

1.0 Introduction

The Faculty of Education, University of Colombo is offering the Postgraduate Diploma in Education (Teaching of English as a Second Language) course to cater to the needs of teachers of English as a Second Language in the system. This course is designed to promote academic and professional development of teachers, teacher educators, principals of schools and others in the field of Education especially in the teaching of English as a second language. The course is conducted by the Department of Humanities Education.

2.0 Entry Qualifications

Individuals possessing a good knowledge of English and the following qualifications are eligible to apply:

1. A special degree in English from a recognized university.
2. A general degree with English as a subject from a recognized university.
3. A degree obtained in the English medium from a recognized university.

Eligible candidates will have to sit a language proficiency test and obtain a required minimum score and successfully face an interview to be selected to the course. Selection will strictly be based on the marks obtained at the test and the performance at the interview.

3.0 The proposed curriculum

Commencing from the academic year 2003/04 a curriculum revision was proposed and implemented in all Postgraduate Diploma in Education courses offered by the Faculty of Education. Accordingly the curriculum of the Postgraduate Diploma in Education (Teaching of English as a Second Language) was also revised. One of the significant features of the new curriculum is the introduction of the course unit system and Information Technology as a subject.

4.0 Objectives

1. To produce teachers who can plan teaching and learning collectively and individually to stimulate children in a wide variety of learning situations by using relevant methodology and technology.
2. To enable teachers to facilitate child-centered interactive and individualized learning, with a better understanding of the learner's psychological and sociological background.
3. To orient teachers to perceive the changes taking place at national and global levels philosophically, and to equip them to face challenges of national integration and development by upholding democratic ideals.
4. To enable teachers perform as better managers in implementing the national curriculum at school and classroom levels.
5. To cultivate professionals among the new generation of teachers and enable them to work continuously towards their own professional development.
6. To develop teacher competency in forging collaborative partnerships with colleagues, parents, authorities and the community, in facing the challenges of the new millennium.

5.0 Component Course Units of the Postgraduate Diploma in Education (Teaching of English as a Second Language) Course

	<u>No. of</u> <u>Contact (hrs)</u>	<u>No. of</u> <u>Credits</u>
1. Philosophical & Sociological Bases of Education	45	03
2. Psychological Bases of Ed.	45	03
3. Educational Assessment & Evaluation	45	03
4. Methodology of Teaching English	45	03
5. English Language & Applied Linguistics	45	03
6. Language Arts	45	03
7. English Literature	45	03
8. Information Technology	45	Compulsory (No credit)
9. Research Methodology and Dissertation	45	03
10. Practicum (Teaching Practice)	10 Weeks	

A credit = 15 contact hours except for *Teaching Practice

* A candidate should obtain at least 40 marks and pass this subject.

6.0 Structure of the new curriculum

The new curriculum spreads across two semesters which comprise of two sectors each, in the following order.

Semester 1		Semester 2	
Sector I 10 weeks	Sector II 5 weeks	Sector I 5 weeks	Sector II 10 weeks

Course Units spreading only across the two sectors of semester 1 (Category 1)

Philosophical and Sociological Bases of Education
Psychological Bases of Education
Methodology of Teaching English
English Language & Applied Linguistics

Course Units spreading across the two sectors of Semester 1 and the Sector I of Semester 2 (Category II)

Educational Assessment and Evaluation
English Literature
Language Arts
Information Technology

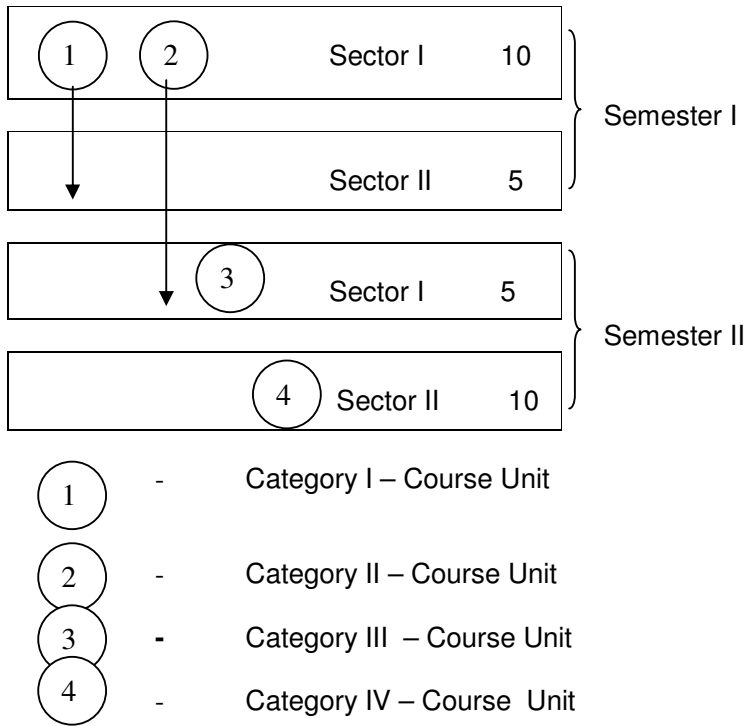
Course Units spreading across the sector II of semester 1 and the sector I of semester 2 (Category III)

Educational Assessment and Evaluation
Research Methodology
Language Arts
English Literature

The Course Unit covering the sector II of semester 2 (Category IV)

Teaching Practicum

7.0 Diagrammatic Representation of the Academic Structure



8.0 Breakdown of Marks in respect of Evaluation Components

Subject	In course Marks	End of Semester Marks	Total % Marks
1. Philosophical and Sociological Bases of Education	15+15	70	100
2. Psychological Bases of Education	30	70	100
3. Educational Assessment & Evaluation	30	70	100
4. Methodology of Teaching English	30	70	100
5. English Language & Applied Linguistics	30	70	100
6. Language Arts	30	70	100
7. English Literature	30	70	100
8. Information Technology	30	70	100
9. Action Research	30	70	100
10. Practicum (Teaching Practice)	30	70	100

9.0 Proposed Evaluation System

The evaluation system comprises of the following two components (for subjects 1-8)

9.1 In course evaluation

9.2 End of course evaluation

9.1 In -Course Evaluation – 30 % of the total mark

In-Course evaluation will consist of 2 assessments: written assignments, presentations, classroom tests, practical, group work etc. may be utilized for in-course evaluation. In case of the Course Unit 8, i.e. IT, in-Course evaluation will consist of two practical assignments.

Students are expected to submit assignments on the due date or face a penalty. **One mark out of the total mark for the assignment will be reduced for each day after the due date. Assignments should be submitted to the clerk in charge of the course on or before the due date.**

9.2 End of course Evaluation – 70 % of the total mark

End of course evaluation should be a written test of not less than 3 hours duration. (except for IT)

9.3 Action Research

70% of marks will be for the dissertation. 30% of the marks will be for the proposal and in-course evaluation.

9.4 Teaching Practicum

70% of the marks will be for teaching practicum when the students will be evaluated by two or more supervisors. 30% of the marks will be for the performance at the workshops and attendance.

10.0 Professional Development workshops

All Diploma students are expected to participate in seven workshops covering important areas that need to be addressed in the professional development of a teacher. Attendance at these workshops is compulsory.

1. Learning objectives
2. Lesson Planning
3. Classroom management
4. Use of visual aids and technology
5. Classroom based assessment
6. Counselling
7. Teacher personality

11.0 A Candidate's performance in each Course Unit shall be graded according to the following scheme.

Marks	Grade	Grade Point
80% and above	A +	4.00
Between 75% to 79%	A	3.75
Between 70% to 74%	A-	3.50
Between 65% to 69%	B+	3.25
Between 60% to 64%	B	3.00
Between 55% to 59%	B-	2.75
Between 50% to 54%	C+	2.50
Between 45% to 49%	C	2.25
Between 40% to 44%	C-*	2.00*
Between 30% to 39%	D	0.00(fail)
Between 00% to 29%	E	0.00(fail)
Incomplete	I	
No Credit	NC	
Audit	AU	
Withdrawn	W	
Withdrawn-failing	WF	
Repeat completed	RC	

- Notes: i. * - minimum performance for a pass.
ii. Course units for which the relevant GP is 0.00 will not be considered in calculating the GPA although the relevant course units carry some scores.
iii. Awarding Distinctions, Merits and passes will be on the basis of the Grade Point Average (GPA) and other conditions stipulated.

11.1 Calculation of the Grade Point Average (GPA)

The Grade Point Average (GPA) is obtained by dividing the total number of grade points earned by the student for the number of required course units by the said number of course units. The total number of course units considered for computing the GPA will be those for the Post Graduate Diploma in Education (Teaching of English as a Second Language).

$$\text{GPA} = \frac{\text{GP}}{N}$$

Where:

GPA = Grade Point Average

GP = Total number of Grade Points

N = Number of required Course Units (N = 9)

When a “fail” course unit is successfully completed at a subsequent attempt by a candidate, that course unit will be identified in the transcript by a special symbol (RC). The actual grade earned by the student for the repeat course will be shown in the transcript. However, when computing the GPA, the grade point value assigned to that course unit will be 2.00 only.

11.2 **Criteria for awarding a Distinction pass/ a Merit pass or a Pass**

- (i) For a candidate to pass the Postgraduate Diploma in Education (Teaching of English as a Second Language) examination he/she should obtain at least a GP of 2.00 each for all the required credit bearing course units and the non credit course unit.
- (ii) A candidate is eligible for the award of a merit pass if he/she has obtained **a GPA of or above 3.00** and at least a grade point of 2.75 (B- Grade pass) for Teaching Practice.
- (iii) A candidate is eligible for the award of a distinction pass if he/she has obtained **a GPA of or above 3.50** and at least a grade point of 3 (B Grade pass) for Teaching Practice.
- (iv) Candidates who repeat Course Units at subsequent administrations of examination for reasons other than medical, will not be considered for the award of merit or distinction passes.

11.3 Final Grade of “FAIL” in a course unit: A candidate who obtains a grade of D or lower is deemed to have failed the course unit in question. Candidates can repeat the final examination in the relevant course unit at the next available occasion (generally this will be the next available administration). Mid Course tests and other assignments will not normally be repeated. The Final examination will normally count for 100% of the mark in the case of students who are required to repeat a course unit, but whatever grade is obtained in the repeat examination a GP of 2.00 will be used for this course unit in the computation of GPA for the award of Merit passes and Distinction passes, as is the current University Practice.

A candidate who fails the examination the first time s/he sits for the examination is given only two more chances to complete the examination. Thus a maximum number of times a person can sit the examination should renew their registration paying the registration fee prior to sitting the examination.

12.0 **Medical Leave during Examination.**

- 12.1 If a candidate is ill during the period of examination, s/he should immediately obtain a medical certificate from the University Medical Officer.
- 12.2 If a candidate is unable to come to the University Medical Officer, s/he can obtain a medical certificate from a government or Private Medical Officer (MBBS). However when such Medical certificates are submitted it will not be accepted without the statement **Not fit to sit the Examination.**
- 12.3 If a candidate is unable to personally meet the University Medical Officer, the relevant Medical Certificate and other documents should be sent through some other person to the University Medical Officer and be certified by him/her. However this should be done within two weeks of the approved period of leave. Medical certificates produced after this period will not be accepted.
- 12.4 When applying for leave, the candidate should obtain a relevant form from the clerk in charge of the course submit the completed form and the certified Medical Certificate through the coordinator of the course to the Dean's Office as soon as possible.

13.0 **Attendance**

Attendance is required at all lectures and a minimum attendance record of 80% is a pre requisite for sitting the written examination.

14.0 **Library Facilities**

All regulations applicable to the Post Graduate students of the University of Colombo as to the use of the library will apply to the PGDE (TESL) students as well. They will be able to use the University of Colombo Library. However, all Post Graduate students are expected to pay a library fee of Rs.2500/= per library card if they wish to obtain lending facilities. Photocopy facilities are available within the library for students at very nominal rates. This library has a considerable selection of books. Students are requested to make use of the author and subject index to verify the availability of the desired books before searching the stacked bookshelves for them. The following class numbers may be of use in locating books in the relevant subject areas.

370	Education
370.78	Psychology
371	Measurement
420	Language
820	Literature

501. Course Unit: Philosophical and Sociological Bases of Education

501.1 Expected Learning Outcomes:

At the end of the course, the student teacher will be able to:

- 1.1 Explain the concept and definitions of Education.
- 1.2 Describe the evolving nature of Education
- 1.3 Analyse the philosophical bases of Education
- 1.4 Explore the dynamics of Education
- 1.5 Examine the forces and process of socialization
- 1.6 Make use of different groups in promoting teaching learning in both school and community.
- 1.7 Examine the impact of social class on Education
- 1.8 Develop the role of the teacher towards professional excellence.
- 1.9 Promote national integration among different social forces and groups in society.

501.2 Content:

(A) Philosophical Bases of Education

2.1 The concept of Education

- 2.1.1 Philosophical analysis of the concept of education.
- 2.1.2 Multiple dimensions of education (teaching, learning, training and indoctrination)

2.2 Aims and objectives of Education

- 2.2.1 The nature of aims and objectives in education
- 2.2.2 Derivation of aims-individual, national and global
- 2.2.3 An inquiry into the educational objectives for Sri Lanka
- 2.2.4 Holistic aims of education-religious, cultural, ethical, humanistic, economic and vocational

2.3 Influence of different Philosophies on Education

- 2.3.1 Idealism in education
- 2.3.2 Naturalism in education
- 2.3.3 Pragmatism in education
- 2.3.4 Marxist and Neo-Marxists interpretations of education
- 2.3.5 Asian thoughts in education (Ancient and Modern)

2.4 The Concept of Lifelong Education

- 2.4.1 Characteristics of lifelong education
- 2.4.2 Learning Society and Learning Networks
- 2.4.3 Learning needs for preferred future

2.5 Recent Trends in Education

- 2.5.1 Non-formal, Open and Distance Learning
- 2.5.2 National and global views of education
- 2.5.3 Education and Human Rights
- 2.5.4 Education for National Integration
- 2.5.5 Education for conflict resolution
- 2.5.6 Multi cultural education
- 2.5.7 Education for the 21st century

(B) Sociological Bases of Education

2.6 Education and Socialization

- 2.6.1 The concept of Socialization
- 2.6.2 Relationship between Education and Socialization
- 2.6.3 Agents of socialization – family, school, community, peer group, religious bodies and mass media
- 2.6.4 Crisis in socialization in contemporary society with special reference to changing pasterns of family and the impact of printed and electronic media

2.7 Social Groups and Education

- 2.7.1 The definition of 'group' in society
- 2.7.2 Effects of group behaviour on education
- 2.7.3 Formal and informal groups

2.8 Social Stratification and Education

- 2.8.1 Definition of social class
- 2.8.2 Measuring social class
- 2.8.3 Effect of social class on education
- 2.8.4 Importance of family background on education
- 2.8.5 Concept and factors influencing social mobility
- 2.8.6 Sanskritization of the individual person
- 2.8.7 Education and social mobility with special reference to Sri Lanka

2.9 Education, Social and Cultural Change

- 2.9.1 Relationship between education and social change
- 2.9.2 Education for social change—modernization ideals-post modernization
- 2.9.3 Education and Cultural change
- 2.9.4 Patterns of Social change
- 2.9.5 National Identity and World Citizenship

2.10 Professionalization of Teachers

- 2.10.1 Teacher's role in contemporary school and community
- 2.10.2 Duties, responsibilities and rights of teachers
- 2.10.3 Development of a professional culture among teachers
- 2.10.4 Code of ethics for teachers
- 2.10.5 Teacher as a catalyst
- 2.10.5 Teacher as a self-directed earner

501.3 Reading List:

- 3.1 Coombs, Philip, H. (1985), *The World Crisis in Education*, The view from the Eighties, Oxford University Press, United Kingdom.
- 3.2 Corson, David. (ed.) (1991) *Education for Work*, Multilingual Matters Ltd., Clevedon England,
- 3.3 Delors, Jacques. (1996) *Learning, The Treasure Within*. Report to UNESCO of the International Commission on Education for the Twenty First Century, UNESCO, Paris.
- 3.4 Hallak, Jaques. (1990) *Investing in the Future*, Setting Educational Priorities in the Developing World, UNESCO, Paris.
- 3.5 *Human Development Report*, (2000) Oxford University Press, UN Plaza, New York.
- 3.6 Krishnamurthi, J. (1986) *Education and the Significance of Life*, Victor Gollanc Ltd., London.
- 3.7 Bank, Olive. (1995) *The Sociology of Education*, T.B. Batsford Ltd, London.
- 3.8 Battomore, T.B. (1962) *Sociology A Guide to Problems and Literature*.
- 3.9 Coodeg, C.H. (1992) *Human Nature and the Social Order*, New York, Scribner.
- 3.10 Coleman, J.S. (1961) *The Adolescent Society*, New York The Free Press.
- 3.11 Morrish. Ivor. (1978) *The Sociology of Education*, George Allen and Unwin Ltd., London.
- 3.12 Musgrave, P.W. (1983) *The Sociology of Education*, Methuen and Co. Ltd., London and New York.
- 3.13 Oeaser, O.F. (1970) *Teacher Pupil and Task*, Social Science Paperbacks Latiner Trend 9, Co. Ltd., Re- printed.
- 3.14 Ottaway, A.K.C. (1980) *Education and Society*, Routledge and Kegan Paul, London.
- 3.15 Weber, Max. (1965) *The Theory of Social and Economic Organization*, Oxford.

502. Course Unit: Psychological Bases of Education

502.1 Expected Learning Outcomes:

At the end of the course the student teacher will be able to:

- 1.1 Understand the individual as a developing organism
- 1.2 Understand the nature and process of learning
- 1.3 Design and conduct appropriate interventions to facilitate learning
- 1.4 Comprehend the cognitive processes of learning and problem solving
- 1.5 Mediate in special needs of learners

502.2 Content:

2.1 Scientific study of psychology

- 2.1.1 Definitions, scope, history of the field of psychology
- 2.1.2 Methods of study in psychology

2.2 Human development

- 2.2.1 Factors in development
- 2.2.2 Stages and characteristics of development

2.3 Personality

- 2.3.1 The nature and processes of personality development
- 2.3.2 Techniques of assessment and development of personality

2.4 Motivation

- 2.4.1 Theories of motivation
- 2.4.2 Motivation as a factor in learning
- 2.4.3 Techniques of motivation

2.5 Learning

- 2.5.1 The nature and processes of learning
- 2.5.2 Theories and principles of learning
- 2.5.3 Techniques of mediating in the learning process

2.6 Cognitive processes in Learning

- 2.6.1 Intelligence and aptitude
- 2.6.2 Attention, perception, concept formation
- 2.6.3 Thinking and problem solving
- 2.6.4 Language
- 2.6.5 Creativity and giftedness
- 2.6.6 Transfer of Learning

2.7 Attitudes, interests and values

2.8 Special needs areas

- 2.8.1 Development needs
- 2.8.2 Behavioural and other special needs

502.3 Reading List

- 3.1 Feldman, R.S. (1993) *Understanding Psychology* (3rd ed.), Mc Graw-Hill).
- 3.2 Educational Psychology Vol.1 & 2. GTZ; Ministry of Education
- 3.3 Hurlock, E. (1978) *Child Development and Education*. Tata Mc Graw Hill.
- 3.4 Papalia, D. & Olds, S. (1993). *A Child's World: Infancy through Adolescence*. Mc- Graw Hill
- 3.5 McDevitt, T. & J. Ormrod (2002) *Child Development and Education*.

- 3.6 Santrock, J. (1997) *Children*. Mc- Grow Hill

505. Course Unit: Educational Assessment and Evaluation

505.1 Expected Learning Outcomes:

At the end of the course unit, the student teacher will be able to:

- 1.1 Understand the role of assessment in the teaching learning process.
- 1.2 Use different types of assessment techniques in the classroom.
- 1.3 Comprehend/understand the descriptive statistical techniques that could be used in Educational Assessment.
- 1.4 Apply statistical techniques to assess data.
- 1.5 Enhance ability to construct measuring instruments in cognitive non-cognitive domains and Psychomotor Domains.
- 1.6 Administer assessment procedures in practical situations.

505.2 Content:

2.1 The role of assessment and evaluation

- 2.1.1 The nature of assessment and evaluation
- 2.1.2 The role of assessment in teaching learning process
- 2.1.3 Ethical considerations of assessment

2.2 Types of Assessment

- 2.2.1 Formative and summative assessment
- 2.2.2 Norm referenced and criterion referenced assessment
- 2.2.3 Cognitive and non-cognitive testing
- 2.2.4 Achievement and aptitude testing

2.3 Qualities desired in assessment tools

- 2.3.1 Reliability
- 2.3.2 Validity
- 2.3.3 Practicality
- 2.3.4 Comparability

2.4 Assessment of cognitive ability

- 2.4.1 Classification of Educational objectives-B.S. Bloom's Taxonomy of educational objectives.

2.5 Assessment techniques of cognitive abilities

- 2.5.1 Writing objectives to measure learning outcomes
- 2.5.2 Supply type tests: Essay, short answer
- 2.5.3 Selection type tests: Matching items, Binary choice items, Multiple choice items & others

2.6 Assessment of affective characteristics

- 2.6.1 Taxonomy of affective domain-Krathwohl's Taxonomy
- 2.6.2 Techniques of assessment: Observation schedules, rating scales, Check-lists, Interviews.
- 2.6.3 Techniques of personality measurement.

2.7 Assessment of Psychomotor abilities

- 2.7.1 Taxonomy of psychomotor domain-Simpson's Taxonomy
- 2.7.2 Assessment techniques of psychomotor behaviors -Performance tests, Process and Product evaluation

2.8 Analysis and interpretation of test scores-1

- 2.8.1 Scales of measurement
- 2.8.2 Frequency distributions
- 2.8.3 Measures of central tendency
- 2.8.4 Measures of variability
- 2.8.5 Measures of relationships

2.9 Analysis and interpretation of test scores-2

- 2.9.1 Construction of graphs
- 2.9.2 Frequency Polygon, Histogram, Cumulative Frequency
- 2.9.3 Standard scores, T Scores Grade equivalent Scores
- 2.9.4 Grade Norms, Age Norms, Percentile Norms.

2.10 Current trends in assessment

- 2.10.1 School based evaluation
- 2.10.2 Project Evaluation

505.3 Reading List

- 3.1 Ariasina, P.W. (1994), *Classroom Assessment* (2nd ed.) New York, Mc Graw-Hill, Inc.
- 3.2 Bloom, B.S. (Ed) (1956) *Taxonomy of Educational Objectives: The classification of educational goals*. Handbook 1, cognitive Domain, New York: David McKay Co. Ltd.
- 3.3 Gronlund, N.E. (1997) *Measurement & Evaluation in Teaching*, New York: Macmillan.
- 3.4 Gronlund, N.E. (1993), *How to make achievement tests and assessments* (5th ed.,) Boston, Ally & Bacon.

514. Course Unit: Methodology of Teaching English

514.1 Expected Learning Outcomes

At the end of the course unit the student teacher will be able to

- 1.1 Identify a range of current issues in ESL education in Sri Lanka.
- 1.2 Recognize the historical sources of much contemporary classroom practices of language teaching methodology.
- 1.3 Evaluate the value of past methods in relation to the present context.
- 1.4 Examine the development of the four language skills
- 1.5 Evaluate the ESL program at school level.
- 1.6 Use different types of language assessment techniques.
- 1.7 Enhance professional development competencies.

514.2 English in the Sri Lankan context

- 2.1 The role of English in Sri Lanka
- 2.2 Problems and issues in teaching English in Sri Lanka

514.3 A survey of Language Teaching Methods

- 3.1 The components of a method: Approach, Design, Procedure (Richards)
- 3.2 Past methods
- 3.3 Interactive Methods of Language Teaching
- 3.4 Communicative Language Teaching
 - Functional approach
 - English for specific purposes
 - Task – based language teaching
- 3.5 Approaches to Language Teaching

514.4 Developing language skills in the classroom

- 4.1 Reading
- 4.2 Writing
- 4.3 Listening and Speaking
- 4.4 Developing an integrated approach
- 4.5 Classroom strategies
 - Drama in the classroom
 - Group and pair work
 - Cooperative learning
 - Visual aids
 - Content based language instruction
 - Use of Mother tongue
 - Questioning Techniques

514.5 Implementing the ESL programme at school level

- 5.1 Teaching English at Primary
 - 5.1.1 Oral English at grades 1 and 2
 - 5.1.2 ESL in grade 3-5
 - Examining the content of the materials
 - The suggested teaching approach
- 5.2 The secondary English Course
Grades 6-11
 - 5.2.1 An overview of the methodology and underlying principles
 - 5.2.2 Exploiting the reading texts
 - 5.2.3 Handling the reading and writing activities
- 5.3 General English at 'A' Level

514.6 Assessment

- 6.1 Purpose of assessment in the ESL classroom
- 6.2 Types of tests
- 6.3 Testing oral fluency

514.7 Professional self-development

- 7.1 School based training procedures
- 7.2 Self evaluation techniques.

514.8 Reading List

- 8.1 Abbot, Genny and Peter Wingard (1981) (R.R)
The Teaching of English as an International Language. Collins.
- 8.2 Brown, Kristinie and Susan Hood, (1992). *Writing Matters.* C.U.P.
- 8.3 Brumfit, C.J. (1980) *Problems and Principles in English Teaching,* Pergaman (R.R.)
- 8.4 Brumfit, C. (1984) *Communicative Methodology in Language Teaching.* CU.P (BC)
- 8.5 Brumfit, C.J. (1979) *The Communicative approach to Language Teaching.* (B.C.) (R.R.)
- 8.6 Celce-Murcia, M. (Ed) (1991) *Teaching English as a second or Foreign Language.* Newbury House. (UL)
- 8.7 Davis, Florence. (1995), *Introducing Reading.* Penguin.
- 8.8 Duff, Adrian. (1991). *Teach English Training course for Teachers* C.U.P.
- 8.9 Granger, Colin. *Play Games with English Book I and II Teaching Book* (R.R)
- 8.10 Hedge, Tricia. 2000. *Teaching And Learning In The Language Classroom.*(O.U.P.) (BC)

- 8.11 Heaten, J.B. (1991). *Writing English Language Tests*. Longmans
- 8.12 Hedge, Tricia (1991), *Writing*. C.U.P
- 8.13 Krashen, S.D. and Terrell, T.D. (1983) *The Notional Approach*. Pergamon Press.
- 8.14 Johnson K & Morrow, K. (1981) *Communication in the classroom*, Longman (U.L.)
- 8.15 Klippel, Friederi. (1991). *Keep Talking – Communicative Fluency activities for language teaching*, C.U.P.
- 8.16 Larsen –Freeman, D. (2000), *Techniques and Principles in Language Teaching*. Oxford University Press. (BC)
- 8.17 Malay, Allen & Duff, (1982) *Drama Techniques in Language Teaching* (R.R.)
- 8.18 Nunan David. (1988) *The Learner Centered Curriculum* C.U.P. (BC)
- 8.19 Nunan, D and Lamb, C. (1996). *The self-Directed Teacher*. Cambridge. C.U.P (UL)
- 8.20 Nunan, D. (1991) *Language Teaching Methodology*. Sydney. NCELTER (UL)
- 8.21 Nuttal, Christine (1982). *Teaching Reading Skills in a Foreign Language*. Hienneman
- 8.22 Raimes, Ann. *Techniques in Teaching Writing*. Oxford American English.
- 8.23 Rinvoluceri, Mario. (1994). *Grammar and Games* C.U.P.
- 8.24 Richards, J. & Renandya, W. (2002), *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- 8.25 Richards J.C. (1985) *The Context of Language Teaching* CUP (B.C.) (UL)
- 8.26 Richards, J.C. & Rodgers, T. S. (2001) *Approaches and Methods in Language Teaching*. Cambridge Language Teaching Library. (B.C)
- 8.27 Rivers, Wilga. M. (1983) *Speaking in Many Tongues* C.U.P. (B.C)

- 8.28 Rivers, Wilga M. (1983) *Communicating naturally in a Second Language* C.U.P (BC) (UL)
- 8.29 Rivers, Wilga. (1967) M. *Teaching Foreign Language skills*. University of Chicargo Press. (BC) (UL)
- 8.30 Rixon, Shelagh (1981) *How to use Games in Language Teaching* Macmillan (R.R)
- 8.31 Rivers, W. & S. Temperly (1978) *A Practical Guide to the Teaching of English*. CUP (R.R)
- 8.32 Robinson, Pauline (1980) *ESP (English for Specific Purposes)* Pergamon (R.R)
- 8.33 Strevens, P. (1977) *New Orientations in the Teaching of English* OUP. (R.R)
- 8.34 Strevens, P. (1977) *Teaching of English as an International Language* (R.R.)
- 8.35 Ur Penny, (1993). *Grammar Practice activities* C.U.P.
- 8.36 Widdowson. H.G. (1978) *Teaching Language as Communication* C.U.P (R.R.)
- 8.37 Wilkins, D.A. (1976) *Notional Syllabus* C.U.P (R.R.)

**515 Course Unit: Introduction to Applied
Linguistics and the English Language**

515.1 Expected Learning Outcomes:

At the end of the course unit, the student teacher will be able to:

- 1.1 Describe the nature of Language
- 1.2 Analyze the different level of language.
- 1.3 Relate the theories of Language and language learning to classroom situations
- 1.4 Examine the relationship between first and second language learning.
- 1.5 Identify the individual language learning strategies
- 1.6 Examine the impact of society on language learning

515.2 Introduction to Applied linguistics

- 2.1 What is Applied Linguistics
- 2.2 The Development of Applied Linguistics
- 2.3 Applied Linguistics and Language Teaching

515.3 The nature of Language and functions of language

- 3.1 What is Language
- 3.2 Human and non human communications
- 3.3 Functions of Language

515.4 Levels of Language Description

- 4.1 Phonology
- 4.2 Morphology
- 4.3 Syntax
- 4.4 Problems for Sri Lankan learners

515.5 Aspects of psycholinguistics

- 5.1 First Language acquisition
- 5.2 Second Language acquisition
- 5.3 Classroom language learning
- 5.4 Learner characteristics
- 5.5 Contrastive analysis, interlanguage and error analysis

515.6 Aspects of Sociolinguistics

- 6.1 Language and society
Growth and spread of the English Language
- 6.2 Bilingualism
- 6.3 Language and context
Registers, styles , code switching
Language and culture
Attitudes, acculturation, social distance, socio political considerations

515.7 Evaluation

- 7.1 Oral presentation
- 7.2 Portfolio assessments
- 7.3 Written assessments
- 7.4 Written tests

515.8 Reading List

- 8.1 Brown, D (1994). *Principles of Language Learning and Teaching*. Prentice Hall Regents.
- 8.2 Carter, R. (1993) *Introducing Applied Linguistics*. Penguin
- 8.3 Clark, V. Eschholz, P. & Rosa, A. (1994). *Language. Introductory Readings*. New York: St. Martin's Press
- 8.4 Crystal, D. (1996) *A dictionary of Linguistics and Phonetics*. London: Blackwell Publishers
- 8.5 Ellis, R. (1998) *The study of second language acquisition*. Oxford; Oxford University Press.
- 8.6 Krashen, S. (1985) *The Input Hypothesis*. London: Longman.
- 8.7 Larsen- freeman, D. (1991) *An Introduction to Second Language Acquisition Research*
- 8.8 Lightbown , P. & N. Spada. (1993) *How Languages are Learned*. Oxford; Oxford University Press.
- 8.9 McCarthy & Michael J. (2001) *Issues in Applied Linguistics*. Cambridge: Cambridge University Press.
- 8.10 O'Mally, J. & Chamot (1990) *Learning strategies in second Language acquisition*.
- 8.11 Scarcella, R. & O. Rebecca. (1999) *The Tapestry of Language Learning*. USA; Heinie & Heinie Publishers.
- 8.12 Schmitt, N. (2002) *An Introduction to Applied Linguistics*. Arnold
- 8.13 Sousa, D. (2001). *How the special needs brain learns*. Thousand Oaks, California: Crown Press, INC
- 8.14 Widdowson, H. (1996) *Linguistics*. Oxford: Oxford University Press.

8.15 Wray, A. (1998) *Projects in Linguistics: A practical guide to researching language*.

515.9 Websites

9.1 CARLA website <http://carla.ucad.umn.edu/CAT.html>

9.2 CAPE website <http://creativeworks.byu.edu/hrc>

516 Course Unit: Language Arts

516.1 Expected learning outcomes

- 1.1 Plan effective presentations.
- 1.2 Develop confidence in speaking at Formal occasions
- 1.3 Use reading skills effectively.
- 1.4 Identify features of effective writing
- 1.5 Develop academic writing skills.
- 1.6 Analyze and identify elements of English grammar
- 1.7 Use correct grammar
- 1.8 Develop creativity in writing

516.2 Development of oral skills

- 2.1 Preparing a presentation
- 2.2 Basic considerations
 - Elements of a presentation
 - Purpose
 - Audience
 - Presenter
- 2.3 structuring the presentation
- 2.4 Practise presentation skills
- 2.5 Role Play, Improvisations and drama skills

516.3 Developing Reading skills

- 3.1 Skills of reading
- 3.2 Sub skills of reading
- 3.3 Note taking and summarizing skills
- 3.4 Different types of note taking

516.4 Developing academic writing skills

- 4.1 Dividing text into paragraphs
- 4.2 Writing introductions and conclusions
- 4.3 Synthesizing information from more than one source
- 4.4 Reporting, referencing and quoting
- 4.5 Writing academic reports
- 4.6 Creative writing

516.5 Discourse analysis

- 5.1 Exploring how text work
- 5.2 Text types – Information Reports
 - Narratives
 - Instructions
- 5.3 Cohesive devices
 - Grammatical
 - Lexical
 - Conjunctions

516.6 Developing and analysing basic grammar

- 6.1 Complements
- 6.2 Functions of Nouns
- 6.3 Characteristics of Adjectives
- 6.4 Adverbs-Functions and Characteristics
- 6.5 Determiners
- 6.6 Conjunctions
- 6.7 Preposition, Pronouns and Performs

516.7 Evaluation

- 7.1 Oral presentation
- 7.2 Portfolio assessments
- 7.3 Written assessment
- 7.4 Written tests

516.8 Reading List

- 8.1 Alan, Robinson, H., (1975), *Teaching Reading and study strategies*
- 8.2 Grellet, Françoise (1981) *Developing Reading Skills*, Cambridge Language Teaching Library, Cambridge University Press
- 8.3 Hart, Andrew W., Reinking, James A., (1977) *Writing for career Education students*, St. Martin's Press Inc.
- 8.4 Hammond, Eugene, R. (1985) *Informative Writing*
- 8.5 Jordan, R.R. C.P.U. (1997) *English for Academic Purposes, A Guide and Resource book for Teachers*, Cambridge Language Teaching Library.
- 8.6 Kirszner, Laurie G. Mandell, Stephen R, (1978) *Basic College Writing*.
- 8.7 Mc Crimmon, James M. (1976) (6th edition) *Writing with a purpose*.
- 8.8 Moore, Malcom. (1975) *Sentence Improvement* Houghton Mifflin Company.
- 8.9 Moore, Malcom. (1975) *Paragraph Development*
- 8.10 Murphy, R. (2003), *English Grammar in Use*, Cambridge, Cambridge University press.
- 8.11 Quirk, Randolph, Greenbaum, Sidney. *A University Grammar of English*. Longman
- 8.12 Siberstein, Sndra: O.U.P. (1994) *Techniques and Resourse in Teaching Reading*.
- 8.13 Sotiriou, Peter Elias: (1984) *Integrating College study Skills, Reasoning in Reading, Listing and Writing*.
- 8.14 Thomas, Macklin. Mc David, Virginia (1977) *Writing Today's English*.

- 8.15 Trask, R.L. (1997) *The Penguin Guide to Punctuation*. Penguin Books
- 8.16 Willis, Dave & Wright, Jon: (1995) *Collins Cobuild Basic Grammar*. Harper Collins Publishers.
- 8.17 Yule, George O.U.P. (1998) *Explaining English Grammar*. Oxford Handbook for English Teachers.

517 Course Unit: English Literature

517.1 Expected Learning Outcomes

At the end course the student teacher will be able to:

- 1.1 Exploit the literary context and content to develop language skills
- 1.2 Understand the basic facts in the fiction drama and the basic techniques of creating suspense and interest.
- 1.3 Examine the writer's use of languages a way into appreciating a writer's purpose and craft
- 1.4 Make inferences about the social, cultural setting the character's social status and the writer's attitude etc.
- 1.5 Become aware of the major themes of the text.
- 1.6 Access the student's relevant knowledge and personal experiences
- 1.7 Differentiate genre and distinguish the features of each genre.
- 1.8 Examine how a literary text creates a reality of its own
- 1.9 Recognize the process of interacting with a literary text.
- 1.10 Use learner centered approaches in teaching.

Part 1 – Teaching Literature

517.2 Conceptual framework

- 2.1 Defining Literature
- 2.2 Literature and language
- 2.3 Concept of text and textuality
- 2.4 Literary texts and language texts
- 2.4 Understanding literary communication

517.3 Literature in ESL classroom

- 3.1 Aims of teaching literature
- 3.2 Parameters of syllabus design and criteria for text selection.
- 3.3 Language Competence and Literary Competence
- 3.4 Global, specific and discrete skills for study of literature.
- 3.5 Literary Competence: definitions and models.

517.4 Teaching the different genres

- 4.1 Approaches and methods

- 4.2 Teaching poetry
 - 4.2.1 Rationale building
 - 4.2.2 Techniques of teaching
 - 4.2.3 Practical session

- 4.3 Teaching Fiction
 - 4.3.1 Rationale
 - 4.3.2 Approach/methods/techniques
 - 4.3.3 Practical session Teaching Drama

- 4.4 Teaching Drama
 - 4.4.1 Rationale
 - 4.4.2 Techniques
 - 4.4.3 Practical Work

517.5 Teaching Literature in Sri Lanka

- 5.1 Issues in Teaching Literature
- 5.2 The G.C.E (O/L) syllabus
- 5.3 The G.C.E. (A/L) syllabus

517.6 Testing Literature

- 6.1 Rationale
- 6.2 Skills tested
- 6.3 Constructing test items
- 6.4 Evaluation criteria

Part 2 – Studying Literary texts

517.7 Studying Drama

- 7.1 Approaches
 - 7.1.1 Analysis of selected texts from G.C.E.(A/L)
 - 7.1.2 Studying a Shakespearean Play
 - 7.1.3 Studying a modern play
- 7.2 Studying Fiction
 - 7.2.1 Approaches
 - 7.2.2 Studying selected Short stories from G.C.E..(A/L) syllabus.
 - 7.2.3 Studying selected Novels from G.C.E (A/L) syllabus.
- 7.3 Studying Poetry
 - 7.3.1 Approaches
 - 7.3.2 Studying selected Poetry from the G.C.E (A/L) syllabus
- 7.4 Review and evaluation

517.8 Reading List

- 8.1 Brumfit, C.J. and Carter, R.A.: O.U.P (1986) *Literature and Language Teaching*. Oxford: Oxford University Press.
- 8.2 Leech, Geoffrey. N. (1969) *A Linguistic Guide to English Poetry*. London: Longman.
- 8.3 Long, M. (1990) *Teaching Literature*, Oxford: Oxford University Press.
- 8.4 Moody, H. (1993) *Teaching Literature Overseas*. Oxford: Pergamon Press.
- 8.5 Prodromau. (1985) All Coherence gone Literature and ELF. Forum 23,15-20.
- 8.6 Widdowson, H.G. (1975) *Stylistics and the Teaching of Literature*. Harlow: Longman.
- 8.7 *G.C.E. (O/L) Teacher's Guide*, NIE publication.
- 8.8 *G.C.E. (A/L) Teacher's Guide*, NIE publication.

509. Course Unit: Information Technology

509.1 Expected Learning Outcomes:

At the end of the course unit, the student teacher will be able to:

- 1.1 Use personal Computer systems and application software
- 1.2 Develop skills in using computers to create teaching materials.
- 1.3 Gain subject knowledge using Internet.
- 1.4 Be confident of his/her employment prospects.

509.2 Content

2.1 Introduction to Computers

What is a computer? Why Computers are needed?
The main components of a computer system
What does a computer do
Hardware and Software: System software and application software
Types of computers
Application Areas of Computers

2.2 Introduction to Windows Operating System

Evolution of the Windows operating systems; Windows feature
Common Operating Systems features
Basic features of windows environment
Elements of a Window
Creating folders, Saving files, Deleting files/folders, Renaming a file of folders, Copying and Moving files/folders, Opening files, Selecting multiple files/folders.
Changing the desktop wallpaper, adding screen saver, changing colours and screen resolution

2.3 Internet Usage

Introduction to Internet
Internet facilities-email, File transfer, online updates
Searching information on World Wide Web

2.4 Word Processing

What is word processing

Getting started on word environment

Setting up pages, Paper size, Paper orientation, Margins

Layouts: print layout view, normal view

Zooming

Entering text, Word wrapping. Editing text, Insert mode, type over mode, Find and replace

Selection techniques, Deleting, moving and copying text, Spell checker

Formatting attributes for text/paragraphs

Special symbols, bullets and numbering

Tables and cells

Adding graphics into a document

Mail Merge features

Print a document

2.5 Spreadsheet Applications

What is spreadsheet, workbook and worksheet

Cell entries

Editing cell entries

Use formulas and Functions

charts

Working with forms

DBMS

2.6 Presentation Applications

Introduction to Presentation

Creating a Presentation

Rapid Presentation design using wizards

Design Templates

Creating a blank presentation, Inserting graphs & Charts

2.7 Data Applications

What is a database? Planning and Creating a blank database

Data tables-Fields, Records, Primary key and field properties

Working with tables

509.3 Reading List

1. *Computer Science*, (2001), 5th edition by C.S. French, Continuum, ISBN 0-8264-5460-7.
2. *Microsoft Office 2000*, (1999), 8 in 1 by Joe Hubraken, Eastern Economy Edition, Prentice-Hall India.
3. *Teach yourself all about computers*, (2000), 1st edition, Barry Press and Marcia Press.

513 Course Unit: Practicum (Teaching Practice)

During the ten-week period of observed teaching practice, Diploma students are expected to teach in a school in conformity to the school curriculum and syllabus. They will be entrusted with a minimum of ten hours of language teaching per week and will conform to the school regulations of arrival and departure, participation in extra-curricular activities and academic tasks such as testing, class supervision etc. During this period of practical teaching, they are strongly urged to put into effect the principles and approaches acquired during the theoretical sessions of the first term. They will be observed by two supervisors, individually evaluated and graded. An excellent grade in the teaching practice is a precondition for the conferment of a Merit or Distinction pass at the final examination.

511. Course unit: Research Methodology and Minor Dissertation

A written dissertation on a subject within the field of language teaching of interest and relevance to the Diploma student concerned need to be presented before the end of the course. The topic will be arrived at in consultation with the lecturer in charge of the subject. The dissertation should be the candidates' original work and a declaration to this effect should be typed on the page immediately following the title page.

Declaration

“I certify that this thesis does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any university and to the best of my knowledge and belief it does not contain any material previously published or written by another person except when due reference is made in the text.”

Signature of the candidate

The minor dissertation is an Action Research. The form indicating the tutor's approval of the topic should be placed before the title page of the dissertation.

Since the dissertation demands a considerable degree of reading and planning and also because it forms a crucial part of the examination students are requested to choose a topic and lay the ground work fairly early. In typing the dissertation you should bear in mind the following:

The length of the completed work may not be less than 5000 words or 35 typed double spaced paper. The top, bottom and right margins should be of 20 mm. and the left margin of 40 mm.

The dissertation should be bound and handed over to the Faculty on or before the stipulated date (Refer Academic Calender)

