GENERAL SIR JOHN KOTELAWALA DEFENCE UNIVERSITY
SRI LANKA

Programme Handbook

2024

Bachelor of Arts in Teaching English to Speakers of Other Languages
(TESOL)

About this document

Bachelor of Arts in Teaching English to Speakers of Other Languages (TESOL) is an innovative programme hosted by the Department of Languages, Faculty of Management, Social Sciences and Humanities of General Sir John Kotelawala Defence University. This document includes a broad outline of the structure and the content of the programme.

Cover photo: Squadron Leader Rakhitha Wickramaratne (KDU Intake 22)

DEPARTMENT OF LANGUAGES
FACULTY OF MANAGEMENT, SOCIAL SCIENCES & HUMANITIES

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University Vision

To be a university nationally and internationally known for its unique ability to engage both undergraduate and graduate students in distinctive and interdisciplinary defence related higher education that best serves the tri-services, the state sector and society at large.

University Mission

To ensure a high-quality, learner-centered educational experience through undergraduate, graduate, and professional programmes along with high quality research across many disciplines in the field of defence, in both residential and non-residential settings in the campus.

Faculty Mission

To facilitate to accomplish the academic excellence in management, social sciences and humanities by offering lectures, research guidance and other learner centred educational activities to undergraduates, graduates and professionals in the field.

A brief introduction to the university

General Sir John Kotelawala Defence University (KDU) was initially established as the "General Sir John Kotelawala Defence Academy" by the Parliamentary Act No 68 of 1981 and subsequently elevated to University status by the Amendment Act No 27 of 1988. KDU is located at the Kandawala Estate in Ratmalana, which was donated by the late General Sir John Kotelawala. The faculties at KDU include the Defence and Strategic studies, Law, Management, Social Sciences and Humanities, Engineering, Medicine, Allied Health Sciences and Graduate Studies.

A brief introduction to the Faculty of Management Social Sciences & Humanities (FMSH)

Faculty of Management, Social Sciences and Humanities has been established under the restructuring program of the General Sir John Kotelawala Defence University. It consists of three departments namely Department of Management and Finance, Department of Social Sciences and Department of Languages.

A brief introduction to the Department of Languages

Department of Languages conducts language courses for both undergraduate and postgraduate students who enroll for various programmes. This includes running English for Academic Purposes programmes, English for Specific Purposes programmes and general English courses. It also offers communication skills courses for students and professionals.

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1. Basic information

1.1 Programme name

Teaching English to Speakers of Other Languages (TESOL)

1.2 Award Title

Bachelor of Arts in Teaching English to Speakers of Other Languages (TESOL)

1.3 Award title abbreviation

BA

1.4 Awarding body

General Sir John Kotelawala Defence University, Sri Lanka

1.5 Level of qualification

Level 5 of Sri Lanka Qualification Framework

1.6 Number of overall credits

Total = 90
- Year 1 – 32
- Year 2 – 32
- Year 3 – 26

1.7 Language of study

English

1.8 Mode of study

A blend of on campus face-to-face and online modes.

1.9 Duration

Full time: Three years full-time (6 semesters)

1.10 Overall Structure

BA in TESOL is structured in a way that would offer a separate academic qualification and a professional qualification. In order to fulfil the requirements to obtain the academic qualifications, students are expected to complete 20 compulsory modules and the academic dissertation. The professional practical certificate (Cambridge CELTA) will be issues by Cambridge English upon successful completion of Cambridge CELTA. Both qualifications are required to receive the degree.

1.11 Entry requirements

1.11.1 Sri Lankan nationals

Those wish to join the programme should possess minimum qualifications required to enter a university in Sri Lanka.

Minimum requirement: G.C.E. (Advanced Level) – Three Simple Passes (S) in any stream, pass in the Common General Test and a B pass for English in the G.C.E. (O/L) examination (or equivalent, e.g. London O/L, Cambridge FCE/CAE/CPE/BEC).

Equivalent qualifications to G.C.E. (A/L) (E.g. Cambridge or Edexcel) are also considered.

1.11.2 Foreign nationals

Foreign nationals who wish to join the programme should possess qualifications equivalent to G.C.E. (Advanced Level) in Sri Lanka[1] indicated above, in any study stream (please see *1.11.1* for the entry requirements for Sri Lankan nationals).

All foreign nationals need to obtain at least 6.5 (overall) in Academic IELTS test with at least 6 for writing. Equivalent (e.g. TOEFL iBT) will also be accepted.

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[1] G.C.E. (A/L) is at Level 2 of the Sri Lanka Qualification Framework

2. Rationale

English language teaching has been one of the professions that does not become short of job opportunities. The growing number of English language learners has opened up opportunities for non-native speakers who are well trained in teaching methodology to become English language teachers in many countries. For example, in China, Japan, Korea, Singapore and the Middle East, English language teaching jobs are very common. In addition, international test systems such as IELTS seek for qualified language assessors to fill in the large number of vacancies that exists around the world.

In Sri Lanka, various sectors are looking for well-qualified English teachers. For example, business organisations, public sector organisations, universities, international schools, private schools etc. are in need of English language teachers who are capable of not only teaching the language, but also designing courses, materials and teaching a variety of learners ranging from very young children to senior professionals. In addition, many English language teachers in the government sector who are currently in-service do not have academic degrees and they are looking for high-quality degree courses.

There is also a dearth of English language instructors in the military in Sri Lanka. Several military establishments function with a limited number of English instructors and some of them have not had training to be on a par with the current needs in the field.

This programme was developed considering the needs of the English language teaching job market in Sri Lanka and abroad. One of the key highlights of the course is that it gives equal weight to theory and practice, which is demanded by the current job-market.

Academic component:

Academic component of the degree will cover key areas in language teaching including language learning/teaching theories, language teaching methodology, language assessment, course designing, and digital learning tools.

Practical component:

Each module of the degree has a practical component in which students will be exposed to micro-teaching as well as authentic teaching contexts (e.g. schools). In addition, in the last

year, students take Cambridge CELTA course. CELTA is the most widely recognised English teaching qualification in the world and the qualification most often requested by employers. Three out of four English language teaching jobs in the world require a CELTA qualification. It provides a competitive edge in the ELT job market in Sri Lanka or elsewhere.

3. Graduate profile

A graduate of the Bachelor of Arts in Teaching English to Speakers of Other Languages will be an autonomous, independent, resourceful, creative and socially responsible team worker who possesses diverse knowledge and skills related to English language teaching. The graduate is capable of adhering to professional and social ethics and demonstrates positive attitudes towards the profession and society.

4. Programme objectives

This qualification equips students with the key theoretical and practical skills necessary to be an English language teacher. The programme aims to:

- develop knowledge and skills in language teaching theory and practice.
- facilitate access to enhance skills in classroom teaching in local and international contexts.
- provide opportunities to collaborate with ELT experts.
- provide opportunities to develop research skills to engage in ELT research.
- develop 21st century skills such as critical thinking, problem solving, and communication needed for their profession.
- help acquiring positive social skills needed to be global citizens.
- help developing learner autonomy to be independent professionals and lifelong learners.

5. Intended learning outcomes (ILOs)

After completing the BA in TESOL degree, a graduate should be able to:

1. demonstrate knowledge of concepts and principles of language teaching, language learning and language assessment.

2. apply a high level of analysis and critical judgement in applying theoretical concepts in practical teaching contexts.

3. apply effective English language teaching approaches, methods and techniques in teaching the systems and skills of the English language and assessing English language outcomes.

4. propose, plan, execute and evaluate a significant piece of an original research work and apply the insights gained in classroom contexts.

5. engage in effective teamwork in order to fulfil the academic and professional needs and demonstrate leadership qualities in tasks assigned either in the profession or in social life.

6. demonstrate a high level of creativity in planning and delivering language lessons and assessing language abilities.

7. evaluate different teaching contexts, learners and their needs in order to identify issues and apply knowledge and skills to solve problems identified in the teaching, learning and assessment process.

8. demonstrate a high level of capability in the use of digital tools in teaching and assessing language.

9. build strong professional and social networks which are essential for the profession and demonstrate social skills needed in both the profession and social life.

10. demonstrate interpersonal skills to relate to and collaborate with colleagues.

11. demonstrate positive attitudes towards the profession, give importance to professional and social ethics and maintain a high standard of professionalism.

12. develop a long-term goal of being an expert in English language teaching not only in Sri Lanka but globally.

13. analyse own professional practices and needs to plan and implement own career goals.

14. undertake further training and develop additional skills that will enable them to regularly update their knowledge and skills in the profession and to be autonomous learners.

6. Learning, teaching and assessment strategies

6.1 Learning

- Students will be given an induction on learning content of the programme. This will make them prepare for study, learning environment and learning systems.
- Students will have access to an online learning system with tools available to monitor the progress and assess the achievement of learning outcomes.
- Students will be exposed to a range of learning situations including individual, peer and group learning, on-site and online learning, problem-based learning and individual autonomous learning.

6.2 Teaching

- The classroom teaching will take place at the University premises. This will be delivered through innovative teaching and learning mechanisms including active and collaborative group work, agile problem and scenario-based learning, mini assignments etc. delivered in an authentic student centric learning environment.
- Students will be taught job-specific content, not limited to classroom teaching. They will be exposed to other aspects such as ELT materials development, language test designing, global ELT world etc.
- Students will also learn about different types of teaching contexts and situations including online teaching, classroom teaching, individual and group teaching etc.

Lectures
- Lectures will introduce ideas and stimulate group discussions. Some of the lectures will be delivered online via virtual learning environment tools.

Tutorials
- Tutorials will develop students' ability to create problem-solving strategies and provide practice and feedback to help with exam preparation.

Practical workshops/Laboratory activities
- Workshops will develop students' expertise in various teaching techniques.

Seminars
- External speakers from the ELT field will deliver seminars to complement students' learning and provide real-class case studies related to their studies.

6.3 Assessment

- Students will be assessed using a range of methods. This will include summative assessments such as continuous assessments and module end exams. Formative assessments will also be conducted.

- Tutor feedback and peer feedback will be given regularly on formative assessments.

- Assessment criteria for each module will be made available to students in advanced.

- Students will be given the opportunity to evaluate their own performance based on the assessment criteria.

7. Assessment

Formative and summative examinations in the programme:

Summative:

1. Practical assignments (50%): Several continuous assessments will be given to mainly assess the practical application of knowledge.

2. Module end examination (50%): Each semester will comprise an examination, which will assess understanding of theoretical aspects of the modules.

Formative:

In each module, at least one formative task will be given, e.g. short essay. Students will get both tutor and peer feedback for these.

8. Employment

Demand for internationally qualified English language teachers is growing. In countries such as China, Japan, Korea, Singapore and the Middle East, English language teaching jobs are common. English teachers are required to work with different types of learners ranging from very young to very old and in different sectors including business organisations, public sector organisations and universities.

This degree provides the necessary academic and professional qualifications to work in any of these sectors. Some potential jobs include:

- EL teachers
- ELT materials designers
- Language test writers
- ELT institution managers

9. Cambridge CELTA

After successful completion of the taught modules, all students take the Cambridge Certificate in English Language Teaching to Adults (CELTA). This provides the students with an international teaching qualification to teach English in any country in the world.

CELTA is the most widely recognised English teaching qualification in the world and the qualification most often requested by employers. Three out of four English language teaching jobs require a CELTA qualification. It provides a competitive edge in the ELT job market in Sri Lanka.

10.   Dissertation

In addition to Cambridge CELTA, students engage in a dissertation project in the final semester. They have an academic supervisor from KDU. They need to choose a relevant ELT topic (e.g., teaching, learning, assessment) for this individual project and conduct an empirical study. This will blend both academic and practical knowledge that students obtained during their studies.

11.   Higher education pathways

Students who take BA in TESOL will be well qualified to apply for higher education programmes overseas and in Sri Lanka.

12. Programme structure

12.1 Programme content

Year	Semester	Module code	Module	No. of credits	Credit breakdown
1	1	LL1114	Introduction to TESOL	4	15x3 hours of lectures (3) 15X3 hours of lab/ practical work (1)
		LL1124	Second language learning	4	15x3 hours of lectures (3) 15X3 hours of lab/practical (1)
		LL1134	Social aspects of language teaching and learning	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
		LL1144	Structure of the English language I	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
	2	LL1214	Overview of principles and approaches in language teaching	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
		LL1224	Teaching language skills	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
		LL1234	English as a lingua franca	4	15x3 hours of lectures (3) 15X3 hours of lab/practical (1)
		LL1244	Structure of the English language II	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
2	1	LL2114	Teaching language systems	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
		LL2124	Teaching English through literature	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
		LL2134	Language assessment	4	15x3 hours of lectures (3) 15X3 hours of lab/ practical work (1)
		LL2144	Research methods in TESOL	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
	2	LL2214	Syllabus and materials design	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
		LL2224	Inclusive practices in language teaching	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
		LL2234	English for specific purposes	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
		LL2244	Technology mediated language teaching	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
3	1	LL3114	Language teacher education	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
		LL3124	Using corpora in language teaching	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
		LL3134	Teaching young learners	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
		LL3144	Language education policy	4	15x3 hours of lectures (3) 15X3 hours of lab/practical work (1)
	2	LL3216	Dissertation	6	Supervision & independent learning
		LL3224	Cambridge CELTA	4	Theory, practicum & independent learning

12.2 Overall credit breakdown

Year	Semester	Number of modules	Number of credits per module	Total
1	1	4	4	16
	2	4	4	16
2	1	4	4	16
	2	4	4	16
3	1	4	4	16
	2	12		10
Total				90

13.　Module details

Semester 1	
Course Code:	LL 1114
Course Name:	Introduction to TESOL
Credit Value:	4
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	45	45	110

Course Aim/Intended Learning Outcomes:

The aim of this module is to provide students with an opportunity to revise their own English language knowledge especially language structures. In addition, they will be introduced with concepts such as academic writing and reading for academic purposes.

After completion of this module, students will be able to:
- use language structures accurately and fluently in their own communication both orally and in writing.
- understand and apply basic academic writing features in academic documents.
- Read and understand academic texts and incorporate reading in their writing.

Course Content: (Main topics, Sub topics)
- Lexicogrammar revision for teaching preparation
- Reading for academic purposes
    - Choosing academic articles
    - Understanding academic writing style
    - Understanding terminology
    - Extracting information from academic articles
    - Using different reading strategies to improve reading sub-skills
- Academic writing
    - Academic genre and its features
    - Structure of academic articles
    - Signposting
    - Academic terminology
    - Summarizing
    - Paraphrasing
    - Referencing conventions
    - Developing arguments
    - Being critical
    - Hedging language

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and

activities that help build key skills.

Assessment Strategy:

Continuous Assessment	Final Assessment	
50 %	50 %	
Practical tasks	**Theory (%)**	**Practical (%)**
	25%	25%

Recommended Reading:
- Hyland, K., (2006). *English for Academic Purposes*. Routledge.
- Jordan, R.R., (1997). *English for Academic Purposes*, Cambridge, GBR: Cambridge University Press.

Semester 1			
Course Code:	LL 1124		
Course Name:	Second language learning		
Credit Value:	4		
Core/Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	45	110

Course Aim/Intended Learning Outcomes:

The aim of this module is to develop students' understanding of various theories related to language acquisition. This includes a brief introduction to learning theories and first and second language acquisition theories. The module will also introduce research related to language acquisition and how language acquisition theories can be applied in classroom practices.

After completion of this module, students will be able to:

- understand how learning in general takes place.
- understand how first and second language acquisition takes place.
- distinguish between acquisition and learning.
- evaluate language acquisition theories in relation to classroom language teaching/learning.
- apply language acquisition theories in designing classroom teaching.

Course Content: (Main topics, Sub topics)
- Introduction to learning theories
    - Behaviorism
    - Cognitivism
    - Constructivism
    - Connectivism
    - Vygotsky
- First language acquisition
    - Innatism
    - UG theory
    - Critical period
- Theories of second language acquisition
    - Concept-oriented approach
    - Usage-based approach
    - Skill acquisition theory
    - Input processing theory
    - Complexity theory
- Role of input, interaction and output
- Instructed second language acquisition
- Individual differences: motivation, aptitude, age
- Role of L1 in in L2 learning

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment	Final Assessment	
50 %	50 %	
	Theory (%)	**Practical (%)**
Practical tasks	25%	25%

Recommended Reading:
- Foster-Cohen, S. (2009). *Language acquisition* (Palgrave advances in linguistics). Basingstoke: Palgrave Macmillan.
- VanPatten, B., & Williams, Jessica. (2014). *Theories in Second Language Acquisition An Introduction* (2.nd ed., Second Language Acquisition Research Series). Florence: Taylor and Francis.
- Housen, A., & Pierrard, M. (2005). *Investigations in instructed second language acquisition* (Studies on language acquisition ; 25). Berlin ; New York: Mouton de Gruyter.
- Ortega, L. (2013). *Understanding : Second language acquisition* (Understanding language series). Oxfordshire, England ; New York, New York: Routledge.

Semester 1	
Course Code:	LL 1134
Course Name:	Social aspects of language teaching and learning
Credit Value:	4
Core/Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	45	110

Course Aim/Intended Learning Outcomes:

This module will introduce how language learning is related to social aspects and why it is important for language teachers to be aware of social factors.

After completion of this module, students will be able to:
- understand the relationship between language and society.
- understand the relationship between language and culture.
- apply their understanding of social aspects in designing teaching tasks.

Course Content: (Main topics, Sub topics)
- Introduction to sociolinguistics
  - Variation and style
  - Language attitudes
  - Language choice
  - Social class
  - Gender
- Language anthropology
- Inter-cultural communication
- Discourse analysis
  - Genre
  - Non-verbal communication
  - Conversation analysis
  - Critical discourse analysis

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment		**Final Assessment**	
50 %		50 %	
Practical tasks		**Theory (%)**	**Practical (%)**
		25%	25%

Recommended Reading:
- Mallinson, C. (2011). *Sociolinguistics [electronic resource]* (Oxford bibliographies. Linguistics). New York]: Oxford University Press.
- Stockwell, P. (2002). *Sociolinguistics: A resource book for students* (Routledge English language introductions series). London: Routledge.

Semester 1			
Course Code:	LL 1144		
Course Name:	Structure of the English language I		
Credit Value:	4		
Core/Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	45	110

Course Aim/Intended Learning Outcomes:

The aim of this module is to introduce the structure of English language with a particular attention to phonological and morphological features. Students will analyse spoken and written samples of language to understand these language features.

After completion of this module, students will be able to:
- understand phonological and morphological features of English.
- evaluate variations in pronunciation in different Englishes.
- analyse how phonology and morphology work in language teaching.

Course Content: (Main topics, Sub topics)
- Phonological features in English
  - Sounds, spellings and symbols
  - The phoneme: the same but different
  - Describing English consonants
  - Defining distributions: consonant allophones
  - Criteria for contrast: the phoneme system
  - Describing vowels
  - Vowel phonemes
  - Variation between accents
  - Syllables
  - Words
- Morphological features in English
  - Words, sentences and dictionaries
  - A word and its parts: roots, affixes and their shapes
  - A word and its forms: inflection
  - A word and its relatives: derivation
  - Compound words, blends and phrasal words
  - A word and its structure
  - Productivity
  - The historical sources of English word formation

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment	Final Assessment	
50 %	50 %	
Practical tasks	**Theory (%)**	**Practical (%)**
	25%	25%

Recommended Reading:
- Kuiper, K. and Scott Allen, W. (2017) *An Introduction to English Language*. 4th edn. London: Palgrave.
- Mcmahon, A. (2001). *An introduction to English phonology* (Edinburgh textbooks on the English language). Edinburgh: Edinburgh University Press.
- Carstairs-McCarthy, A. (2002). *An introduction to English morphology : Words and their structure* (Edinburgh textbooks on the English language). Edinburgh: Edinburgh University Press.
- Gut, U., Fuchs, Robert, & Wunder, Eva-Maria. (2015). *Universal or diverse paths to English phonology* (Topics in English linguistics ; volume 86). Berlin: De Gruyter Mouton.
- Rogerson-Revell, P. (2011). *English phonology and pronunciation teaching*. London: Continuum.
- Kroeger, P. (2005) *Analyzing Grammar: An Introduction*. Cambridge: Cambridge University Press

Semester 2	
Course Code:	LL 1214
Course Name:	Overview of principles and approaches in language teaching
Credit Value:	4
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	45	45	110

Course Aim/Intended Learning Outcomes:

This module will give an overview of language teaching methodology. It will discuss pros and cons of methodology applied so far and the current methodology used. Learners will be introduced to the concept of the current 'post method era' and how methodology works now.

After completion of this module, students will be able to:
- understand the features of a range of language teaching methodology.
- evaluate the applicability and success of various methods in different teaching contexts.
- analyse what methods should be used in different teaching contexts.

Course Content: (Main topics, Sub topics)
- Historical overview of language teaching methods
- Task based language teaching (TBLT)
- Content and language integrated learning (CLIL)
- Accuracy, Complexity, Fluency
- Teacher feedback and learner uptake
- Genre based pedagogies

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment	Final Assessment	
50 %	50 %	
	Theory (%)	Practical (%)
Practical tasks	25%	25%

Recommended Reading:
- Nunan, D. (1991). *Language teaching methodology : A textbook for teachers* (Language teaching methodology series). New York: Prentice Hall.
- Long, M. (2015). *Second language acquisition and task-based language teaching*. West Sussex, England: John Wiley & Sons.

Semester 2	
Course Code:	LL 1224
Course Name:	Teaching language skills
Credit Value:	4
Core/Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	45	110

Course Aim/Intended Learning Outcomes:

This module will introduce both theoretical and practical concepts in teaching the receptive skills (listening and reading) and productive skills (speaking and writing). The module will also discuss recent research findings related to teaching language skills.

After completion of this module, students will be able to:
- understand theoretical concepts related to teaching the four skills.
- analyse how to teach skills in different contexts.
- plan and deliver lessons to teach language skills.
- practically apply theory in different contexts to teach the four skills.

Course Content: (Main topics, Sub topics)
- Teaching listening
- Teaching speaking
- Teaching reading
- Teaching writing
- Teaching integrated skills

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment	**Final Assessment**	
50 %	50 %	

	Theory (%)	**Practical (%)**
Practical tasks	25%	25%

Recommended Reading:
- Field, J. (2008). *Listening in the language classroom* (Cambridge language teaching library). Cambridge: Cambridge University Press.
- Grabe, W. (2008). *Reading in a Second Language : Moving from Theory to Practice* (Cambridge Applied Linguistics). Cambridge: Cambridge University Press.

- Hughes, R. (2013). *Teaching and researching speaking* (2nd ed., Applied linguistics in action). Oxfordshire, England ; New York, New York: Routledge.
- Hyland, K., & American Council of Learned Societies. (2003). *Second language writing* (Cambridge language education). Cambridge: Cambridge University Press.
- Usó Juan, E., & Martínez Flor, Alicia. (2006). *Current trends in the development and teaching of the four language skills* (Studies on language acquisition ; 29). Berlin ; New York: M. de Gruyter.

Semester 2	
Course Code:	LL 1234
Course Name:	English as a lingua franca (ELF)
Credit Value:	4
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	45	45	110

Course Aim/Intended Learning Outcomes:

This module will introduce how language works in an ELF context. It will also discuss the status of English in the past, present and future and why language teachers should be aware of the current linguistic landscape.

After competition of this module, students will be able to:
- understand the status of English in the global context.
- understand the status of English in the Sri Lankan context.
- analyse learner expectations of learning English in the global context.
- critically evaluate English language teaching and its status within the ELF context.

Course Content: (Main topics, Sub topics)
- Conceptualizing ELF
- Intercultural communication
- World Englishes
- Language attitude
- Standard English and variations
- Teaching English in an ELF context
- Features of ELF
- Translanguaging
- English as a medium of instruction (EMI)

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment	Final Assessment	
50 %	50 %	
Practical tasks	**Theory (%)** 25%	**Practical (%)** 25%

Recommended Reading:

- Jenkins, J., Baker, Will, & Dewey, Martin. (2018). *The Routledge handbook of English as a Lingua Franca* (Routledge handbooks in applied linguistics). London, [England]; New York, New York: Routledge.
- Bayyurt, Y., & Akcan, Sumru. (2015). *Current perspectives on pedagogy for English as a lingua franca* (Developments in English as a lingua franca; 6). Berlin: De Gruyter Mouton.
- Jenkins, J. (2007). *English as a Lingua Franca: Attitude and identity* (Oxford applied linguistics). Oxford: Oxford University Press.

Semester 2			
Course Code:	LL 1244		
Course Name:	Structure of the English language II		
Credit Value:	4		
Core/Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	45	110

Course Aim/Intended Learning Outcomes:

The aim of this module is to introduce the structure of the English languages with a particular attention to syntax. Students will analyse spoken and written samples of language to identify syntactic and semantic features.

After completion of this module, students will be able to:
- understand syntactic and sematic features of English language.
- evaluate language samples for syntactic and semantic features.
- analyse how syntax/semantics work in language teaching.

Course Content: (Main topics, Sub topics)
- Basic properties of English syntax
    - Constituents
    - Functions
    - Categories
    - Verb phrase
    - Adverbials
    - Auxiliary VPs
    - Noun phrases
    - Finite/non-finite clauses
- Vocabulary and lexis
- Semantics
    - Kinds of meaning
    - Implicature
    - Logical connectives
    - Logical quantifiers
    - Formal composition
    - Modality
    - Aspectual classes of events
    - Tense and aspect

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment 50 %	Final Assessment 50 %	
Practical tasks	**Theory (%)** 25%	**Practical (%)** 25%

Recommended Reading:
- Kuiper, K. and Scott Allen, W. (2017) *An Introduction to English Language*. 4th edn. London: Palgrave.
- Miller, J. (2008). *An Introduction to English syntax* (2nd ed., Edinburgh textbooks on the English language). Edinburgh: Edinburgh University Press.
- Kroeger, P. (2005) *Analyzing Grammar: An Introduction*. Cambridge: Cambridge University Press

Semester 3			
Course Code:	LL 2114		
Course Name:	Teaching language systems		
Credit Value:	4		
Core/Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	45	110

Course Aim/Intended Learning Outcomes:

This module will introduce both theoretical and practical concepts in teaching language systems (vocabulary, grammar and lexicogrammar). The module will also discuss recent research findings related to teaching vocabulary, grammar and lexicogrammar.

After completion of this module, students will be able to:

- understand theoretical concepts related to teaching the language systems.
- analyse how to teach vocabulary, grammar and lexicogrammar in different contexts.
- plan and deliver lessons to teach language systems.
- practically apply theory in various contexts in teaching language systems.

Course Content: (Main topics, Sub topics)
- Teaching grammar
    - PPP approach
    - TTT approach
    - TBLT approach
    - Focus on form approach
- Teaching vocabulary
    - PPP approach
    - TTT approach
    - TBLT approach
    - Focus on form approach
- Lexicogrammar

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment	**Final Assessment**

50 %	50 %	
Practical tasks	**Theory (%)** 25%	**Practical (%)** 25%

Recommended Reading:
- Scrivener, J. (2003). *Teaching grammar* (Oxford basics). Oxford: Oxford University Press.
- Nation, I. (2008). *Teaching vocabulary : Strategies and techniques*. Boston, Mass.: Heinle.
- Hinkel, E. (2016). *Teaching English grammar to speakers of other languages*. New York, New York ; London, [England]: Routledge.
- Boers, F., & Lindstromberg, Seth. (2008). *Cognitive linguistic approaches to teaching vocabulary and phraseology* (Applications of cognitive linguistics ; v. 6). Berlin: Mouton de Gruyter.

Semester 3			
Course Code:	LL 2124		
Course Name:	Teaching language through literature		
Credit Value:	4		
Core/Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	45	110

Course Aim/Intended Learning Outcomes:

This module discusses how English literature can be used in the language classroom to teach/improve English language. The module will introduce practical techniques and classroom materials designed based on literary texts. aiming at teaching language.

After completion of this module, students will be able to:
- understand how literature can be used to teach language.
- evaluate when and where to use literature in the language classroom.
- design activities based on literary texts to teach English language.

Course Content: (Main topics, Sub topics)
- Introduction to teaching literature
- Literature and language
- Maintaining momentum
- Exploring literature
- Working with complex texts
- Practical activities

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment		**Final Assessment**	
50 %		50 %	
Practical tasks		**Theory (%)**	**Practical (%)**
		25%	25%

Recommended Reading:
- P. Collie, J. and Slater, S. (2000) *Literature in the Language Classroom: A resource book of ideas and activities. Cambridge Handbooks for Language Teachers*. Cambridge: Cambridge University Press
- Kennedy, P., & Falvey, Peter. (1999). *Learning language through literature in secondary*

schools a resource book for teachers of English. Hong Kong: Hong Kong University Press.

- Lazar, G. (1993) *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge: Cambridge University Press. (library-online access)

Semester 3			
Course Code:	LL 2134		
Course Name:	Language assessment		
Credit Value:	4		
Core/Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	45	110

Course Aim/Intended Learning Outcomes:

The aim of this module is to provide students with an introduction to language assessment. It focuses on assessing the four skills and language systems. Students will get practical exposure to designing classroom tests.

After completion of this module, students will be able to:
- understand the basic concepts related to language assessment.
- analyse how to test language skills and systems.
- design classroom tests.
- interpret and analyse test results.

Course Content: (Main topics, Sub topics)
- Principles of language assessment
- Evaluating classroom tests
- Assessing listening
- Assessing speaking
- Assessing reading
- Assessing writing
- Assessing grammar and vocabulary
- Assessing lexicogrammar
- Alternative assessment
- Washback

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment	**Final Assessment**
50 %	50 %

Practical tasks	Theory (%)	Practical (%)
	25%	25%

Recommended Reading:
- Brown, H., & Abeywickrama, Priyanvada. (2010). *Language assessment : Principles and classroom practices* (2nd ed.). White Plains, N.Y.: Pearson Education.
- O'Sullivan, B., & Barradas, Teresa De Jesus Romero. (2011). *Language testing : Theories and practices* (Palgrave advances in linguistics). Basingstoke, England ; New York: Palgrave Macmillan.

Semester 3	
Course Code:	LL 2144
Course Name:	Research methods in TESOL
Credit Value:	4
Core/Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	45	110

Course Aim/Intended Learning Outcomes:

The aim of this module is to provide students with understanding of research methods needed to engage in an independent research study in the field. This includes both quantitative and qualitative methods as well as action research methods.

After completion of this module, students will be able to:

- understand the fundamentals in research methods.
- analyse research methods suitable for variety of contexts.
- apply research methods in designing, executing and presenting an independent research study.

Course Content: (Main topics, Sub topics)
- Basic principles in research
- Quantitative research methods
- Qualitative research methods
- Mixed methods
- Data collection
- Questionnaires
- Interviews
- Data analysis
- Data presentation
- Ethical considerations
- Drafting research papers
- Issues in research
- Classroom observations
- Case study research
- Action research
- Experimental research
- Verbal reports

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and

activities that help build key skills.

Assessment Strategy:

Continuous Assessment	Final Assessment	
50 %	50 %	
Practical tasks	**Theory (%)**	**Practical (%)**
	25%	25%

Recommended Reading:
- Hinkel, E., & ProQuest. (2011). *Handbook of research in second language teaching and learning. Volume 2* (ESL and applied linguistics professional series). New York: Routledge.
- Mackey, A., & Gass, Susan M. (2012). *Research methods in second language acquisition : A practical guide* (Guides to research methods in language and linguistics ; v. 3). Chichester: Wiley-Blackwell.
- Ellis, R. (2012). *Language teaching research and language pedagogy*. Malden, Mass.: Wiley-Blackwell.

Semester 4			
Course Code:	LL 2214		
Course Name:	Syllabus and materials design		
Credit Value:	4		
Core/Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	45	110

Course Aim/Intended Learning Outcomes:

The aim of this module is to introduce basic principles in designing language teaching materials. The module will particularly focus on adapting existing materials and designing authentic materials to teach the four skills and language systems in various contexts.

After completion of this module, students will be able to:

- understand the basic principles of language teaching materials designing.
- evaluate the existing teaching materials.
- adapt existing materials.
- design new materials for classroom use in different contexts.

Course Content: (Main topics, Sub topics)
- What is materials development?
- Principles in materials development
- Materials evaluation
- Research findings and materials development
- Syllabus designing
- Designing materials to teach language skills
- Designing materials to teach language systems

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment	**Final Assessment**
50 %	50 %

Practical tasks	Theory (%)	Practical (%)
	25%	25%

Recommended Reading:
- Tomlinson, B. (2013). *Developing Materials for Language Teaching* (2nd ed.). London: Bloomsbury Publishing.
- *Materials Evaluation and Design for Language Teaching*. (2016). Edinburgh University Press.
- Long, M. (2015). *Second language acquisition and task-based language teaching* (First ed.). West Sussex, England: John Wiley & Sons.

Semester 4	
Course Code:	LL 2224
Course Name:	Inclusive practices in language teaching
Credit Value:	4
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	45	45	110

Course Aim/Intended Learning Outcomes:

This module will discuss the theoretical concepts and practical approaches related to language learning difficulties and how to help learners with such difficulties in the language classroom. It will also focus on individual variations in learners.

After completion of this module, students will be able to:

- understand language learning difficulties, individual differences and how they affect language learning.
- apply inclusive classroom techniques in designing and executing lessons.

Course Content: (Main topics, Sub topics)
- Specific learning difficulties and their features
- Diagnosing learning difficulties
- Inclusive classroom techniques
- Inclusive techniques in teaching the skills
- Inclusive techniques in teaching the systems
- Assessing learners with learning difficulties

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment	Final Assessment
50 %	50 %

Practical tasks	Theory (%)	Practical (%)
	25%	25%

Recommended Reading:
- Kormos, J., & Smith, Anne Margaret. (2012). *Teaching languages to students with specific learning differences* (MM Textbooks). Bristol: Multilingual Matters.
- Kormos, J. (2017). *The second language learning processes of students with specific learning difficulties* (Second language acquisition research). New York, NY: Routledge.

Semester 4			
Course Code:	LL 2234		
Course Name:	English for specific purposes		
Credit Value:	4		
Core/Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	45	110

Course Aim/Intended Learning Outcomes:

This module will introduce how English is used in different fields such as in academic contexts, business, health etc. Students will get an opportunity to design teaching materials to suit these different contexts.

After completion of this module, students will be able to:

- understand how English is used in different fields.
- evaluate language teaching practices in relation to different fields.
- design language lessons to suit learners in these different fields.

Course Content: (Main topics, Sub topics)
- Purposes of teaching/learning English
- Overview of ESP
- Needs analysis and curriculum development for ESP courses
- Materials designing for ESP courses
- ESP research
- Overview on EAP

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment		**Final Assessment**	
50 %		50 %	
		Theory (%)	**Practical (%)**
Practical tasks		25%	25%

Recommended Reading:
- Harding, K. (2007). *English for specific purposes* (Resource books for teachers). Oxford: Oxford University Press
- Paltridge, B., Starfield, Sue, & ProQuest. (2012). *The handbook of English for specific purposes* (Blackwell handbooks in linguistics). Malden, Mass.: John Wiley & Sons.
- Brown, J. (2016). *Introducing needs analysis and English for specific purposes* (Routledge Introductions to English for Specific Purposes). Oxfordshire, [England]; New York, New York: Routledge.
- Bailey, S. (2018). *Academic writing: A handbook for international students* (Fifth ed.). London, [England] ; New York, New York: Routledge.

Semester 4	
Course Code:	LL 2244
Course Name:	Technology mediated language teaching
Credit Value:	4
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	45	45	110

Course Aim/Intended Learning Outcomes:

This module introduces how digital tools can be used in language teaching. This includes teaching online, in distance mode as well as how technology can be used in the language classroom.

After completion of this module, students will be able to:

- understand ways and means of using technology in the language classroom.
- understand how digital tools can be used in various modes of teaching.
- use digital tools for various purposes of language teaching.

Course Content: (Main topics, Sub topics)
- Introduction to digital technology in language classroom
- Digital tools and their applications in the classroom
- Application of Web
- Synchronous and asynchronous teaching
- Computer Assisted Language Learning (CALL)
- Distance learning

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment	Final Assessment	
50 %	50 %	
	Theory (%)	**Practical (%)**
	25%	25%

Recommended Reading:
- Blake, R. (2008). *Brave New Digital Classroom Technology and Foreign Language Learning*.

Washington, D.C.: Georgetown University Press.

- Evans, M. (2009). *Foreign-language learning with digital technology* (Education and digital technology). London; New York: Continuum.
- González-Lloret, M., & Ortega, Lourdes. (2014). *Technology-mediated TBLT Researching Technology and Tasks* (Task-Based Language Teaching). Amsterdam: John Benjamins Publishing Company.
- Leow, R., Cerezo, Luis, & Baralt, Melissa. (2016). *A psycholinguistic approach to technology and language learning* (Studies in second and foreign language education; Volume 11). Berlin, [Germany]; Boston, [Massachusetts]: De Gruyter Mouton.

Semester 5			
Course Code:	LL 3114		
Course Name:	Language teacher education		
Credit Value:	4		
Core/Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	45	110

Course Aim/Intended Learning Outcomes:

The aim of this module is to provide students with understanding of language teacher education and how to plan their own professional development.

After completion of this module, students will be able to:
- understand the basic principles behind language teacher education.
- understand professional development pathways.
- analyse their own professional development needs.
- plan their own professional development activities.

Course Content: (Main topics, Sub topics)
- Trends in Second Language Teacher Education
- Professionalism and language teaching profession
- Identity, cognition and experience
- Learning through collaboration
- Research and practice

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment		**Final Assessment**	
50 %		50 %	
Practical tasks		**Theory (%)** 25%	**Practical (%)** 25%

Recommended Reading:
- Burns, Anne, & Richards, Jack C. (2009). *Cambridge Guide to Second Language Teacher Education*. Cambridge: Cambridge University Press.
- Johnson, K., (2009). *Second language teacher education: A sociocultural perspective* . New York: Routledge.

Semester 5			
Course Code:	LL 3124		
Course Name:	Using corpora in language teaching		
Credit Value:	4		
Core/Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	45	110

Course Aim/Intended Learning Outcomes:

The aim of this module is to provide students with an introduction to corpus linguistics. It focuses on when and where corpus linguistics is used, corpus tools and using corpora in language teaching.

After completion of this module, students will be able to:

- understand the basic features of corpus linguistics.
- evaluate when and where to use corpora in language teaching.
- use corpus tools to design teaching materials.

Course Content: (Main topics, Sub topics)
- What is corpus linguistics?
- When and where to use corpus analysis
- Corpora
- Corpus tools
- Analysing language using corpus tools
- Teaching language using corpora

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment		Final Assessment	
50 %		50 %	
		Theory (%)	**Practical (%)**
		25%	25%

Recommended Reading:
- Reppen, R. (2010). *Using corpora in the language classroom*. Cambridge: Cambridge University Press.
- Kennedy, G. (1998). *An introduction to corpus linguistics* (Studies in language and linguistics (London, England)). London; New York: Longman.
- Biber, D., & Reppen, Randi. (2015). *The Cambridge handbook of English corpus linguistics* (Cambridge handbooks in language and linguistics). New York: Cambridge University Press.

Semester 5	
Course Code:	LL 3134
Course Name:	Teaching young learners
Credit Value:	4
Core/Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	45	110

Course Aim/Intended Learning Outcomes:

This module introduces theoretical and practical aspects of teaching young learners. It also discusses how child development is related to language acquisition and how to teach young learners taking these into consideration.

After completion of this module, students will be able to:

- understand child development and how it is related to learning a language
- analyse the differences between adult and child language learning
- design language lessons for young learners

Course Content: (Main topics, Sub topics)
- Child development and language acquisition
- Child psychology
- Child first and second language learning
- Teaching language skills to young learners
- Teaching language systems to young learners
- Assessing young learners
- Issues and policies in teaching young learners

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment		**Final Assessment**	
50 %		50 %	
		Theory (%)	**Practical (%)**
Practical tasks		25%	25%

Recommended Reading:
- Pinter, A. (2006). *Teaching young language learners* (Oxford handbooks for language teachers). Oxford: Oxford University Press.
- Tomlinson, B. (2016). *SLA Research and Materials Development for Language Learning.* (Second Language Acquisition Research Ser). London: Routledge.

Semester 5			
Course Code:	LL 3144		
Course Name:	Language education policy		
Credit Value:	4		
Core/Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	45	110

Course Aim/Intended Learning Outcomes:

This module discusses basic concepts in language curriculum designing and how language policy of a country/area/institution determines the curriculum designing process.

After completion of this module, students will be able to:

- understand how language policy influences language curriculum designing.
- understand basic concepts of curriculum designing.
- use theoretical concepts learned in evaluating existing curricula.

Course Content: (Main topics, Sub topics)
- Steps in language curriculum design
- Language policy and practice
- Language policy and curricula
- Evaluating language policy and curricula
- Adapting language curriculum to suit local needs

Teaching /Learning Methods:

Both face-to-face and online sessions will take place. In lectures, the theoretical aspects will be introduced. They will be interactive sessions which allow students to clarify doubts and discuss the practical component of the lesson. The practical sessions will contain step-by-step exercises and activities that help build key skills.

Assessment Strategy:

Continuous Assessment		**Final Assessment**	
50 %		50 %	
Practical tasks		**Theory (%)**	**Practical (%)**
		25%	25%

Recommended Reading:
- Nation, I., & Macalister, John. (2009). *Language curriculum design* (ESL and applied linguistics professional series). New York, NY: Routledge.

Semester 6	
Course Code:	LL 3216
Course Name:	Dissertation
Credit Value:	6
Core/Optional	Core

Hourly Breakdown	Supervision	Independent Learning
	15	285

Course Aim/Intended Learning Outcomes:

After completion of this module, students will be able to:

- Deploy effective research methodologies and embark on independent research.
- Evaluate in a critical manner primary source materials.
- Demonstrate a critical understanding of secondary literature.
- Follow research ethics.
- Design and employ appropriate research methodology.
- Construct concise, original and well supported written arguments.
- Integrate diverse forms of evidence.
- Deliver a sustained piece of individual, academic research.

Course Content: (Main topics, Sub topics)

In this module students complete a dissertation of approximately 10,000 words on an aspect of English language teaching of their own choosing. The topic is negotiated between students and supervisors who represent the teaching staff. Supervisors will provide advice on all aspects of the research work from initiation to completion. The dissertation is typically based on extensive research. Planning for this large-scale project begins in the second semester and is supported by the Research Methods in TESOL module. Students will be required to produce a proposal to display evidence of the viability of the research idea.

Supervision:

Each student will be given an academic supervisor who will guide the students throughout the project. Relevant readings/resources will be suggested by the supervisors.

Assessment Strategy:

100 % for the final dissertation

Semester 6	
Course Code:	LL 3224
Course Name:	Cambridge CELTA
Credit Value:	4
Core/Optional	Core

Hourly Breakdown	Contact hours	Independent Learning
	120	80

Course Aim/Intended Learning Outcomes:

The Certificate in Teaching English to Speakers of Other Languages (CELTA) is an introductory course for candidates who have little or no previous English language teaching experience. It may also be suitable for candidates with some experience but little previous training. After completion of this module, students will be able to:

- acquire essential subject knowledge and familiarity with the principles of effective teaching
- acquire a range of practical skills for teaching English to adult learners
- demonstrate their ability to apply their learning in a real teaching context.

Candidates who complete the course successfully can begin working in a variety of English for Speakers of Other Languages (ESOL) teaching contexts around the world.

CELTA Syllabus and assessment guidelines (cambridgeenglish.org)

Course Content: (Main topics, Sub topics)

- Topic 1: Learners and teachers, and the teaching and learning context
- Topic 2: Language analysis and awareness
- Topic 3: Language skills: reading, listening, speaking and writing
- Topic 4: Planning and resources for different teaching contexts
- Topic 5: Developing teaching skills and professionalism.

Teaching /Learning Methods:

- Input
- Supervised lesson planning
- Teaching practice (six assessed hours)
- Feedback on teaching
- Peer observation
- Observation of experienced teachers (minimum six hours)
- Consultation time.

Assessment Strategy:

Stipulated by Cambridge English.
Assessment is based on teaching practicum, assignments, and overall performance.
Three grades are offered: A, B and Pass

Recommended Reading:

- Oxford English Dictionary (OED) [Dictionary]. Oxford University Press.
- Cambridge University Press. (n.d.). *Cambridge English Pronunciation Dictionary*. [Dictionary].
- Headway [Textbook series]. Oxford University Press.
- Cutting Edge [Textbook series]. Pearson Education. (Various authors).
- (List other coursebook series as needed, following the same format).
- Murphy, R. (20xx). *English Grammar in Use: A reference and practice book for intermediate students*. Cambridge University Press.
- McCarthy, M., & O'Dell, F. (20xx). *English Vocabulary in Use*. Cambridge University Press. (Specific edition depends on targeted level - elementary, intermediate, etc.)
- Scrivener, J. (20xx). *Learning Teaching: The essential guide to English Language teaching*. Pearson Education.
- Murphy, R. (20xx). *Essential Grammar in Use: A reference and practice book for elementary students of English*. Cambridge University Press.
- Swan, M. (20xx). *Practical English Usage*. Oxford University Press.

14.   Annexes

14.1   Course unit system of the university

GPA Course Units

GPA Course Units are those Course Units that have GPA credits. Such Course Units are considered for the calculation of Semester Grade Point Average (SGPA), Yearly Grade Point Average (YGPA) and Final Grade Point average (FGPA).

NGPA Course Units

NGPA Course Units are those Course Units that have Non-Grade Point Average (NGPA) credits. Such Course Units are not considered for the calculation of SGPA, YGPA and FGPA.

MGPA Course Units

MGPA Course Units are those Course Units that have Military Grade Point Average (MGPA) credits. Such Course Units are considered for the calculation of SGPA, YGPA and FGPA.

Grades and Grade Point Values of Course Units

Student performance is graded on a 12-point scale ranging from A+ to E as depicted below.

Marks	Grade	GPV
85 – 100	A+	4.20
75 – 84	A	4.00
70 – 74	A-	3.70
65 – 69	B+	3.30
60 – 64	B	3.00
55 – 59	B-	2.70
50 – 54	C+	2.30
45 – 49	C	2.00
40 – 44	C-	1.70
35 – 39	D+	1.30
30 – 34	D	1.00
00 – 29	E	0.00

Incomplete examination results will be denoted by the following abbreviations.
- IA- Incomplete Assessments
- IE- Incomplete Examination
- IB- Incomplete both
- AB – Absent for a course unit Ex- Excused on a valid reason

Grade Point Average (GPA)

The GPA is the credit weighted average of the grade points of value of all Course Units except NGPA Course Units taken in the degree programme. It is calculated for each semester (SGPA), for each year (YGPA) and for the entire degree programme (FGPA).

Index	Meaning	Purpose
SGPA	Cumulative GPA for a semester	To ascertain whether a student has or has not completed a particular semester
YGPA	Cumulative GPA for a year	To Ascertain whether a student can proceed to the following year without being relegated
FGPA	Cumulative GPA for a year entire period of a degree programme	To ascertain the overall performance of a student in the degree programme, i.e. to determine a Pass, a 2nd Lower, a 2nd Upper or a 1st Class

The GPA is calculated as follows.

$$GPA = \frac{\sum X_i Y_i}{\sum Y_i}$$

Where X_i = Grade Point Value of the ith Course Unit Y_i

= Number of credits of the ith Course Unit

Calculating Semester Grade Point Average (SGPA)

$$SGPA = \frac{\sum \text{Grade Point scored for } i^{th} \text{ course unit} \times \text{Credit Value of the Course Unit}}{\text{Cumulative credit value of all GPA modules of the semester}}$$

Calculating Yearly Grade Point Average (YGPA)

The Year GPA for a degree programme will be calculated for the fourth decimal place on the completion of two main semesters and the mid semester (if available) as follows.

$$YGPA = \frac{\sum \text{Grade Point scored for } i^{th} \text{ course unit} \times \text{Credit Value of the Course Unit}}{\text{Cumulative credit value of all GPA modules of the Year}}$$

Calculating Final Grade Point average (FGPA)

The Final GPA for a degree programme will be calculated for the fourth decimal place on the completion of all requirements for such programmes as follows:

$$FGPA = \frac{\sum \text{Grade Point scored for } i^{th} \text{ course unit} \times \text{Credit Value of the Course Unit}}{\text{Cumulative credit value of all GPA modules of the degree programme}}$$

14.2 Criteria for awarding degrees and classes of the university

Criteria for Award

1. Satisfaction of the requirements for the completion of all semesters of the Degree Programme.
2. Fulfilment of the criteria for completing the examinations within the maximum stipulated time period for each degree programme from the date of the commencement of the Semester 1
3. Earning a GPA of not less than 2.00 for each semester and for the entire degree programme
4. Following a programme of study for the minimum stipulated period of time
5. Not having any E grades
6. Not having more than one GPA Course Unit with a 'D+' or a 'C-' grade in a semester
7. Not having a Grade less than 'C' for NGPA modules
8. Successfully completing the FGPA modules.

Award of Classes

1. Awarding of classes shall be determined at the completion of all requirements for graduation within the minimum time period stipulated for each degree programme. The stipulated time period is four (04) years.
2. Classes shall be awarded based on the FGPA as indicated below.

FGPA	Results
3.70 – 4.20	First class – 1
3.30 – 3.69	Second class (Upper Division) – 2.1
3.00 – 3.29	Second class (Lower Division) – 2.2
2.00 – 2.99	Pass – 3

First Class

For the award of a First Class, a student shall:

a) Have completed all the requirements within 6 semesters (in the case of degree with 6 semesters), except upon approvals granted by the BOM on the recommendation of the BOE for a valid and accepted reason(s).
   and
b) have earned a GPA of not less than 3.70 for the entire Degree Programme
   and
c) not have earned any failure grades (i.e. E) and d) not have earned grades below C for the entire Degree Programme at the time of finalizing the awarding of classes and
d) not have earned a grade below "B+"(65%) in the last year examination in military training at respective Military Academies.

<u>Second Class (Upper Division)</u>

For the award of a Second Class (Upper Division), a student shall:

a) have completed all the requirements within 6 semesters (in the case of degrees with 6 semesters), except upon approvals granted by the BOM on the recommendation of the BOE for a valid and accepted reason(s);
and
b) have earned a GPA of not less than 3.30 for the entire Degree Programme;
and
c) not have earned any failure grades (i.e. E)
and
d) not have earned a grade below "B" (60%) in the last year examination in military training at respective Military Academies.

<u>Second Class (Lower Division)</u>

For the award of a Second Class (Lower Division), a student shall:

a) have completed all the requirements within 6 semesters (in the case of degrees with 6 semesters), except upon approvals granted by the BOM on the recommendation of the BOE for a valid and accepted reason(s)
and
b) have earned a GPA of not less than 3.00 for the entire Degree Programme
and
c) not have earned any failure grades (i.e. E)
and
d) not have earned a grade below "B" (60%) in the last year examination in military training at respective Military Academies.

Merit awards

Students obtaining the highest FGPA in Military Studies and/or Academic Studies shall be entitled for the respective Awards/Medals/Trophies of merit.

Some Awards/Medals/Trophies

The Awards/Trophies to which students may be eligible on the recommendation of relevant authorities and the approval of the BOM are:

i. Trophy for the First in Order of Merit awarded by Gen. SC Ranatunga VSV, USP, psc.
ii. Best officer cadet Army/Navy/Air Force
iii. Trophy for the best Sportsman awarded by the KDU
iv. The Sword of Honour

14.3 Eligibility criteria to sit end of semester examinations

As per the bylaw of the FMSH:

1. A student admitted to a particular degree programme is eligible to sit each examination paper relevant to the course of study in a particular semester, provided that he/she has an attendance record of not less than seventy percent (70%). All excuses including medicals should be within the remaining thirty percent (30%). The Faculty Board, based on the attendance report submitted by the respective HOD, should approve the eligibility list.
2. A student who acquires such eligibility to any examination shall sit such examination on the first available occasion.
3. Those who are not eligible for examination under section 1 above can apply for the next examination as repeat candidates.

14.4 Criteria for completing a semester

A student shall satisfy the following minimum requirements for the purpose of completing (passing) a particular semester. He/she should:

1. Obtain a SGPA of 2.0 or above for the whole semester,
2. Obtain a 'C' grade or above for all Course Units. However, not more than one GPA Course Unit with a 'D+' or a 'C-' grade shall be permitted per semester provided the SGPA is 2.00 or above.
3. Military course units which comprise of MGPA and courses conducted in respective military academies will be subject to the By-laws of FDSS (Please refer to By-laws promulgated by the FDSS).

14.5 Discontinuation from the programme

A student shall be deemed to have discontinued from the degree programme at the University under following conditions.

a) When a student has been unable to complete the degree programme within six (6) years or twelve (12) consecutive semesters (the maximum period).
b) If a student has been determined to be unfit to continue his/her studies at the University by a competent medical board recommended by the University on account of an illness and/or a disability that has occurred after the enlistment of such student to the University, he/she shall have to discontinue his/her degree programme at the University automatically without paying compensation.
c) In the case of officer cadets and Commissioned Officers the regulations of the By-laws are subject to the By-laws of the FDSS.
d) If a student is relegated 2 times on account of a failure in an examination and/or on disciplinary grounds, he/she may be considered for discontinuation/discharge by the BOM.

14.6 Military training programme for those who enroll as offer cadets

The military training programme is a compulsory component for all officer cadets and is run parallel to the degree programmes. This programme is conducted by the Faculty of Defence and Strategic Studies and enables officer cadets to confidently assume the responsibilities of commissioned officers of the armed forces.

The Department of Defence and Strategic Studies is under the guidance of the Dean of Faculty of Defence and Strategic Studies who is assisted by Squadron Commanders in charge of each intake and Troop Commanders in charge of each troop. These officers with the assistance of the other rank instructors impart the essential military knowledge both in the classroom and on the field to the officer cadets. The main components of military training include joint staff duties, leadership studies, land warfare, maritime warfare, air warfare, physical training, drill, weapon training, field craft, map reading, service writing and other methods of instructions which are crucial for the profession of arms.

Furthermore, an integral aim of military training is to inculcate discipline amongst the officer cadets. Diverse programmes are conducted to produce highly disciplined officers with high standards of integrity and loyalty.

14.7 Scholarships and sponsorships for cadets and day-scholars

Every year, the university gets scholarships from foreign military academies for cadets to study part of their degree programme inclusive of travelling cost and living allowances. The scholarship amount will vary with the availability of placements. Further, the university and tri-forces bear the full cost on international tournaments attended by students through the university.

Entrance scholarship: Day-scholars whose parents are employed in tri-forces in Sri Lanka and the Sri Lanka Police are eligible to apply for a 50% (tri forces) or 40% (Police) discount of the course fee at the entry. Children of KDU employees also receive a discount from the course fee.

14.8 Events

Seminars and workshops

The Department organizes seminars and workshops by industry experts and renowned academics in the field where students can gain information on novel changes in the industry, career opportunities and research insights.

Career Fair

Career fair is organized by the Faculty of Management, Social Sciences and Humanities to support the Day-scholars to find worthwhile internship placements and provide an opportunity for students from previous intakes to find permanent employment in some of the leading companies

of the country. The representatives of several top ranked private companies patriciate in this event and give the opportunity to students to obtain information regarding their prospective internships.

14.9 KDU facilities

Library

General Sir John Kotelawala Defence University Library is well equipped with academic resources relevant to all fields of study. The premises provides study spaces for students and faculty libraries house materials relevant to the faculties. Books can also be ordered online.

Language Laboratories

There are two language laboratories maintained by the Department of Languages. Audio and video materials and equipment are available for self-study.

IT Facilities

The university provides free wifi, computer lab facilities and technical support for all the students and the staff of the university. Students have access to IT laboratory and the IT Support Centre from 0800 hrs to 1600 hrs on weekdays. All students receive a university email account and access to Learning Management System.

Medical Facilities

KDU Hospital and the University Medical Centre provides necessary health care facilities for both Officer Cadets and Day-scholars. The university Medical Officer has the sole authority to issue medical certificates for students.

Cafeteria Facilities

The university cafeteria located in the ground floor of the Medical Faculty building caters to day-scholars and civil staff of the university. In addition, student can buy their snacks and other items from the Honour Shop situated opposite Cadet Mess building.

Sports

The university provides facilities for the students for games such as soccer, cricket, rugby, basketball, volleyball, netball, boxing and hockey as well as for individual sports like squash, tennis, badminton, table tennis, weightlifting and swimming. Particularly, the officer cadets are expected to maintain their physical fitness and foster a comradeship in keeping with the service traditions by actively participating in sports. Trained civilian/service instructors and coaches provide training to individuals and teams. KDU teams play regular matches with other universities and clubs. Entrance to National and International Tournaments at appropriate levels are also facilitated for the students. KDU also has a well-equipped gymnasium.

Student Mentoring

An academic is allocated to every student as his/her mentor to discuss their academic or personal difficulties they may encounter during the study period. Students are advised to meet their mentor regularly within the allocated hours of the timetable to discuss their matters. Mentors work with students and guide them to find possible solutions for their common or individual issues.

Student Counselling

Some Students may undergo personal or psychological problems during their time at KDU. University provides a qualified and dedicated counsellor for those students to discuss any problems or difficulties within a safe and confidential space. If a student needs counselling, he or she needs to make a prior appointment.

Club Activities

The students have the opportunity to participate in different types of club activities to improve their skills and talents and to be socialized with the student community. These clubs include Photography, Music and Dancing, Arts and Culture, Drama, Toast Masters, Chess, Air Riffle and Rowing.

14.10   Annual events of the university

General Convocation

General convocation of KDU is held at the end of the year at BMICH in the presence of Chancellor, Vice chancellor, invited chief guest and other guests, academic and nonacademic staff of the university and the parents/relatives of graduating students. All undergraduate and postgraduate degree are conferred at this convocation.

International Research Conference

The International Research Conference (IRC) of KDU is held at the university premises in August or September of every year. The aim of this conference is to provide a forum for researchers and professionals to exchange opinions and share latest findings across a broad range of disciplines. The conference seeks to foster networking and collaborations within and between academia and industry at the national and international levels and be a catalyst to encourage the innovation and the creativity of enthusiastic young researchers. The students of KDU are also given the opportunity to participate and disseminate their valuable research findings at this conference.

University Open Day

The open day is organized by the university to provide information to potential candidates who expect to begin their higher studies at KDU. The university is open for the general public from 0900 to 1700 hours of this day to obtain necessary information about the degree programmes, facilities and other activities of the university. Open day events are mostly run by the current students.

Sports Meet

In the KDU sports meet students compete in several different track and field events. The winners of this sports meet are given the opportunity to participate in national and international sports competitions.

Parents' Day

Parents' Day is held for the first-year students of the university to demonstrate their skills and abilities to their parents. This is a colourful day for the students as it is filled with a variety of joyful events such as singing, dancing, gymnastic, drill and traditional martial arts performances.