: An anthology of current practice</i>, Cambridge: Cambridge University Press. ● Doff Adrian (1995) <i>Teach English – a Training Course for Teachers</i>, Cambridge: Cambridge University Press. ● Kumaravadivelu, B. (2006). <i>Understanding language teaching</i>. Mahwah, N.J.: Lawrence Erlbaum Associates.
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Course Code	ELTM 3001
Course Title	Testing & Assessment
No: of credits	05
Year	Third Year
Lecture Hours	40
Rationale/Course description	<p>The content will include discussions on aims and purposes of testing, different types of tests, test items, G.C.E. O/L English Language test, G.C.E. A/L General English test, International English Language Testing System (IELTS Test), test format, skills tested, and language tested.</p> <p>Testing Literature</p>
Prerequisites	None
Course objectives	To make the learner competent in testing and assessment related to the ESL classroom
Learning outcomes	At the end of the course, the learner will be able to evaluate a given test, or test item with respect to some accepted criteria, construct a test specification, and conduct a test, and do the evaluation accordingly.
Content	<p>Main Themes</p> <ol style="list-style-type: none"> 1. Definitions – Test, Assessment, Evaluation 2. Reasons for testing 3. Different types of English Language Tests <ol style="list-style-type: none"> 3.1 Different types of tests in relation to aim

	<p>3.1.1 Achievement test</p> <p>3.1.2 Diagnostic Test</p> <p>3.1.3 Language Proficiency Test</p> <p>3.1.4 Selection Test</p> <p>3.1.5 Aptitude Test</p> <p>3.2 Different types of language tests in relation to form</p> <p>3.2.1 Subjective and Objective tests</p> <p>3.2.2 Discrete point and Integrative Tests</p> <p>3.2.3 Norm-referenced and Criterion-referenced Tests</p> <p>3.2.4 Direct and Indirect Tests</p> <p>In addition, these types of test are also important:</p> <ol style="list-style-type: none"> 1. Classroom Assessments (this is important in the new curriculum which will be implemented in 2023/24) <ol style="list-style-type: none"> a) Assessment for Learning (AFL) b) Assessment of Learning (AOL) c) Assessment as Learning 4. Characteristics of a good test <ol style="list-style-type: none"> 4.1 Validity <ol style="list-style-type: none"> 4.1.1 Face Validity 4.1.2 Content Validity 4.1.3 Construct Validity 4.1.4 Predictive Validity 4.1.5 Concurrent Validity 4.2 Reliability <ol style="list-style-type: none"> 4.2.1 Making tests reliable 4.3 Backwash
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	<p>4.3.1 Achieving beneficial backwash</p> <p>4.4. Discrimination</p> <p>4.5 Practicality</p> <p>5. Testing Listening</p> <p>6. Testing Speaking</p> <p>7. Testing Reading</p> <p>8. Testing Writing</p> <p>9. Testing Grammar</p> <p>10. Testing Vocabulary</p> <p>11. Tests administered at National level (Standardized Test)</p> <p>11.1 G.C.E. O/L English Language Test</p> <p>11.2 G.C.E. A/L General English Test</p> <p>12. International Tests Administered in Sri Lanka</p> <p>12.1 IELTS</p> <p>12.2 TOEFL</p> <p>13. Portfolio Assessment</p> <p>14. Testing Literature</p>
mMode of delivery	<p>Lectures, Discussions, Group, Collaborative</p> <p>Seminars, workshops and course manuals</p>
Evaluation (end of course)	<p>Examination- 100 marks</p>
Recommended Readings	<ul style="list-style-type: none"> • Brown, J. D. & Hudson, T. (2002). <i>Criterion-referenced language testing</i>. Cambridge: Cambridge University Press. • Bachman, L. (1990). <i>Fundamental considerations in language testing</i>. Oxford: Oxford University Press. • McNamara, T. F. (2000). <i>Language testing</i>. Oxford: Oxford University Press. • Canale, M. (1983) <i>From communicative competence to communicative language pedagogy</i>. In J.C. Richards & R. W. Schmidt (Eds.), <i>Language and communication</i>, New York: Longman.

	<ul style="list-style-type: none"> ● Hymes, D. H. (1972) <i>On communicative competence</i>. In J. B. Pride and J. Holmes (Eds.), <i>Sociolinguistics: Selected readings</i>, Harmondsworth: Penguin. ● Jordan, A., Carlile O., & Stack A. (2008) <i>Approaches to learning: A guide for teachers</i>, England: Open University Press. ● Richards, J. C., & Rodgers, T. S. (1986) <i>Approaches and methods in language teaching</i>, Cambridge: Cambridge University Press. ● Richards, J. C., & Renandya, W. A. (2002) <i>Methodology in language teaching: An anthology of current practice</i>, Cambridge: Cambridge University Press
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Course Code	ELTM 3002
Course Title	Materials Development for ELT
No: of credits	05
Year	Third Year
Lecture Hours	40
Rationale/Course description	The course content will examine and evaluate the materials used in the ESL classroom with a view to rectifying the inadequacies in them and designing effective ELT materials
Prerequisites	None
Course objectives	To impart to the learner guidelines to preparing effective course materials to be used in the ESL classroom

Learning outcomes	<p>At the end of the course, learners will be able to</p> <p>*evaluate the existing ESL course materials using appropriate criteria</p> <p>* design effective course materials to teach English language with special reference to Sri Lankan classroom contexts.</p>
Content	<p>Main Themes</p> <ol style="list-style-type: none"> 1. Introduction to the New Curriculum 2. Guideline to designing effective ESL course materials 3. Preparing a set of criteria for evaluating course materials 4. Evaluating course materials using relevant criteria 5. Preparing ESL materials to develop the four skills <ol style="list-style-type: none"> A. Developing the listening skill <ul style="list-style-type: none"> ● Aim of teaching listening ● Criteria for selecting listening texts ● Different types of listening texts ● Micro-skills of listening to be developed ● Listening tasks and activities to be included in the course book B. Developing the reading skill <ul style="list-style-type: none"> ● Aim of teaching reading ● Criteria for selecting reading texts ● Different types of reading texts ● Micro-skills of reading to be developed ● Reading tasks and activities to be included in the course book C. Developing the speaking skill <ul style="list-style-type: none"> ● Micro-skills of speaking to be developed ● Aim of teaching speaking ● Principles underlying teaching speaking ● Speaking activities to be included in the course book

	<p>D. Developing the writing skill</p> <ul style="list-style-type: none"> • Aim of teaching writing • Micro-skills of Writing to be developed • Different types of writing texts • Different types of writing tasks to be included in the course book • Different techniques used in writing composition <p>6. Developing Grammatical competence</p> <ul style="list-style-type: none"> • Grammar points to be included in the course material • Grammar exercises to gain explicit knowledge of the grammar points taught • Grammar practice activities to help learners to gain implicit knowledge of the grammar points taught <p>7. Developing Vocabulary</p> <ul style="list-style-type: none"> • Receptive and productive vocabulary • Principles underlying teaching vocabulary • Aspects of vocabulary to be taught • Criteria for selecting vocabulary • Vocabulary activities to be included in the course book <p>8. Selection and use of supplementary materials in the ESL Classroom</p> <ul style="list-style-type: none"> • What are supplementary materials? • Different types of supplementary materials that could be used in the ESL classroom • Characteristics of supplementary materials • Reasons for using supplementary materials • Sample supplementary activities • Using Newspapers in the ESL classroom <p>9. Adapting course materials</p> <ul style="list-style-type: none"> • What is adaptation of course materials? • Reasons for adapting course materials • Different ways of adapting course materials • Guidelines to adapting course materials • Adapting course materials in mixed ability classes
Mode of delivery	Lectures, Discussions, Group, Collaborative Seminars, workshops

Evaluation (end of course)	Examination- 100 marks
Recommended Readings	<ul style="list-style-type: none"> • Davies, A. (2007) <i>An introduction to applied linguistics: from practice to theory</i>, Edinburg: Edinburg University Press • Azarnoosh, M., Zeraatpishe, M., Faravani, A. and Kargozari, H. (n.d.). <i>Issues in materials development</i>. • Tomlinson, B. (1998). <i>Materials development in language teaching</i>. Cambridge: Cambridge University Press. • Graves, K. (1996). <i>Teachers as course developers</i>. Cambridge [England]: Cambridge University Press.

Course Code	CLIT 1105
Course Title	Introduction to Classical Literature (offered only in the first year of the Degree Program)
No: of credits	02
Year	First year
Lecture hours	08
Rationale/Course description	This course will provide introductory level knowledge on western classical literature for the learners. The course covers the areas on Greek and Roman epics, drama, and, philosophy. The learners are provided an overview of the ancient civilizations of Greece and Rome through this course.
Prerequisites	None
Course objectives	<ul style="list-style-type: none"> • An understanding of the ancient civilizations of Greece and Rome • The prominent role played by epics, drama, and philosophy in the ancient classical world
Learning outcomes	<ul style="list-style-type: none"> • To display an awareness of the ancient civilizations of Greece and Rome • To display an awareness of Greek and Roman epics, drama, and, philosophy in the ancient classical world • To display the ability to identify the historical, social and literary background of the ancient classical world and the society reflected in the classical literature pieces that we refer today
Content	<p>Main Themes:</p> <p>Greek and Roman Epics</p> <p>Greek and Roman Drama</p> <p>Greek Philosophy</p> <p>Sub Themes</p> <ol style="list-style-type: none"> 1. Greek and Roman Epics <ol style="list-style-type: none"> a. Origins and the evolution of epic writing b. Characteristics of epics c. Selected Greek and Roman epics

	<ul style="list-style-type: none"> - The Iliad by Homer - The Aeneid by Virgil <ol style="list-style-type: none"> 2. Greek and Roman Drama <ol style="list-style-type: none"> a. Greek and Roman theatre b. Types of dramas c. Selected Greek and Roman Dramas <ul style="list-style-type: none"> - King Oedipus by Sophoclese - Medea by Euripides - Frogs by Aristophanes - Amphitryo by Plautus 3. Greek Philosophy <ol style="list-style-type: none"> a. Philosophical thoughts of pre-socratic philosophers b. Philosophical thoughts of Socrates, Plato and Aristotle
Mode of delivery	Seminars, workshops, lectures, online instructions and course manuals
Evaluation (end of course)	Examination- 100 marks
Recommended Reading	<ul style="list-style-type: none"> ● Starr, C.G. 1971, <i>The Ancient Greeks</i>, N.Y. ● Kirk, G.S. 1965, <i>Homer and the Epic</i>, London, Cambridge ● Arnott D, Peter 1982, <i>An Introduction To Greek Drama</i>, Macmillan and Co., London ● Beare, W. 1950, <i>The Roman Stage</i>, Methuen and Co., London ● Burnet, J. 1960, <i>Greek Philosophy - Thales to Plato</i>, Macmillan, London ● Guthrie, W.K.C. 1962, <i>The Greeks and their Gods</i>, Methuen and Co., London



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