

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

Category : Compulsory

Course Code: ELTC 21033 (C)

Title : **Key Concepts in Education and Language Learning**

Objectives : The objectives of this course unit are to,

Part 1

- familiarize students with the study of education as a field of discipline.
- familiarize students with basic educational concepts.
- familiarize students with contemporary issues within the field of education.
- develop students' critical understanding of ethical issues in relation to education.

Part II

- introduce the scope of Applied Linguistics and the place of language teaching in Applied Linguistics.
- make the learner familiar with key terminology associated with Language learning and acquisition.
- make the learner familiar with the historical development of language learning over the years.

Learning Outcomes:

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

- demonstrate a basic understanding of the key educational concepts and theories and the ways in which these apply to the study and practice of education.
- reflect on the relevant philosophies within education.
- define the key concepts associated with language learning and their differences.
- apply some of the above concepts and features related to language learning in the language learning process.
- take a reflective approach to language learning processes and evaluate how such language learning concepts are associated with language learning and acquisition.

Course Content:

No.	Topic
01	Part I What is education? (Definitions put forward by different authorities in education).
02	Types of education – Formal, informal and non-formal.
03	Strata of education – Primary, secondary and tertiary.
04	Key concepts in education
05	Philosophies of education
06	Life- long education.
07	Difference between education and learning
08	Socialization in education
	Part II
09	Characteristics of language Difference between language learning and acquisition
10	Defining the terms: Mother Tongue/ First Language/Second Language/Third Language/Foreign Language
11	Innatism (LAD) and Universal Grammar
12	Critical period hypothesis
13	Krashen's Input hypothesis
14	Out-put Hypothesis, inter-actionists model, cognitivists models, constructivists' models
15	Inter-language
16	Mother-tongue interference

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

Method of Evaluation:

Formative Assessments : 40%

- Presentations
- Mid semester exam
- Take-home assignment

End Semester Examination : 60%

Total : 100%

Recommended Reading:

- Aitchison, J. (1998). *The Articulate Mammal*. London: Routledge.
- Arthur, J. & Davies, I. (2009). *The Routledge Education Studies Textbook*. London: Routledge.
- Bartlett, S. & Burton, D. (2007). *Introduction to Education Studies*. London: Sage Publications.
- Bloom, P. (1994). *Language Acquisition: Core Readings*. Cambridge, MA: MIT Press.
- Brown, H. D. (2014). *Principles of Language Learning and Teaching* (6th ed.). Pearson Education.
- Doughty, C. and Long, M. (Eds.). (2003). *The Handbook of Second Language acquisition*. Oxford: Blackwell.
- Gass, S. & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course*. New York: Taylor and Francis.
- Herschensohn, J. & Young-Scholten, M. (Eds.). (2013). *the Cambridge Handbook of Second Language Acquisition*. Cambridge: Cambridge University Press.
- Kumarage, K. (2018). *The Role of Mother-Tongue in Teaching English as a Second Language at the Undergraduate Level*, Journal of Language Studies, Buddhist and Pali University of Sri Lanka. 2(2), pp 1-12.
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press.
- Nagasundaram, P (2021), *Grammar for Communication* (7th Edition). Olanco Press Boralesgamuwa, Colombo.
- Opler, L. & Gjerlow, K. (1999). *Language and the Brain*. Cambridge: Cambridge University Press.

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Category : Compulsory

Course Code: ELTC 21043 (C)

Title : **Methods and Approaches in ELTC**

Objectives : The objectives of this course unit are to,

- familiarize the learner with language teaching methods/approaches from Grammar Translation to the most recent ones used in the global context.
- familiarize the learner with language teaching methods/approaches used in Sri Lankan schools.
- examine second language teaching contexts in the perspectives of underlined principals, aims & objectives, teaching-learning process and techniques of the particular methods.
- to develop a reflective approach to teaching English through classroom observations.

Learning Outcomes:

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

- demonstrate knowledge of the methods employed in the field of language teaching.
- express the purpose, and pros and cons of various methodological approaches to English teaching.
- evaluate different language teaching methods/approaches from the past to present.
- articulate the theoretical basis, techniques and advantages/disadvantages of each method.
- apply the methods studied in class to the teaching of both oral and written skills in a language classroom.
- analyze their own performance as prospective teachers.

Course Content:

No.	Topic
01	Grammar Translation method
02	Direct Method
03	Audio-Lingual method
04	Communicative Approach
05	The latest trends of second language teaching in the global context- Task based learning, Eclectic Approach, Content-based learning, Text-based approach, etc.
06	Methods and approaches currently in use in Sri Lanka-5 E Method , Competency-based learning, etc.
07	Online teaching learning process, virtual learning, CALL- computer assisted language learning.

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

Method of Evaluation:

Continuous Assessments : 40%

- Individual and Group Presentations
- Open-book test

End Semester Examination : 60%

Total : 100%

Recommended Reading:

- Andrzej, C. Tennakoon, S. & Calvo, A. P. (2014). *Research and Reflective Practice in the ESL Classroom: Voices from Sri Lanka*. Australian Journal of Teacher Education. (Online), 39, 4.
- Bell, D. (2003). "Method and Post-method: Are They Really So Incompatible?" TESOL Quarterly. 37, 2: 315–328.
- Byram, M. & Hu, A. (2017). *Routledge Encyclopedia of Language Teaching and Learning*, London: Routledge.
- Gamage, K.G.S. (2020). *The Pedagogical Application of the Grammar Translation Method as an Effective Instructional Methodology in Teaching English as a Second Language*. Open Access Library Journal, 7: e6913. <https://doi.org/10.4236/oalib.1106913>.
- Gunasena, P. (2015). *Critical Essays on the Teaching Methodology, Teaching of English as a Second Language*, Colombo: Cybergate.
- Hall, G. (2011). *Exploring English Language Teaching: Language in Action*. London: Routledge.
- Kumarage, K. (2020). *The Use of Translation as Useful Strategy in ESL Classroom (with special reference to teaching grammar)*. Journal of Language Studies, Buddhist and Pali University of Sri Lanka. 4(1), pp 134-141.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (Second Edi.) India: Oxford University Press.
- Moodley, V. (2013). *Introduction to Language Methodology*. Oxford: Oxford University Press.
- Richards, J. C. & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching* Cambridge : Cambridge University Press.
- Richards, J.C. & Theodore, S. R. (1986). *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press.
- Williams, T. A., (2013). The Link Between a New Language Teaching Technique and Learners' Traditional Beliefs. *Porta Linguarum*, Volume 19, pp. 41-58.

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Category : Compulsory

Course Code: ELTC 22053 (C)

Title : **Effective Classroom Management**

Objectives : The objectives of this course unit are to,

- expose students to the skills and techniques in managing a language classroom, inter alia, effective means of questioning, maiming, eye contact, minimizing fringe areas, controlling voice, conducting group work/pair work, getting feedback.
- articulate the pros and cons and issues related to the above.
- apply them in their own hands-on experiences.

Learning Outcomes:

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

- exhibit students' skills and techniques in managing a language classroom, inter alia, effective means of questioning, maiming eye contact, minimizing fringe areas, controlling voice, conducting group work/pair work, getting feedback.
- articulate the pros and cons of, and issues of, the afore-said classroom management techniques.
- apply the aforesaid techniques in micro-level group activities.

Course Content:

No.	Topic
01	Characteristics of a good language teacher.
02	Classroom management Physical setting and teacher presence, Audibility, Eye contact, Gestures, How to begin and end a lesson, Handling lack of learner response, Managing pair and group work, Creating a positive learning environment, maintaining discipline in the classroom.
03	Tools in effective language teaching Humour, Simulations and language games, Role plays and dialogue practice, Problem solving and decision-making activities.
04	Promoting Learner Autonomy What is learner autonomy?, Importance of learner autonomy, Teacher's role in preparing learners for independence, Activities that promote learner autonomy.
05	Forms of questions Effective use of questioning, Handling the responses (lack of responses).
06	Giving feedback: peer feedback/teacher feedback.
07	Incorporating common digital techniques effectively in managing classrooms.

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

Method of Evaluation:

Peer-teaching	: 20%
Individual/group presentations	: 20%
Semester-end examination	
End Semester Examination	: 60%
Total	: 100%

Recommended Reading:

- Baker, P. H. (2005), *Managing Student Behavior: How Ready Are Teachers to Meet the Challenge American Secondary Education*, 33(3), pp 51–64.
- Brophy, J. E. (1983). “*Classroom Organization and Management*. *Elementary School Journal*”, 83, pp 265-285.
- Cazden, C. (2001). *Classroom discourse: The Language of Teaching and Learning* (2nd edn.). Portsmouth, NH: Heinemann.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*, Oxford: Oxford University Press.
- Jones, F. (2000). *Tools for teaching*. Santa Cruz, CA: Fredric H. Jones & Associates.
- Jones, V. & Jones, L. (2013). *Comprehensive Classroom Management (10th ed.)*. Upper Saddle River, New Jersey: Pearson.
- Lewis, G. (2004). *The Internet and Young Learners*, Oxford: Oxford University Press.
- Maley, A. (2000). *The Language Teacher’s Voice*, Macmillan. Computer-based technologies and programs.

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Category : Compulsory

Course Code: ELTC 22063 (C)

Title : **Teaching Grammar and Vocabulary**

Objectives : The objectives of this course unit are to,

- familiarize students with teaching methodologies of grammar and vocabulary in the classroom.
- provide opportunities for the students to explore teaching grammar and vocabulary techniques.
- create space for students, to engage in hands-on experiences in teaching grammar and vocabulary.
- deepen their knowledge and understanding of English language grammar and vocabulary.

Learning Outcomes:

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

- demonstrate their familiarity with the methodologies, approaches and techniques in teaching grammar and vocabulary.
- display their ability and skills in teaching grammar and vocabulary.
- apply their knowledge about the methodologies, approaches and techniques in teaching grammar and vocabulary.
- exhibit advanced knowledge and skills in the usage of grammar and vocabulary.

Course Content:

No.	Topic
01	Introduction
02	Deductive Approach
03	Inductive Approach
04	Eclectic Approach
05	Three-dimensional Approach
06	Stages of a grammar lesson
07	Vocabulary: Receptive and Productive vocabulary, Aspects of vocabulary to be taught, Criteria of selecting vocabulary; Vocabulary games and activities
08	Techniques in developing grammar and vocabulary
09	Stages of a vocabulary lesson
10	Hands-on experience in teaching grammar and vocabulary

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

Method of Evaluation:

Continuous Assessments : 40%

- Open book Assignments
- Group Project
- Presentations

End Semester Examination : 60%

Total : 100%

Recommended Reading:

- Celce-Murcia, M. & Larsen-Freeman, D. (1983). *The Grammar Book: An ESL/EFL Teacher's Course*. Rowley, MA: Newbury House.
- Crawford, W. J. (2013). *Teaching Grammar*: TESOL International Association.
- Christison, M. A., Christian, D., Duff, P. A., & Spada, N. (Eds.). (2015). *Teaching and Learning English Grammar: Research findings and future directions*. New York: Routledge.
- Gamage, K. G. S. & Dissanayake, P. (2008), *Discourse Analysis*. Sarasavi Publications, Sri Lanka.
- Lessard-Clouston, M. (2013). *Teaching vocabulary*: TESOL International Association.
- Nagasundaram, P. (2012). *Essential Grammar: A Reference Book for Teachers of English*. Boralesgamuwa: CRC Press.
- Simon Haines, S. (2020). *Learning to Teach Grammar: Teacher's Guide with DELTA*, Augmented Delta Teacher Education and Preparation , Delta Publishing by Klett.
- Thomson, A. J. & Martinet, A.V. (1986). *A Practical English Grammar*, 04th Edition Oxford University Press, Walton Street, Oxford OX2 6DP, New York.
- Truss, L. (2003) *Eats, Shoots & Leaves: The Zero-Tolerance Approach to Punctuation*. Gotham Books. Penguin Group, New york, USA.
- Walker, E. & Ellsworth, S. (2008). *Grammar Practice for Upper Intermediate Students*, Longman: USA.