

**BACHELOR OF ARTS (GENERAL) DEGREE SYLLABUS  
THIRD YEAR FIRST SEMESTER  
DEPARTMENT OF ENGLISH LANGUAGE TEACHING  
BUDDHIST AND PALI UNIVERSITY OF SRI LANKA**

**Category** : Compulsory

**Course Code:** ELTC 31073 (C)

**Title** : **Teaching the Language Skills**

**Objectives** : The objectives of this course unit are to,

- familiarize students with underlying assumptions, techniques and classroom practices used in teaching all four skills in Second Language contexts
- familiarize students with skills and sub-skills employed in listening, speaking, reading, and writing skills
- provide practical experiences in teaching each skill.

**Learning Outcomes:**

At the end of the course, students will be able to,

- describe the nature and the value of various approaches presenting, practising and evaluating four skills in ESL/EFL classrooms.
- demonstrate awareness of sub-skills associated with *listening, speaking, reading and writing*.
- apply their understanding of these ideas in explaining techniques and methods for the teaching of the four language skills.
- utilize the knowledge of and skills gained in developing learners' four skills.

**Course Content:**

| No. | Topic  |
|-----|--|
| 01  | <b>Teaching Listening</b><br>What is listening? , Micro-skills of listening, Stages of a listening lesson, Different approaches/techniques to teach listening skill, Hands-on experiences in teaching listening.   |
| 02  | <b>Teaching Speaking</b><br>What is speaking?, Sub-skills of speaking, Stages of a speaking lesson, Different approaches/techniques to teach speaking skill, Hands-on experiences in teaching speaking   |
| 03  | <b>Teaching Reading</b><br>What is reading? , Micro-skills of reading, Stages of a reading lesson, Different approaches/techniques to teach reading, Different types of questions: Textual, Inference, Re-interpretation, Re-organization, Summary, Hands-on experiences in teaching reading |
| 04  | <b>Teaching Writing</b><br>What is writing? , Micro-skills of writing, Stages of writing lesson, Different approaches/techniques to teach speaking skill, Hands-on experiences in teaching writing.  |

**Method of Teaching:** Lectures, interactive sessions, discussions, group work, hands-on experiences, and observations.

**Method of Evaluation:**

Formative Assessment

- Teaching demonstration : 20%
- Mid-semester examination : 20%

End Semester Examination : 60%

Total : 100%

**Recommended Reading:**

- Aebersold, J. N. (1997). *From Reader to Reading Teacher*. Cambridge: Cambridge University Press.
- Blass, L. (2007). *Quest 2: Listening and Speaking*. USA: McGraw-Hill.
- Bleistein, T., Smith, M. K. & Lewis, M. (2013). *Teaching Speaking*: TESOL International Association.
- Bloch, J. & Wilkinson, M. J. (2013). *Teaching Digital Literacies*: TESOL International Association.
- Calkins, L. M. (2000). *The Art of Teaching Reading*. UK: Allyn & Bacon.
- Celce-Murcia., Yoo, I. (2014). Discourse-Based Grammar and the Teaching of Academic Reading and Writing in EFL Contexts. *English Teaching*. 69, 1.
- Day, R. R. (2013). *Teaching Reading*: TESOL International Association.
- Grabe, W., & Stoller, F. L. (2011). *Teaching and Researching Reading (2nd ed.)*. Harlow, England: Longman/Pearson.
- Harmer, J. (2007). *How to Teach English*. Essex: Pearson-Longman.
- Hughes, R. (2010). *Teaching and Researching Speaking*. London: Longman.
- Hyland, K. (2009). *Teaching and Researching Writing*. London: Longman.
- Murphy, J. (2013). *Teaching Pronunciation*: TESOL International Association.
- Nemtchinova, E. (2013). *Teaching Listening*: TESOL International Association.
- Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*, New York: Routledge.
- Nunan, D. (1992). *Collaborative Language Learning & Teaching*. Cambridge: Cambridge University Press.
- Nunan, D. (2015). *Teaching English to Speakers of Other Languages*. New York: Routledge.
- Palmer, E. (2013). *Teaching the Core Skills of Listening and Speaking*. Association for Supervision & Curriculum Development.
- Preiss, S. (2003). *North Star Listening and Speaking: Advanced*. London: Longman Publishing Group.
- Richards, J. C. (2015). *Key Issues in Language Teaching*. Cambridge: Cambridge University Press.
- Rost, M. (2016). *Teaching and Researching Listening*. New York: Routledge.
- Tomas, Z., Kostka, I., & Mott-Smith, J. A. (2013). *Teaching Writing*: TESOL International Association.

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**Category** : Compulsory

**Course Code:** ELTC 31083 (C)

**Title** : **Teaching Literature in ELT Contexts**

**Objectives** : The objectives of this course unit are to,

- familiarize the students with the broader scope of English literature.
- create enthusiasm for teaching English literature and appreciating literary texts based on different socio-political contexts.
- develop critical and analytical thinking and the ability to apply these skills in teaching a particular literary text.
- provide opportunities for multi-sensorial classroom experiences that appeal to learners with different learning styles.

**Learning Outcomes:**

At the end of the course, students will be able to,

- display the ability in explaining what literature is and the aims of teaching and learning literature.
- use different parameters such as contexts, characters, emotions, attitudes to analyze selected texts.
- identify themes, literary techniques and the use of language in creating different levels of meaning.
- develop an ability to analyze and critically evaluate the content of a literary text.
- exhibit mature and intelligent responses to a given text and utilize it in teaching in the ELT context.

**Course Content:**

| No. | Topic  |
|-----|--|
| 01  | Introduction to literature   |
| 02  | Aims of teaching literature<br>Sensitivity/literary sense, Social justice, Emotional intelligence                                  |
| 03  | Teaching poetry, Teaching fiction, Teaching drama  |
| 04  | Teaching poetry, fiction and drama focusing on common themes-nature, death, romance, post colonialism, feminism, Shakespeare, etc. |
| 05  | Familiarizing with current GCE O/L and A/L literary texts  |
| 06  | Using literary materials in ELT classroom  |

**Method of Teaching:** Lectures, interactive sessions, discussions, group work, hands-on experiences, and observations.

**Method of Evaluation:**

Continuous Assessments : 40%

- Presentations
- Open book test

End Semester Examination : 60%

Total : 100%

**Recommended Reading:**

- Duff, A. & Maley, A. (2007). *Literature (Resource Books for Teachers)*, Oxford: Oxford University Press.
- Eagleton, T. (2005). *The English Novel: An Introduction*. Oxford: Blackwell.
- Fernando, D. & Wijesinha, R (Ed). (1994). *A Selection of Short Stories in English*. Colombo: English Association of Sri Lanka.
- Forster, E.M. (2000). *Aspects of the Novel*. New York: Mariner Books.
- Gamage, S. (2019). *A Midsummer Night's Dream, An Introduction to Shakespeare*. Colombo: Olanko Printers.
- Gamage, S. (2020). *The Indispensable Literary Terms & Techniques*. (2, Ed.), Colombo: Olanko Printers..
- Gamage, S. (2021). *Is Othello suffering from Othello syndrome?-An exposition the Tragic Flaw of 'Othello' by Shakespeare*. Available from: [https://www.researchgate.net/publication/344862468\\_Is\\_Othello\\_suffering\\_from\\_Othello\\_syndrome-An\\_exposition\\_the\\_Tragic\\_Flaw\\_of\\_'Othello'\\_by\\_Shakespeare](https://www.researchgate.net/publication/344862468_Is_Othello_suffering_from_Othello_syndrome-An_exposition_the_Tragic_Flaw_of_'Othello'_by_Shakespeare) [accessed Sep 07 2021].
- Gamage, S. (2020). *The Dramatist of All Time*, [https://www.academia.edu/44363208/Shakespeare\\_the\\_Dramatist\\_of\\_All\\_Time](https://www.academia.edu/44363208/Shakespeare_the_Dramatist_of_All_Time).
- Gunasena, P. (2015). *Basic Concepts in Education and Literature*, Colombo: Cybergate.
- Ian, O. (1993). *The Cambridge Guide to Literature in English*. Cambridge: Cambridge University Press.
- Maley, A. (2001) '*Literature in the Language Classroom*' in *The Cambridge Guide to Teaching ESOL*, Cambridge University Press.
- Pulverness, A. (2003). '*Literature*' in *English Teaching Professional*, October, Issue 29, Modern English Publishing.
- Tennakoon, W. (2021), *Not Now, Sweet Desdemona" -Re-reading Othello as a Double-edged Tragedy of Both the Colonizer and the Colonized*, *Global Scientific Journal*, Peer reviewed Journal (Online), Volume 9, Issue 5.  
file:///E:/Publications%202020/Not\_now\_sweet\_Desdemona\_Re\_reading\_Othello\_as\_a\_double\_edged\_tragedy\_of\_both\_the\_colonizer\_and\_the\_colonized.pdf.
- Tennakoon, W. (2021), *Men's Tears Also Matter: A Study on the Patriarchal Oppression of Men in Literature*, *Open Access Library Journal*, Peer Reviewed Online Journal, Volume 8.  
<https://scirp.org/journal/paperinformation.aspx?paperid=111079>.
- Young, T. (2008). *Studying English Literature: A Practical Guide*. Cambridge: Cambridge University Press.

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**Category** : Compulsory

**Course Code:** ELTC 32093 (C)

**Title** : **Essentials of Language Testing**

**Objectives** : The objectives of this course unit are to,

- provide students with the essentials of language testing.
- prepare them for a basic, fundamental level of understanding, analysis and construction of Language tests.
- engage students in the process of test construction for summative and formative assessments, etc.
- develop a critical understanding of test techniques, objectives, etc.

**Learning Outcomes:**

At the end of the course, students will be able to,

- demonstrate their understanding of the basic terminology used in language testing.
- display their knowledge of the significance of such terms.
- analyze test items in terms of objectives, skills, validity and reliability.
- assess the purposes of different language types.
- display their knowledge of the features of language tests.
- evaluate the features of language tests.
- demonstrate their knowledge of different test techniques.
- construct different language techniques.
- construct effective test specifications & papers for different purposes.

**Course Content:**

| No. | Topic   |
|-----|---|
| 01  | <b>Basic terminology in testing</b><br>Tests, Assessments, Evaluation, Measurement, Assignments, High-stakes Tests, Standardized Tests, Alternative Assessments, Formative Assessments, Summative Assessments, Continuous Assessments, Assessment for/of/as learning, Peer-assessment, Self-assessment. |
| 02  | <b>Language Test Types</b><br>Proficiency Tests, Achievement Tests, Selection Tests, Diagnostic Tests, Placement Tests, Aptitude Test, Discrete Point Tests, Integrative Tests, Direct Tests, Indirect Tests, Subjective Tests, Objective Tests, Criterion-referenced Tests, Norm-referenced Tests.     |
| 03  | <b>Essential Features of Language Tests</b><br>Validity, Reliability, Practicality, Backwash Effects, Discrimination.   |
| 04  | <b>Language Testing Techniques: Standardized Tests ( A sample is given below)</b><br>Cloze Tests, C-Tests, MCQs, Dictation, Dictogloss, Summary, Completion, Paraphrasing, Gap-filling techniques, Transfer of Information, Summary Cloze   |

|    |   |
|----|---|
| 05 | <b>Alternative Testing Techniques (A sample is given below)</b><br>Projects, Portfolios, Performances, Debates Simulations, Collaborative Assignments E-tests, Interviews |
| 06 | <b>Testing the four skills</b><br>Testing Grammar and Vocabulary, Testing Literature  |

**Method of Teaching:** Lectures, interactive sessions, discussions, group work, hands-on experiences, and evaluating existing test papers.

**Method of Evaluation:**

Continuous Assessments : 40%

- Constructing tests techniques
- Oral presentation

End Semester Examination : 60%

- Open book written essay about a test paper given

Total : 100%

**Recommended Reading:**

- Bachman, L. (1990). *Fundamental Considerations in language testing*. Oxford: OUP.
- Betty, L. B. Christine Coombe, C. & Brown, J.D. (2021) *Challenges in Language Testing Around the World* Springer Singapore.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Longman.
- Cushing-Weigle, S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.
- Douglas, D. (2000). *Assessing Languages for Specific Purposes*. Cambridge: Cambridge University Press.
- Fulcher, G. (2003). *Testing Second Language Speaking*. Harlow: Pearson.
- Heaton, J.B. (1988) *Writing English Language Tests*. London: Longman Publishers.
- Hughes, A. (2003). *Testing for Language Teachers (2<sup>nd</sup> ed)*. Cambridge: Cambridge University Press.
- Jayathilake, C. (2021). *The Fundamentals of Testing and Assessment in Language and Literature*. Colombo: Cybergate.
- Linn, R., & Miller, M. D. (2004). *Measurement and Assessment in Teaching (9<sup>th</sup> ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Luoma, S. (2014). *Assessing Speaking*, Cambridge: CUP.
- Read, J. (2000). *Assessing vocabulary*. Cambridge: Cambridge University Press.
- Salkind, N.J. (2011). *Statics for people who (think they) hate statics (4<sup>th</sup> ed.)*. Thousand Oaks, CA: Sage publications.
- Topping, K.J. (2009). *Peer Assessment, Theory into Practice*, 48:1, pp 20-17.

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**Category** : Compulsory

**Course Code:** ELTC 32103 (C)

**Title** : **Lesson Planning and Teaching Practice**

**Objectives** : The objectives of this course unit are to,

- provide candidates with an opportunity to apply their expertise in classroom management, approaches and techniques in teaching grammar vocabulary and four skills, and language assessments.
- develop confidence in teaching the language.
- create a space for students to utilize standards-based educational theories and practices in teaching and learning environments.

**Learning Outcomes:**

At the end of the course, students will be able to,

- demonstrate systematic knowledge of and skills in designing a language lesson appropriate to the needs and interests of the learners they teach.
- employ classroom management techniques and skills effectively.
- apply currently learnt teaching techniques and skills and use strategies to develop students', writing, speaking, reading, and listening skills along with grammar and vocabulary.
- each using theoretical knowledge in line with practical experiences with specific reference to Sri Lankan teaching contexts effectively and confidently.

**Course Content:**

| No. | Topic   |
|-----|---|
| 01  | <b>Designing lesson plans:</b><br>Reading, Writing, Speaking, Listening, Grammar and vocabulary   |
| 02  | <b>Teaching practicum:</b> Use different teaching methods used in language teaching, (micro teaching, evaluation of recorded teaching session, teaching in groups, teaching in a classroom) |

**Method of Teaching:** Lectures, interactive sessions, discussions, group work, hands-on experiences, and observations.

**Method of Evaluation:**

Continuous Assessments : 40%

- Assignments: Lesson plans (4 lesson plans)/micro and macro teaching

End Semester Examination : 60%

- This includes teaching practicum in actual class room

Total : 100%

**Recommended Reading:**

- Cook, G. (2003). *Applied Linguistics*. Oxford: Oxford University Press.
- Davies, A. (2007). *An Introduction to Applied Linguistics: from Practice to Theory*. Edinburg: Edinburg University Press.
- Goethals, M. S., Howard, R. A., & Sanders, M. M. (2004). *Student Teaching: A Process Approach to Reflective Practice*. Upper Saddle River, N.J.: Pearson Education, Inc.
- Harmer, J. (2007). *How to Teach English*. Essex: Pearson Longman.
- Lindsay, C. and Knight, P. (2006). *Learning and Teaching English*. Oxford: Oxford University Press.
- Nunan, D. (2004). *Task-based Language Teaching*. Cambridge: Cambridge University Press. Scrivener, J. (2011). *Learning Teaching*. Oxford: Macmillan.
- Widdowson, H. G. (1990). *Aspects of Language Teaching*. Oxford: Oxford University Press.