Bachelor of Arts in English (General) External Degree

DETAILED COURSE OUTLINE 2021

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Bachelor of Arts in English (General)
External Degree - 2021

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

CONTENT

1. INTRODUCTION

The External General Degree Program in English conducted by the Department of English 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.

1.1 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

1.2 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.

1.3 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.

1.4 ENTRY QUALIFICATIONS

- Entry Requirement: Selection Test conducted by the Department of English
- Duration of selection test: 2 hours
- Intake: between 500-600 students.

    Eligibility to apply for selection test:

a. Three passes in G.C.E. A/L
b. Four passes in G.C.E. A/L (if offered before 2000)
c. Government trained teacher with a minimum of 2 years of teaching experience
d. International school English teacher with a minimum of 2 years of teaching experience (letter of principal of school should be submitted with the application)
e. English teacher in a private school with a minimum of 2 years of teaching experience (letter of principal of school should be submitted with the application)
f. HNDE offered by the Sri Lanka Institute of Advanced Technological Education.
g. Any other qualification approved by the Department of English and Linguistics, and the Board of Study for External Exams.

(Note: exemption from the selection test will not be permitted)

1.5 THE PROGRAM

This is a three-year undergraduate program that consists of year-based courses with annual (year-end) examinations and continuous assessments[1]. 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.

1.6 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. However, in case a student from any other degree program wishes to take some course units from the courses offered for the external degree program in English, provision is made for such students to select English language courses coming under the course code ELAN.

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[1] To be decided by the Department of English and Linguistics

1.7 Volume of Learning

- The volume of learning at each level is described in terms of **credits**.

- In the SLQF[2] 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 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).

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[2] Sri Lanka Qualifications Framework 2015

2. Course Structure

Main Subject	Course Code	Course Title	Offering Dept.	Credit Value	Notional Hours	Actual Teaching Hours
(Part/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	Dept. of English	02	100	16
Compulsory Subjects	SOSE 1006	Introduction to Information Technology	Dept. of Social Statistics	02	100	16
Total				**34**	**1700**	**272**
(Part/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

	ELAN2002	Linguistics 1: Phonetics/phonology, morphology, and syntax	Dept. of English	05	250	40
English Language Teaching Methodology	ELTM2001	Teaching Language Skills	Dept. of English	05	250	40
	ELTM2002	Pedagogical applications	Dept. of English	05	250	40
Compulsory Subjects	SOFT 2001	Sri Lankan Society	FHSS	02	100	16
Compulsory Subjects	SOFT 2002	Leadership and personality Development	FHSS	02	100	16
Total				**34**	**1700**	**272**

(Part/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	Material Development for	Dept. of English	05	250	40
Total				**30**	**1500**	**240**

Course Title	Introduction to English Literature
Course Code	ELIT 1001
Number of Credits	5
Year	First Year
Lecture Hours	30
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)	- To inculcate a critical approach to the reading of literature. - To be exposed to a variety of literature along thematic and temporal lines.

Content

Novel:

Shahsi Tharoor: *Riot,* **Punyakante Wijenaike**: *The Waiting Earth,*

Poetry:

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"

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

- Baldick, Chris. *Concise Dictionary of Literary Terms*. Oxford: Oxford UP, 1990.
- Mack, Michael. *How Literature Changes the Way We Think.* London: Continuum, 2011.
- Bernard, Robert. *A Short History of English Literature*. London: Wiley-Blackwell, 1994.

Course Title	Augustan and Romantic Literature
Course Code	ELIT 1002
Number of Credits	5
Year	First year
Lecture Hours	30
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	- 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	**Augustan Prose and Drama**: **Jonathan Swift**: *Gulliver's Travels*, **Daniel Defoe**: *Robinson Crusoe*, **William Congreve** :"The Way of the World" **Augustan Poetry**: **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" **Romantic Prose and Poetry**: **Mary Shelley**: *Frankenstein* **William Blake**: "London", "Holy Thursday (Innocence)", "Holy Thursday (Experience)", "Nurse's Song (Innocence)", "Nurse's Song (Experience)", "Jerusalem"

	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	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:	**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	• 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	On completion of this course, students will have the ability • 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 • 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	**Sub Themes** **Reading** 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 **Writing** **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.** Writing an official letter, a letter of recommendation
Mode of delivery	Seminars, workshops, lectures, online instructions and course manuals,
Evaluation (end of course)	Examination - **100 marks**
Recommended Readings	Stanovich, Keith E. (2000). *Progress in Understanding Reading*. New York: Guilford Press. Allen, J. (2000). *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4–12*.Portland, ME: Stenhouse Press Burke, Jim. (2000). *Reading Reminders: Tools, Tips and Techniques*. Portsmouth, NH: Heinemann. Ananda, L. (2016) *Précis Writing*. Colombo: Thusita Printers. Ananda, L. (2016) *A Collection of Letters*. Colombo: Thusita Printers

Course Title	**Understanding English Grammar**
Course Code	**ELAN 1002**
No: of credits	**05**
Year	**First Year**
Lecture Hours	**30**
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	• 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	On completion of this course, students will have the ability • 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** 1. Clause elements 2. Word classes 3. Tense 4. Aspect 5. Grammatical relations 6. Mood/modality 7. Voice

Sub Themes

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

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

3. Phrases in English
Structure and syntactic functions of noun phrase, verb phrase, prepositional phrase, adjective phrase and adverb phrase

4. Clauses in English
Finite clause, non-finite clause, subordinate clauses (adverbial clause, noun clause, relative clause) and comparative clause.

5. Sentences in English
Simple sentences

	Complex sentences Compound sentences Declaratives Imperatives Interrogatives Question tags Exclamatory sentences and clefts **6. The passive voice** Passive form, passive only, acceptability of passive sentences, use of agents in passive, dropping the agent in passive, meaning differences between active and passive sentences, uses of the passive, sentence patterns that can be changed into passive and passive form of verbs **7. Reported speech** Statements, imperative and questions
Mode of delivery	Seminars, workshops, lectures, online instructions and course manuals
Evaluation (end of course)	Examination -**100 marks**
Recommended Readings	• Nagasundaram, P. (2012). *Essential grammar: A reference book for teachers of English*. Boralesgamuwa: o CRC Press. • Huddleston, R. & Pullum, K. (1992) *A student's introduction to English Grammar*. Cambridge: Cambridge University Press. • Greenbaum, S. & Nelson, G. (2002) *An Introduction to English Grammar*. London: Pearson Education

Course Code	**ELTM 1001**
Course Title	**Introduction to ELT**
No: of credits	**05**
Year	**First Year**
Lecture Hours	**30**
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 ins 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 co professional development and to remain active, contributing members of th English Language Teaching Community.

Content	**Main Themes**
	
	 Developing Teaching Skills and Professionalism
	
	      (including micro-teaching sessions)
	
	 1. **Beginning a Lesson**
	
	     1.1 Gaining attention of pupils
	
	 2. **Ending a Lesson**
	
	     2.1 Social Closure
	
	     2.2 Cognitive Closure
	
	 3. **Effective Questioning and Eliciting**
	
	     3.1 Questioning
	
	       3.1.1 The Importance of Questioning in the language classroom
	
	       3.1.2 Different types of questions asked in the language classroom

	- Procedural questions
	- Convergent questions
	- Divergent questions
	3.1.3 Questioning Skills
	- Clarity and Coherence
	- Wait-time
	- Pacing of questions
	- Directing and distributing questions
	- Handling lack of response
	- Checklist for Teachers to evaluate themselves
	3.2 Eliciting
	3.2.1 Elicitation techniques
	4. **Using the Blackboard Effectively**
	4.1 Writing on the Blackboard
	4.2 Organising the Blackboard
	4.3 Blackboard Drawings
	5. **Using Visual Aids Effectively**
	5.1 Different kinds of Visual Aids
	5.2 Guidelines to preparing Visual Aids
	5.3 Displaying Visual Aids
	6. **Handling Learner Errors**
	6.1 Approaches to Error Correction
	- Encouraging Self-correction
	- Peer Correction
	- Teacher Correction
	7. **Organising Pair work and Group Work**

	7.1 Pair and Group Activities

7.2 Advantages and Disadvantages

7.3 Organising Pair Work and Group Work effectively

8. **Classroom Management**

  8.1 What is classroom management?

  8.2 Maintaining Discipline in the Classroom

  8.3 Teacher's Presence in Class

    8.3.1 Position

    8.3.2 Eye-contact

    8.3.3 Using gesture to convey meaning and manage the class

  8.4 Teacher Language

    8.4.1 Audibility

    8.4.2 Manner of speaking

  8.5 Creating a good learning environment

    8.5.1 Teacher's role

    8.5.2 Learner's role

  8.6 Motivating the learners

    8.6.1 Teacher's Role

    8.6.2 Learner's Role

9   **Characteristics of a good language teacher**

10   **Making teaching effective** |
| **Mode of delivery** | Lectures, Discussions, Group, Collaborative

Seminars, workshops and course manuals, |
| **Evaluation**

(end of course) | Examination- **100 marks** |
| **Recommended Readings** | Davies, A. (2007) An *introduction to applied linguistics: from practice to theory*, Edinburg: Edinburg University Press. |

	Richards, J. C., & Rodgers, T. S. (1986) Approaches *and methods in language teaching*, Cambridge: Cambridge University Press.
	Richards, J. C., & Renandya, W. A. (2002) *Methodology in language teaching: An anthology of current practice*, Cambridge: Cambridge University Press.
	Doff Adrian (1995) *Teach English – a Training Course for Teachers*, Cambridge: Cambridge University Press.

Course Code	**ELTM 1002**
Course Title	**Approaches & Methods in Second Language Teaching**
No: of credits	**05**
Year	**First Year**
Lecture Hours	**30**
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** 1. **Definitions in ELT** 1.1 What is Methodology? 1.2 Method, Technique, Procedure, Approach 2. **An overview of the traditional methods in ELT** 2.1 The Grammar Translation Method 2.2 The Direct Method 2.3 The Audiolingual Method 3. **ELT Methods Used in Sri Lanka** 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** 4.1 Task-based learning

	4.2 Cooperative learning 4.3 Problem based learning **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	Canale, M. (1983) *From communicative competence to communicative language pedagogy*. In J.C. Richards & R. W. Schmidt (Eds.), *Language and communication*, New York: Longman. Hymes, D. H. (1972) *On communicative competence*. In J. B. Pride and J. Holmes (Eds.), *Sociolinguistics: Selected readings*, Harmondsworth: Penguin. Jordan, A., Carlile O., & Stack A. (2008) *Approaches to learning: A guide for teachers*, England: Open University Press. Richards, J. C., & Rodgers, T. S. (1986) *Approaches and methods in language teaching*, Cambridge: Cambridge University Press. Richards, J. C., & Renandya, W. A. (2002) *Methodology in language teaching: An anthology of current practice*, Cambridge: Cambridge University Press

Course Code	**CLIT 1005**
Course Title	**Introduction to Classical Literature (offered only in the first year of the Degree Program)**
No: of credits	**None**
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	- 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	- 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	**Main Themes:**
	
	Greek and Roman Epics
	
	Greek and Roman Drama
	
	Greek Philosophy
	
	Sub Themes
	
	1. Greek and Roman Epics
	
	    a. Origins and the evolution of epic writing
	
	    b. Characteristics of epics
	
	    c. Selected Greek and Roman epics
	
	       - The Iliad by Homer

	- The Aeneid by Virgil
	
	2. Greek and Roman Drama
	
	    a. Greek and Roman theatre
	
	    b. Types of dramas
	
	    c. Selected Greek and Roman Dramas
	
	      - King Oedipus by Sophoclese
	
	      - Medea by Euripides
	
	      - Frogs by Aristophanes
	
	      - Amphitryo by Plautus
	
	3. Greek Philosophy
	
	    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	Starr, C.G. 1971, *The Ancient Greeks*, N.Y. Kirk, G.S. 1965, *Homer and the Epic*, London, Cambridge Arnott D, Peter 1982, *An Introduction To Greek Drama*, Macmillan and Co., London Beare, W. 1950, *The Roman Stage*, Methuen and Co., London Burnet, J. 1960, *Greek Philosophy - Thales to Plato*, Macmillan, London Guthrie, W.K.C. 1962, *The Greeks and their Gods*, Methuen and Co., London

Course Title	Victorian Literature
Course Code	ELIT 2001
Year	Second Year
Number of Credits	5
Lecture Hours	30
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	**Fiction:** 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 **Poetry and Drama** 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" 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	(Ed) Boris Ford. From Dickens to Hardy: The New Pelican Guide to English Literature (Book 6) Marshall, Dorothy. Industrial England 1776-1851. Oxenford: Routledge, 2006 (1973). (Ed) Philip Tew and Steven Barnfield. The Victorian Literature Handbook – Literature and Culture Handbooks. Gilbert, Sandra and Susan Guber. 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	30
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	- 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	**Poetry:** 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) **Drama** Thomas Kyd: "The Spanish Tragedy", William Shakespeare: "Othello", Christopher Marlowe: "Dr. Faustus"
Mode of Delivery	Seminars, Workshops, Presentations, Lectures

Mode of Evaluation	End of Course Evaluation (End Semester Evaluation 100 Marks)
Recommended Reading	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	**English for Employment**
Course Code	**ELAN 2001**
No: of credits	**05**
Year	**Second Year**
Lecture Hours	**30**
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	- 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	On completion of this course, students will have the ability to - 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	**Main Themes** 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 **Sub Themes** 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	Lectures, Discussions, Group, Collaborative Seminars, workshops, online instructions and course manuals,
Evaluation (end of course)	Examination- **100 marks**
Recommended **Readings**	Primary texts and the supplementary reading materials provided by lecturers Further readings: Lalith Ananda & Sarath Ananda. (1998). *Business English*. Galle: Upuli Printers Cook, G. (1989). *Discourse.* Oxford: OUP, London: OUP Bill Macull. (2002) *Business vocabulary in use.* Cambridge: Cambridge University Press Alred, Gerald J., Charles T. Brusaw, and Walter Oliu. (2000) *The Business Writer's Handbook*. 6th ed. New York: St. Martin's, Cypres, Linda. (1999). *Let's Speak Business English*. Hauppauge, NY: Barron's Educational Series. Geffner, Andrew P. (1998). Business English. 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	**30**
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	• 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	On completion of this course, students will have the ability • 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	Main Themes 1. Articulatory Phonetics 2. English Phonology 3 English Morphology 4. Syntax Sub Themes 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	Booij, G. (2005). The Grammar of words. Oxford: Oxford University Press Farrell, P. (2005). Grammatical Relations. Oxford: Oxford University Press.

Haegeman, L. (1994). Introduction to Government and Binding Theory. Mass, USA: Blackwell.

Ladefoged, P. (2001). A course in phonetics. Boston, MA: Heinle & Heinle.

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

Radford, A. (2004). English Syntax: An Introduction. Cambridge University Press: Cambridge

Course Code	ELTM 2001
Course Title	**Teaching Language Skills**
No: of credits	**05**
Year	**Second Year**
Lecture Hours	**30**
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	**Main themes**
	
	Preparing Learners for Communication
	
	1. **Teaching Speaking**
	    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**
	    2.1 What is listening?
	    2.2 Enabling skills of listening
	    2.3 Listening Activities
	    2.4 Stages of a listening lesson
	    2.5 Learner problems with listening

	3. Teaching Reading
	    3.1 What is Reading?
	    3.2 Importance of teaching reading
	    3.3 Product approach and process approach to teaching reading
	    3.4 Enabling skills of reading
	    3.5 Reading strategies
	    3.6 Reading activities
	    3.7 Stages of a reading lesson
	    3.8 Learner difficulties in reading
	
	4. Teaching Writing
	
	  4.1 What is writing?
	  4.2 Importance of teaching writing
	  4.3 Producing a good piece of writing
	  4.4 Writing for practice
	  4.5 Writing for production
	    4.5.1 Techniques of controlled writing
	    4.5.2 Guided writing
	  4.6 Learner problems with writing
	
	5. Integration of skills
	
	  5.1 Integrated skills activities

Mode of delivery	Lectures, Discussions, Group, Collaborative Seminars, workshops and course manuals,
Evaluation (end of course)	Examination- **100 marks**
Recommended Readings	Larsen-Freeman, D. (1986). Techniques and principles in language teaching. New York, N.Y., USA: Oxford University Press. Woolger, D (1987). *Classroom management handbook.* Kalutara: Pasdunrata College of Education. Wright, Tony (2005). *Classroom Management in Language Education.* London: Palgrave Macmillan. Richards, J. C., & Rodgers, T. S. (1986) Approaches *and methods in language teaching*, Cambridge: Cambridge University Press.

	Richards, J. C., &Renandya, W. A. (2002) *Methodology in language teaching: An anthology of current practice*, Cambridge: Cambridge University Press.
	Doff Adrian (1995) *Teach English – a Training Course for Teachers*, Cambridge: Cambridge University Press.

Course Code	**ELTM 2002**
Course Title	**Pedagogical Applications**
No: of credits	**05**
Year	**Second Year**
Lecture Hours	**30**
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	Main Themes
	
	1. Teaching Grammar
	   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
	   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
	
	3. Planning a Lesson
	   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
	    4.1 Importance of using literary texts in the language classroom
	    4.2 Activities based on literary texts
	
	5. Promoting learner autonomy
	    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
	    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	Richards, J. C., & Rodgers, T. S. (1986) Approaches *and methods in language teaching*, Cambridge: Cambridge University Press. Richards, J. C., &Renandya, W. A. (2002) *Methodology in language teaching: An anthology of current practice*, Cambridge: Cambridge University Press. Doff Adrian (1995) *Teach English – a Training Course for Teachers*, Cambridge: Cambridge University Press. Kumaravadivelu, B. (2006). Understanding language teaching. Mahwah, N.J.: Lawrence Erlbaum Associates.

Course Title	**Modern and Postmodern Fiction**
Course Code	**ELIT 3001**
Number of Credits	**5**
Year	**Third Year**
Lecture Hours	**30**
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	- 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	**Short Fiction** James Joyce: "The Counterparts", "Little Cloud", Dylan Thomas: "The Fight", Sherman Alexie: "Captivity" Robert Coover: "The Baby Sitter", Richard Bausch: "Nobody in Hollywood" **Fiction** 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 **Poetry**

	TS Eliot: "The Love Song of J Alfred Prufrock", "Portrait of a Lady", "Rhapsody On a Windy Night", "Hollow Men", 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	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 Literature**
Course Code	**ELIT 3002**
Number of Credits	**5**
Year	**Third Year**
Lecture Hours	**30**
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	- 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	**Novel:** J.M Coetzee: Foe, Baspsi Sidwa: Ice Candy Man, V.S Naipaul: Guerillas, Michael Ondaatje: Running In the Family, Visakesa Chandrasekaram: Tigers Don't Confess **Short Story:** 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", Shehan Karunatilaka: "Vesiy" **Poetry:** 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"
	Drama:
	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	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, Resistence and the Politics of Place. Routledge, 2007.

Course Title	Linguistics 2: Sociolinguistics, psycholinguistics, historical linguistics
Course Code	ELAN 3001
No: of credits	05
Year	Third Year
Lecture Hours	30
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	• 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	On completion of this course, students will have the ability To display a high level competence with respect to social, psychological, and historical factors associated with language. To use the acquired knowledge and competence in one's career. To undertake research in these areas of language.

Content	**Main Themes**
	1. Sociolinguistics 2. Psycholinguistics 3. Historical linguistics **Sub Themes** 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**	• Campbell, L (1999). *Historical Linguistics* : An Introduction. Edinburgh University Press • Michael S. Smith. (1994) *Second language learning: Theoretical foundations*. London: Longman • Miriam M. (2011). *Introducing Sociolinguistics*. New York: Rutledge • Victoria Fromkin. (2003). *An introduction to language*. Chennai: Thomson (seventh edition)

Course Title	Discourse Analysis
Course Code	**ELAN 3002**
No: of credits	**05**
Year	**Third Year**
Lecture Hours	**30**
Rationale/Course description	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.
Prerequisites	None
Course objectives	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.
Learning outcomes	On completion of this course, students will have the ability to • 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	Main Themes
	1. Contents 2. Identifying formal links: 3. Identifying Contextual Links: 4. Functions of Language: 5. Spoken discourses in detail 6. Analyzing discourses: Practical application **Sub Themes/Content** Defining the term – discourse: Language, text, and discourses Unity, cohesion, coherence Intertextuality and interdiscursivity **<u>Identifying formal links:</u>** Parallelism Lexical cohesion (partial recurrence/lexical relations/repetition etc.) References (anaphoric/cataphonic/homophonic) Paraphrases Substitution Conjunctions Elipses Nominalization and lexical density **<u>Identifying Contextual Links:</u>** Language variation Field, tenor, mode Speaking: Situation (setting/scene- physical/psychological) Participants (power relationship, solidarity, distance)

	Different styles (descriptive, narrative, argumentative, expository, explanatory)
	Slanting (positive, negative, neutral)
	Tone (sarcastic, cynical etc.)
	Form (Linguistic, paralinguistic)
	<u>Functions of Language:</u>
	Emotive, metalinguistic, phatic, referential etc.
	Principles:
	Politeness, cooperation
	<u>Spoken discourses in detail:</u>
	Structural features (transactions, exchanges, adjacency pairs)
	Turn taking
	Back channeling
	Predicting and completing
	Information staging (backgrounding/foregrounding)
	Discourse marking (topic shifting, transaction boundaries etc.)
	Generic features
	Features in spoken discourses
	<u>Analyzing discourses:</u>
	Practical application
Mode of delivery	Lectures, Discussions, Group, Collaborative Seminars, workshops, online instructions and course manuals.
Evaluation(end of course)	Examination- **100 marks**
Recommended Readings	Primary texts and the supplementary reading materials will be provided by lecturers

	Further reading: Cook, G. 1989. *Discourse.* Oxford: OUP Fairclough, N. (1995). *Discourse and Social Change.* Cambridge: Polity Press. Freeman, D and Y. Freeman. (2004). *Essential Linguistics.* Portsmouth: Heinamann. Gee, J. (1990). *Social Linguistics and Literacies: Ideology in Discourse.* Basingstoke: Falmers Press. Leech,G et al. (1982). *English Grammar for Today*. London: Macmillan MaCarthy, M. (1991). *Discourse Analysis for Language Teachers.* Cambridge: OUP. Sinclair, J & M. Coulthard. (1975). *Towards an Analysis of Discourse.* London:OUP.

Course Code	**ELTM 3001**
Course Title	**Testing & Assessment**
No: of credits	**05**
Year	**Third Year**
Lecture Hours	**30**
Rationale/Course description	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.
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	**Main Themes**
	
	1. Definitions – Test, Assessment, Evaluation
	
	2. Reasons for testing
	
	3. Different types of English Language Tests
	
	    3.1 Different types of tests in relation to aim
	
	        3.1.1 Achievement test
	
	        3.1.2 Diagnostic Test
	
	        3.1.3 Language Proficiency Test
	
	        3.1.4 Selection Test

	3.1.5 Aptitude Test
	3.2 Different types of language tests in relation to form
	3.2.1 Subjective and Objective tests
	3.2.2 Discrete point and Integrative Tests
	3.2.3 Norm-referenced and Criterion-referenced Tests
	3.2.4 Direct and Indirect Tests
	4. Characteristics of a good test
	4.1 Validity
	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
	4.2.1 Making tests reliable
	4.3 Backwash
	4.3.1 Achieving beneficial backwash
	4.4. Discrimination
	4.5 Practicality
	5. Testing Listening
	6. Testing Speaking
	7. Testing Reading
	8. Testing Writing
	9. Testing Grammar
	10. Testing Vocabulary
	11. Tests administered at National level
	11.1 G.C.E. O/L English Language Test
	11.2 G.C.E. A/L General English Test

	12. International Tests Administered in Sri Lanka
	    12.1 IELTS
	
	    12.2 TOEFL
	
	13. Portfolio Assessment

Mode of delivery	Lectures, Discussions, Group, Collaborative Seminars, workshops and course manuals
Evaluation (end of course)	Examination- **100 marks**
Recommended Readings	Brown, J. D. & Hudson, T. (2002). *Criterion-referenced language testing.* Cambridge: Cambridge University Press. Bachman, L. (1990). *Fundamental considerations in language testing.* Oxford: Oxford University Press. McNamara, T. F. (2000). *Language testing.* Oxford: Oxford University Press. Canale, M. (1983) *From communicative competence to communicative language pedagogy*. In J.C. Richards & R. W. Schmidt (Eds.), *Language and communication*, New York: Longman. Hymes, D. H. (1972) *On communicative competence*. In J. B. Pride and J. Holmes (Eds.), *Sociolinguistics: Selected readings*, Harmondsworth: Penguin. Jordan, A., Carlile O., & Stack A. (2008) *Approaches to learning: A guide for teachers*, England: Open University Press. Richards, J. C., & Rodgers, T. S. (1986) *Approaches and methods in language teaching*, Cambridge: Cambridge University Press. Richards, J. C., & Renandya, W. A. (2002) *Methodology in language teaching: An anthology of current practice*, Cambridge: Cambridge University Press

Course Code	**ELTM 3002**
Course Title	**Material Development for ELT**
No: of credits	**05**
Year	**Third Year**
Lecture Hours	**30**
Rationale/Course description	The course outline 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	At the end of the course, learners will be able to *evaluate the existing ESL course materials using appropriate criteria *design effective course materials to teach English language with special reference to Sri Lankan classroom contexts.
Content	**Main Themes** 1. Guideline to designing effective ESL course materials 2. Preparing a set of criteria for evaluating course materials 3. Evaluating course materials using relevant criteria 4. Preparing ESL materials to develop the four skills A. Developing the listening skill • Aim of teaching listening • Criteria for selecting listening texts • Different types of listening texts • Microskills of listening to be developed • Listening tasks and activities to be included in the course book

B. Developing the reading skill

- 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

- Micro-skills of speaking to be developed
- Aim of teaching speaking
- Principles underlying teaching speaking
- Speaking activities to be included in the course book

D. Developing the writing skill

- 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

5. Developing Grammatical competence

- 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

	6. Developing Vocabulary
	
	    • 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
	
	7. Selection and use of supplementary materials in the ESL Classroom
	
	    • 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
	
	8. Adapting course materials
	
	    • 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	Davies, A. (2007) An *introduction to applied linguistics: from practice to theory*, Edinburg: Edinburg University Press Azarnoosh, M., Zeraatpishe, M., Faravani, A. and Kargozari, H. (n.d.).

	Issues in materials development.
	Tomlinson, B. (1998). Materials development in language teaching. Cambridge: Cambridge University Press.
	Graves, K. (1996). Teachers as course developers. Cambridge [England]: Cambridge University Press.

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