

UNIVERSITY OF RUHUNA

Application for the Certificate Course in English (Revised)

1	Type of qualification (Certificate/ Advanced Certificate/Diploma)	Certificate
2.1	SLQ level (SLQL 1, 2 or 3)	SLQL1
2.2	NVQ level (if relevant)	NVQL 3
3.1	Mode of delivery – please state whether online(100%), blended (% online & % in person), or in person (100%)	In-person (100%)
3.2	Name of qualification	Certificate in English
3.3	Abbreviated name of the Qualification	Cert (English)
4.1	Faculty (proposer’s)	Humanities and Social Sciences
4.2	Department (proposer’s)	English Language Teaching
4.3	Other entities involved	N/A
4.4	To be offered by (whether DCEU or proposer’s faculty/department)	Department of English Language Teaching (DELT) and DCEU
4.5	Language(s) of delivery	English
5.	Background, need and justification (any supporting documents can be given as annexes)	
	<p>In this high-tech era, English Language competence is obviously a prerequisite for all types of employment and educational opportunities that have emerged in the spirit of globalization. The socio-economic environment has transformed in such a staggering way that every thinking individual feels compelled to acquire a decent command of English to enter the global academic and professional environments as those who lack such command will be at a grave disadvantage.</p> <p>In this context, the service rendered by the University of Ruhuna in terms of providing English language education for the people of the Southern Region in particular and the nation of Sri Lanka by and large has been curtailed by the absence of fully-fledged English courses. Therefore, the Department of English Language Teaching of the University of Ruhuna has designed the Certificate in English course to help beginner or elementary-level students of language learning to receive exposure to the English language and communication. The course curriculum is designed in such a way that it caters for the English language and communication requirements of the students to overcome the challenges in the academic and professional worlds. This course is the first step in the</p>	

	<p>pathway to achieving a higher qualification in the English language.</p> <p>In order to enhance the quality of the instruction offered, this course is designed to meet the Sri Lanka Qualification Framework (SLQF) standards. The students who successfully complete this course are qualified to proceed to the 2nd level of SLQF and the 4th level in the NVQF, which is the Advanced Certificate in English. Additionally, this course promotes lifelong learning, adds value to their professional life, and contributes thereby to the social and economic development of the country.</p> <p>The course contains four modules: Reading, Writing, Listening and Speaking. The objectives of the proposed course are to: enable students to engage in simple conversations in day-to-day communicative contexts; improve fluency in reading and comprehension of short texts with basic sentence structures; develop reading strategies such as scanning, skimming and guessing skills and make students competent in writing short descriptions, notices, memos, forms etc.; make students competent in listening to short texts, songs, stories and day to day conversations and interpreting them; and enable students to use basic grammar structures accurately.</p>
6.1	Entry requirements
	<p>Completion of junior secondary level, which is Grade 9 or an equivalent,</p> <p>OR</p> <p>Completion of primary education and certified work experience equivalent to a minimum period of two years in a particular field may also be considered as an equivalent qualification for admission to SLQF level 1 provided that the applicant is at least 16 years of age</p> <p>AND</p> <p>Obtain the required pass mark decided by the DELT at the Placement Test.</p>
6.2	Selection procedure
	<p>The Distance and Continuing Education Unit of the University of Ruhuna invites applications for registration of students at the beginning of an academic year through advertisements. Upon registration, applicants are expected to take the placement test and the number of students enrolled for the course in a given academic year is determined by the Department of English Language Teaching (DELT), University of Ruhuna based on candidates' performance at the placement test.</p>
7.	Qualification attributes (Please refer to K-SAM model in SLQF handbook and state which attributes you expect students to achieve at the completion of the course)

	<p>Upon successful completion of the course, the candidates will be able to:</p> <ul style="list-style-type: none"> ▪ recognize cohesive devices in written language. ▪ describe a process at an efficient rate of speed. ▪ recognize word classes, lexical patterns and rules. ▪ infer context that is not explicit by using background knowledge. ▪ write short descriptions of different genres. ▪ distinguish communication strategies used by speakers in day-to-day conversations. ▪ demonstrate language functions. 																																												
8.1	Volume of learning in terms of credits (certificate – 10, Adv. Certificate – 15, Diploma – 30)	10 credits																																											
8.2	Course structure (please fill the tabular format given below)																																												
	<p>Indicate core (C)/optional or elective (O) course units/modules appropriately. Indicate course units/modules that are conducted jointly with other programmes.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Semester/ (Months or Weeks)</th> <th>Module Code</th> <th>Module name</th> <th>Credit Value</th> <th>Core (C)/ Optional (O)</th> <th>Hour allocation (T/P/IL)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>CEN1112</td> <td>Reading</td> <td>2</td> <td>C</td> <td>15 (Theory)+ 30 (Practical)+ 55 (independent learning)</td> </tr> <tr> <td>2</td> <td>1</td> <td>CEN1123</td> <td>Writing</td> <td>3</td> <td>C</td> <td>30 (Theory)+ 30 (Practical) + 90 (independent learning)</td> </tr> <tr> <td>3</td> <td>1</td> <td>CEN1132</td> <td>Listening</td> <td>2</td> <td>C</td> <td>15 (Theory)+ 30 (Practical) + 55 (independent learning)</td> </tr> <tr> <td>4</td> <td>1</td> <td>CEN1143</td> <td>Speaking</td> <td>3</td> <td>C</td> <td>15 (Theory)+ 60 (Practical) + 75 (independent learning)</td> </tr> <tr> <td colspan="4">Total</td> <td>10</td> <td>C</td> <td>75 (Theory) + 150 (Practical) + 275 (Independent Learning)</td> </tr> </tbody> </table>			No.	Semester/ (Months or Weeks)	Module Code	Module name	Credit Value	Core (C)/ Optional (O)	Hour allocation (T/P/IL)	1	1	CEN1112	Reading	2	C	15 (Theory)+ 30 (Practical)+ 55 (independent learning)	2	1	CEN1123	Writing	3	C	30 (Theory)+ 30 (Practical) + 90 (independent learning)	3	1	CEN1132	Listening	2	C	15 (Theory)+ 30 (Practical) + 55 (independent learning)	4	1	CEN1143	Speaking	3	C	15 (Theory)+ 60 (Practical) + 75 (independent learning)	Total				10	C	75 (Theory) + 150 (Practical) + 275 (Independent Learning)
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8.3	Teaching panel																																												
	Name	Qualification	Affiliation (Department/university)																																										
	Samaraweera, S.G.S. (Dr.)	PhD in Education, PhD in	Senior Lecturer, Department of English Language Teaching																																										

		Applied Linguistics, MPhil, MA, BA	
	Nishantha, K.S.G.S. (Mr.)	PhD (Reading), MPhil, MA in Applied Linguistics - TESL, MA in Linguistics, BA	Senior Lecturer, Department of English Language Teaching
	Gamage, I. (Mrs.)	PhD (Reading), MPhil, MA, BA	Senior Lecturer, Department of English Language Teaching
	Gunawardane, R. (Mr.)	PhD (Reading), MPhil, MA, BA	Senior Lecturer, Department of English Language Teaching
	Molagoda, H.M.T.M.H. (Ms.)	MA, BA	Lecturer, Department of English Language Teaching
	AnushikaKariyawasam (Ms.)	PhD (Reading), MA, BA, PGDP	Lecturer (Probationary), Department of English Language Teaching
	HemanthiHidellaarachchi (Ms.)	PhD (Reading), MA, BA, PGDP	Lecturer (Probationary), Department of English Language Teaching
	Batuwatta, S. (Ms.)	MA, BA	Instructor in English, Department of English Language Teaching
	Jayawardhana, R.A.W.D. (Ms.)	MA, BA, TESOL	Instructor in English, Department of English Language Teaching
	Samarawickrama, P.P. (Ms.)	MA, MHRM, BA, CELTA (Reading)	Instructor in English, Department of English Language Teaching
	Pushpananda, S.T.W.M. (Ms.)	MA in English Studies (Reading), MA in Linguistics, BA, CELTA	Instructor in English, Department of English Language Teaching
	Dahanayake, C.A. (Ms.)	MA in TESL (Reading), MA in International Relations, BA	Instructor in English, Department of English Language Teaching
	Jayarathna, G.A.R.C. (Ms.)	MA (Reading), BA, CELTA	Instructor in English, Department of English Language Teaching
	Anupama, D.S. (Ms.)	MA, BA	Instructor in English, Department of English Language Teaching
	Piyumi, S.H. (Ms.)	MA (Reading), BA	Instructor in English, Department of English Language Teaching
8.4	Evaluation procedures (Please indicate Assessment components, range of weightages, grading schemes, equations applicable – may change the table format as required)		

		Assessment components		CEN 1112	CEN 1123	CEN 1132	CEN 1143
				Theory and Practical	Percentage (%)	60	60
	Time Allocation (H)	1	2	1	2		
Continuous Assessment	Percentage (%)	40	40	40	40		
	Time Allocation (H)						
8.5	Conditions for the award of qualification and academic concessions.						

Total marks obtained in respect of each course module will be graded according to the following grading scheme.

Marks (%)	Grade	GPA
85- 100	A+	4.00
70-84	A	4.00
65-69	A-	3.70
60-64	B+	3.30
55-59	B	3.00
50-54	B-	2.70
45-49	C+	2.30
40-44	C	2.00
35-39	C-	1.70
30-34	D+	1.30
25-29	D	1.00
0-24	E	0.00
-	E*	

Not applied/Absent without accepted reason(s)/Not Eligible	E*
Accepted Medical Certificate	MC
Results withheld	WH

A student registered for the course will be awarded Certificate Course in English' with the grading based on the overall marks obtained for all the course modules according to the following grading system.

Level of Achievement	Range of Avg. Mark
Distinction	Avg. Mark \geq 80%
Merit pass	70% \leq Avg. Mark $<$ 80%
Pass	40% \leq Avg. Mark $<$ 70%
Fail	Avg. Mark $<$ 40%

8.6 Progression opportunities

A candidate who successfully completes the certificate course is qualified to proceed to the 2nd level of SLQF in the same or a related subject.

8.7 Physical facilities available

Adequate physical resources, including lecture halls and teaching and learning aids, are available at the department and the faculty level.

8.8 Module information sheets (please use following table format to give necessary details for each course unit/module – not as annexes)

Module 01					
Module/ Course unit code	ECN1112	Module/course unit Name	Reading		
Credits	2				
GPA/NGPA	GPA	Theory(hr)(total)	15	Practical(hr)(total)	30
		Theory (Hours/week)	1	Practical (Hours/week)	2
Prerequisites	None	Assignments(hr) (total)	-	Independent Learning(hr)(total)	55
Module Aim		This module aims to enhance students' basic reading comprehension skills in English.			
Module Learning Outcomes		At the completion of the module, the student will be able to: LO-1: identify cohesive devices in written language. LO-2: recognize word classes, lexical patterns and rules. LO-3: apply reading strategies such as scanning, skimming and guessing skills.			
Module Outline		<ul style="list-style-type: none"> ▪ Reading advertisements/notices ▪ Reading and understanding a simple process/manual ▪ Reading passages of a basic level of difficulty consisting of about 200 words ▪ Identification and use of basic punctuation marks 			
Marks Allocation (% values for each component)		Continuous Assessments - 40% (Reading comprehension 01, Reading comprehension 02) End Assessment - 60%			
Eligibility requirements to Appear for End Semester Evaluation, if applicable		A minimum participation of 60% for the teaching activities and completion of the continuous assessments			
Necessary Conditions to pass the module		Obtain a minimum of 40% of the final evaluation, including continuous assessments and end examination			

Recommended Readings	<ul style="list-style-type: none"> Cooper, R. (2015). <i>Reading comprehension: beginners' techniques for how to improve your reading comprehension, reading skills, and speed reading fast!</i> Create space Independent Publishing Platform. West, C. (2011). <i>Reading techniques</i>. Cambridge University Press.
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Module 02

Module/ Course unit code	CEN1123	Module/course unit Name	Writing		
Credits	3				
GPA/NGPA	GPA	Theory(hr)(total)	30	Practical(hr)(total)	30
		Theory (Hours/week)	2	Practical (Hours/week)	2
Prerequisites	None	Assignments(hr) (total)	-	Independent Learning(hr)(total)	90
Module Aim	This module aims to enhance students' basic writing skills in English.				
Module Learning Outcomes	At the completion of the module, the student will be able to: LO-1: identify elements of writing. LO-2: demonstrate cohesive devices in written discourses. LO-3: formulate paragraphs. LO-4: develop coherence and cohesion in writing. LO-5: produce short texts of different genres. LO-6: describe people and places.				
Module Outline	<ul style="list-style-type: none"> Describing people, places, objects, and emotions Sentence types Narrative and descriptive paragraph writing Writing short messages, notices, and instructions Writing e-mails 				
Marks Allocation (% values for each component)	Continuous Assessments - 40% (Sentence construction, Writing a paragraph) End Assessment - 60%				

Eligibility requirements to Appear for End Semester Evaluation, if applicable	A minimum participation of 60% for the teaching activities and completion of the continuous assessments
Necessary Conditions to pass the module	Obtain a minimum of 40% of the final evaluation, including continuous assessments and end examination
Recommended Readings	<ul style="list-style-type: none"> Books, H. (2019). <i>Writing Sentences Workbook: How to Write Sentences People Love to Read!</i> Eastwood, J. (2003). <i>Oxford practice grammar</i>. Oxford University Press.

Module 03

Module/ Course unit code	CEN1132	Module/course unit Name	Listening		
Credits	2				
GPA/NGPA	GPA	Theory(hr)(total)	15	Practical(hr)(total)	30
		Theory (Hours/week)	1	Practical (Hours/week)	2
Prerequisites	None	Assignments(hr) (total)	-	Independent Learning(hr)(total)	55
Module Aim		This module aims to develop student's basic listening skills in English.			
Module Learning Outcomes		At the completion of the module, the student will be able to: LO-1: identify elements of listening skills. LO-2: categorize different spoken texts. LO-3: differentiate specific pieces of information such as dates and names.			
Module Outline		<ul style="list-style-type: none"> Listening to and understanding simple conversations and dialogues Listening to and understanding instructions and directions Listening to and understanding English songs Listening to and understanding The Moth: the art and craft of storytelling 			

Marks Allocation (% values for each component)	Continuous Assessments - 40% (Gap filling, Completing notes and tables) End Assessment - 60%
Eligibility requirements to Appear for End Semester Evaluation, if applicable	A minimum participation of 60% for the teaching activities; and successful completion of the continuous assessments
Necessary Conditions to pass the module	Obtain a minimum of 40% of the final evaluation, including continuous assessments and end examination
Recommended Readings	<ul style="list-style-type: none"> Brown, S., & Dorolyn Smith. (2007). <i>Active listening. Level 1</i>. Cambridge University Press. Richards, J. C., & Trew, G. (2011). <i>Basic tactics for listening</i>. Oxford University Press.

Module 04

Module/ Course unit code	CEN1143	Module/course unit Name	Speaking		
Credits	3				
GPA/NGPA	GPA	Theory(hr)(total)	15	Practical(hr)(total)	60
		Theory (Hours/week)	1	Practical (Hours/week)	3
Prerequisites	None	Assignments(hr) (total)	-	Independent Learning(hr)(total)	75
Module Aim		This module aims to develop students' speaking skills in English.			
Module Learning Outcomes		At the completion of the module, the student will be able to: LO-1: identify connectives and discourse markers. LO-2: use vocabulary with limited flexibility. LO-3: distinguish communication strategies used by speakers in-day-today conversations. LO-4: demonstrate language functions. LO-5: produce simple speech effectively. LO-6: produce basic sentence forms with reasonable accuracy.			

Module Outline	<ul style="list-style-type: none"> ▪ Introducing oneself and others ▪ Making short speeches ▪ Giving directions ▪ Taking part in conversations
Marks Allocation (% values for each component)	<p>Continuous Assessments - 40% (Introducing oneself, Delivering a prepared speech)</p> <p>End Assessment - 60%</p>
Eligibility requirements to Appear for End Semester Evaluation, if applicable	<p>A minimum participation of 60% for the teaching activities; and successful completion of the continuous assessments</p>
Necessary Conditions to pass the module	<p>Obtain a minimum of 40% of the final evaluation, including continuous assessments and end examination</p>
Recommended Readings	<ul style="list-style-type: none"> • Kenny, T. (2011). <i>Nice talking with you level 2 students book</i>. Cambridge University Press. • Yates, J. (2012). <i>Practice Makes Perfect English Conversation</i>. McGraw Hill Professional.