



PGIE

Postgraduate Institute
of English

MA IN TEACHING ENGLISH
AS A SECOND LANGUAGE

Student Handbook

2021/2022

Master of Arts in Teaching English as a Second Language (MA TESL)

With PGDip and MTESL Exit Options

2021/22

The Postgraduate Institute of English

The Open University of Sri Lanka



Vision

To be the leader in postgraduate education and research in English studies and education in Sri Lanka, renowned for creative and contextually responsive initiatives which are sensitive to local and global imperatives and trends.

Mission

To provide opportunities for postgraduate level study, research, teacher education, innovation and excellence in scholarship in English language studies and literature, through self-directed and self-paced learning and to direct and lead English studies at the national level.

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1. Introduction

1.1 Postgraduate Institute of English (PGIE)

The Postgraduate Institute for English (PGIE) is an institute affiliated to the Open University of Sri Lanka (OUSL). The PGIE was established by the University Grants Commission in 2005. It is an independent institute dedicated to the development of programmes of study in English at the Postgraduate level.

Currently, the PGIE offers programmes leading to Postgraduate Diplomas (PGDip), Master's degrees (MA), Master of Philosophy (MPhil) and Doctor of Philosophy (PhD). Master's degrees are offered in Teaching English as a Second Language (TESL) and Teaching Literature in a Second Language Context (TLSC). Both these programmes offer an exit option with a postgraduate diploma (PGDip). The newly restructured MA TESL for which you are registering also offers a very unique and new option of exiting with a masters by coursework (MTESL).

In addition to the two Master's degree programmes, the PGIE recently launched two Postgraduate Diplomas (PGDip) in Bilingual Education (BE) and Professional Practice in English (PPE). These are one-year postgraduate diplomas which are completely coursework based. In addition to coursework, the PGDip in BE comprises a fully-fledged teaching practicum.

In addition to these programmes, the PGIE offers a range of short courses in research methodology and academic writing, analyzing qualitative data, teaching English literature for GCE Ordinary Level and GCE Advanced Level and critical literary reading skills.

As the PGIE is affiliated to the Open University of Sri Lanka, courses are delivered in the Open Distance learning (ODL) mode. This allows students the flexibility to study the course material provided by the PGIE at their own pace and engage with them deeply during the day schools (discussion classes). This process has been made even easier after the PGIE moved its instruction online due to the Covid-19 pandemic. Currently, most of our programmes are offered through a Learning Management System (LMS). This has facilitated the teaching-learning and the assessment process by allowing students to continue with their academic work without interruption.

1.2 The Open University of Sri Lanka

The Open University of Sri Lanka (OUSL) established in 1980, is constituted under the Universities Act No. 16 of 1978 and has the same legal and academic status as any other national university in Sri Lanka.

The academic programs of the university are offered in the Distance Education mode and have been designed to enable persons aged 18 and over to pursue courses leading to Certificates, Diplomas, Degrees and Postgraduate Degrees in their own time, at their own pace and in their own homes.

The Head Office and the Colombo Regional Centre of the Open University are situated in Nawala and are easily accessible. The PGIE building is located at the main OUSL premises in Nawala.

1.3 Programmes of Study at the OUSL

In the OUSL vocabulary, a *programme of study* consists of a combination of compulsory and optional courses. These programmes of study lead to Certificates, Diplomas, Degrees and Postgraduate Diplomas and Degrees. The specific programmes of study in English offered by the OUSL at present are as follows.

- | | | |
|---|---|------------------------------|
| 1. Foundation Programmes | } | Dept. of
Language Studies |
| 2. Certificate Programmes | | |
| 3. Diploma Programmes | | |
| 4. Bachelor's Degree Programmes | | |
| 5. Postgraduate Certificates | } | PGIE |
| 6. Postgraduate Diplomas | | |
| 7. Postgraduate Degrees – Masters, MPhil, PhD | | |
| 8. Short Continuing Professional Education Programmes | | |

2. Master of Arts in Teaching English as a Second Language (MA TESL)

The Master of Arts in Teaching English as a Second Language [MA(TESL)], which commenced in 2005, was the first English Language Teaching (ELT) postgraduate qualification to be offered within the Sri Lankan university system. Over the years the MA(TESL) has provided theoretical and practical impetus to ELT practitioners in a wide range of contexts ranging from English lecturers in the state and non-state university system to teachers at primary and secondary levels in state and non-state schools. The program has also produced a rich body of research on authentic teaching and learning in diverse contexts in Sri Lanka.

2.1 Programme overview

The newly restructured MA TESL which is offered from the 2020/21 academic year is a nested programme offered at three levels: Master of Arts in TESL [MA(TESL)], Master of TESL [M(TESL)] and Postgraduate Diploma in TESL [PGD(TESL)]. Of these, the MA(TESL) retains the research-oriented focus of the original MA(TESL) but with greater emphasis on bridging theory and practice. M(TESL) is a more professionally oriented Master's level qualification by coursework for ELT practitioners who require the theoretical and hands-on practical exposure to teaching English as a second language without an explicit research focus. The PGD(TESL) allows a flexible option for those who seek professional development and certification in ELT. Table 1 below provides an overview of the nested program structure with the exit points, course names/codes, credit weightage, and duration.

Table 1: Programme Overview with Exit Points

DURATION		COURSE CODE	COURSE NAME	CREDITS	
2 YEARS	1 YEAR	1 YEAR	PGP8201	Philosophical and Sociological Bases of Education	2
			PGP8202	Educational Psychology	2
			PGP9404	Applied Linguistics	4
			PGP8312	Methodology in Language Teaching	3
			PGP9302	Curriculum Design and Material Development	3
			PGP9303	Assessment and Evaluation for English as a Second Language	3
			PGP8503	Teaching Practicum	5
				OPTIONAL COURSES (Only one course is offered)	
			PGP8313	Technology in English Language Teaching	3
			PGP8314	Teacher Professional Development, Mentoring and Supervision	3
			PGP8315	Introduction to Second Language Syntax	3
			PGP8316	Literature in the ELT Context	3
				PGDTESL	25
				ELECTIVES (Only one course is offered)	
			PGP9502	Sociolinguistic Context of Teaching English as a Second Language	5
			PGP9503	Psycholinguistic Context of Teaching English as a Second Language	5
	MTESL	30			
	PGPA402	Advanced Research Communication	4		
	PGPA602	Research Methodology	6		
	PGPAK02	Dissertation	20		
		MATESL EXIT	60		

2.1.1 Postgraduate Diploma in Teaching English as a Second Language [PGD(TESL)]

The Postgraduate Diploma in Teaching English as a Second Language [PGD(TESL)] is available as a flexible exit option within the Master of Arts in Teaching English as a Second Language [MA(TESL)] program. The PGD(TESL) is geared towards practitioners who require the skills and theoretical knowledge for practice-oriented professional growth and is an initial postgraduate qualification that can lead to further professional certification.

The programme aims to develop the theoretical knowledge and practical skills of English language teachers so that they can become practitioners who are well versed in current thought and practice in language teaching. The programme aims to develop teachers' critical awareness of the current issues and trends in teaching and learning a second language so they are able to apply this knowledge creatively to plan and implement tasks in a professional manner to make teaching and learning more effective. The diploma is designed to help teachers become reflective practitioners who can deal with the day-to-day challenges of teaching English as well as plan for a mid to long-term career as an English teacher.

This is a one-year program that has three clusters. During the first two clusters, the students will take 7 courses which consist of 6 mandatory courses and 1 elective. The students are assessed through continuous assessments and a final project/examination for each course. During the third cluster, students will complete their teaching practicum and compile their teaching portfolios.

2.1.2 Master of Teaching English as a Second Language (MTESL)

The Master of Teaching English as a Second Language [M(TESL)] is available as a flexible exit option within the Master of Arts in Teaching English as a Second Language [MA(TESL)] program. The M(TESL) is geared towards practitioners who require the skills and theoretical knowledge for practice-oriented professional growth.

This taught Master's degree is designed for the professional development of educators. Though not confined to classroom-based ELT practitioners, this degree can be beneficial for teacher educators and administrators working in a range of state, private and informal settings. It aims to develop students' disciplinary knowledge in the larger field of second language teaching and learning. The students are introduced to second language teaching methodologies, so they develop the confidence to review and analyse issues related to teaching English as a second language and implement these teaching methodologies critically in a range of classroom scenarios in a meaningful manner.

The M(TESL) provides you with the knowledge and skills to quickly adapt to the fast changing needs in ELT education – for instance, in adapting your personal teaching practice to changes in local or international curricula and also in making larger institutional changes if you are in educational administration.

This is a one-year programme that consists of three clusters. Students take 8 courses which consist of 6 core courses, 1 optional course and 1 elective. The students are assessed through continuous assessments and a final project/examination for each course. During the third cluster, the students will complete their teaching practicum and compile their reflective teaching portfolios.

2.1.3. Master of Arts in Teaching English as a Second Language [MA(TESL)]

This two-year research Master's degree is designed to offer a balanced emphasis on theory, research and practice in second language education. It aims to provide an understanding of the theory and practice of teaching and learning languages with a specific focus on English as a second language while at the same time focusing on professional aspects of being an educator.

This programme has a solid emphasis on disciplinary knowledge in the larger field of second language teaching and learning, and provides the skills and the intellectual space to critically engage with theories of language learning and teaching. The programme also allows educators to critically evaluate teaching methodologies and their application in their own teaching contexts, so they can develop the confidence to review and analyze issues related to teaching English as a second language and implement these teaching methodologies critically to a range of classroom scenarios.

The MA(TESL) also introduces students to a range of qualitative, quantitative and mixed approaches to conducting research so they can identify informed solutions to existing pedagogical challenges and contribute to the existing TESL knowledge base. This research degree also provides students with the knowledge, skills and confidence to proceed to a higher degree.

This two-year Master's degree consists of four clusters. During the first year, the students take 8 courses which include an optional course, an elective and a teaching practicum and a reflective teaching portfolio. In the second year, the students take comprehensive research methodology and communication courses which lead to their independent research work and dissertation. Students are assessed through continuous assessments which can consist of presentations, response papers, small research projects, and final projects/examinations for each course.

2.2 Programme Delivery

The PGIE offers its courses through the Open Distant Learning (ODL) mode. This includes the following courses with the assistance of study materials provided by the Institute as well as day schools (or discussion classes). The PGIE uses Google Classroom as its Learning Management System. Students will be enrolled to Google Classrooms with an official email address provided by the PGIE. **It is important to note that all correspondence relating to class schedules, course materials, assignments and any other notices will be sent to this email address after your registration is complete.**

Day schools: Typically, a day school is a 3-hour face to face session that takes place at the PGIE over weekends and Friday afternoons. However, after the Covid-19 pandemic, the PGIE has moved its instruction online. As a result, this year's Cluster 1 lectures will be delivered online. If the situation in the country improves, face to face day schools will be held.

The teaching methodologies will also include guest lectures/video presentations and discussion classes.

Study materials: The materials the PGIE provides are presented in a student friendly manner and includes carefully designed self-study activities that will help develop students' knowledge and independent study skills. Adopting the university's green policy, the PGIE will provide all the material electronically via its Learning Management System. The study material will be supplemented with interactive multimedia material, additional readings and online activities.

Assessments: During the programme, the students will complete a series of continuous assessments and final evaluations. Most of these assessments are projects that provide students the opportunity to engage with theories and concepts and explore their practical implications in creative and innovative ways. The PGIE's evaluation process will be discussed in detail later on in the handbook.

2.3 Course Profiles

All students registered for the MA TESL take a range of courses. Each course is assigned a credit weightage. One credit is considered equivalent to 50 notional learning hours in a taught course. The notional learning hours include direct contact hours with lecturers, time spent in self-learning, preparation for assignments, carrying out assignments and assessments. Credits are earned by students after successful completion of assigned work and obtaining the minimum required grades in assessments.

A brief overview of the courses offered for the MA TESL is provided below.

CLUSTER 1

PGP8201 Philosophical and Sociological Bases of Education	Ⓐ This foundational course aims to provide the participants with necessary knowledge and competencies to engage in the teaching/learning process with a holistic appreciation of the philosophical and sociological underpinnings of education.
PGP8202 Educational Psychology	Ⓐ This foundational course aims to develop professional competencies and attitudes of practitioners to facilitate student development and learning through critically evaluating, analyzing, and applying core psychological theories and current research in their educational practices.
PGP9404 Applied Linguistics	Ⓐ This course aims to provide students with a comprehensive introduction to key theories in Applied Linguistics. It attempts to enable students to become informed practitioners of ELT through the critical evaluation of theories and possible links between theories and practices using examples drawn from different ELT contexts in Sri Lanka and elsewhere.
PGP8312 Methodology in Language Teaching	Ⓐ This course aims to introduce English Language Teaching (ELT) practitioners to the theoretical and pedagogical aspects of teaching English in a second language context. It encourages students to explore the relationship between second language acquisition theory and research on the one hand and actual classroom teaching and ideologies surrounding teaching English in a second language context on the other. Moreover, it provides the learners with a contextualized theoretical understanding of local as well as international trends in language teaching.

CLUSTER 2

PGP9302 Curriculum Design and Material Development

- ① This course provides an understanding of key concepts and approaches to curriculum design while establishing a foundational knowledge in material development and adaptation. It aims to supply students with skills in approaching curriculum design, needs analysis, setting goals and objectives for syllabus, material selection and development as well as critical approaches to said curriculum and material.

PGP9303 Assessment and Evaluation for English as a Second Language

- ① This course aims to provide a sound working knowledge of assessment and evaluation required for effective English language teaching. It provides learners with the skills to examine research/literature in English language assessments to understand the principles, the theoretical aspects and the approaches to assessing performance in English language.

PGP8503 Teaching Practicum

- ① This course applies course content to real-life teaching-learning situations and thereby strengthens theoretically informed pedagogical practice. It provides an opportunity for student teachers to engage in a practicum while working with a mentor to further their professional practice and experience. This course will also provide the skills necessary to develop well organized and theoretically informed lesson plans that are rich in content and leads to the development of a teaching portfolio.

Optional courses (the students will take ONE of the following)

PGP8313 Technology in English Language Teaching

- Ⓐ This course provides the students with an understanding of the role of technology in ELT and allows them to develop a critical awareness of theories, debates and research in the field of technology in ELT. It provides them with the knowledge and skills in the use of appropriate technologies in ELT to enhance English language teaching and learning in the Sri Lankan context

PGP8314 Teacher Professional Development, Mentoring and Supervision

- Ⓐ This course aims to equip teacher educators and teachers with strategies and competencies necessary for personal and professional growth through appropriate goal setting, reflection, collaboration and collegiality.

PGP8315 Introduction to Second Language Syntax

- Ⓐ This course provides a brief description of the second language (L2) learner's interlanguage grammar, with a particular focus on L2 morphology, syntax, lexicon-syntax interface and syntax-semantics interface. It introduces the students to the kinds of structure L2 learners internalize, the content of their interlanguage grammar, and the resulting changes that happen in structure.

PGP8316 Literature in the ELT Context

- Ⓐ This course introduces the students to the pedagogical debates, the theoretical approaches as well as practical ways of using literary texts in language classrooms. It allows students to engage with a range of theoretical as well as empirical studies that will assist them to critically think about some of the issues and debates that have arisen on this subject.

CLUSTER 3

ELECTIVE (STUDENTS WILL TAKE ONE OF THE FOLLOWING)

- | | | |
|--|---|---|
| PGP9502 Sociolinguistic Context of Teaching English as a Second Language | @ | This elective introduces sociolinguistic concepts and principles and broadens the horizons of second language acquisition and explores the social functions of language. It provides opportunities for students to discuss variationist and constructivist approaches to language and society and encourage learners to undertake research in sociolinguistics |
| PGP9503 Psycholinguistic Context of Teaching English as a Second Language | @ | This elective provides a sound understanding of how languages are acquired and the factors that impinge on the learning of a second language at different ages. It aims to develop sensitivity to the psychological complexities that shape language learning thereby allow students to become informed practitioners as curriculum planners, lesson writers, teacher trainers, teachers and researchers. |

CLUSTER 4

- | | | |
|--|---|--|
| PGPA402 Advanced Research Communication | @ | The research communication course aims to equip students with the skills required to effectively synthesize and communicate research at a postgraduate level. It teaches students how to plan and implement an effective writing plan for advanced research communication such as a dissertation or publication in a refereed journal. |
| PGPA602 Research Methodology | @ | This course is aimed at providing students with a foundational knowledge in research methodology. It provides an introduction to qualitative, quantitative and mixed approaches to language teaching research and introduces students to the nature, principals, and ethics of doing research in language teaching and learning contexts. It directs students to examine a range of research paradigms which allow them to carry out research in a critically informed manner. |
| PGPAK02 Dissertation | @ | This 20-credit course consists of the students' independent research which culminates in a dissertation. It aims to develop the student's capacity to identify and independently pursue research in order to respond to professional and pedagogical issues which are of personal, institutional or national relevance. Planning and executing a research study will help students develop a critical awareness of current issues and recent developments in the field of study/ professional practice relating to the teaching of English language. |

3. Evaluation

Assessment is a key aspect of the programme of study. The students following the programme will engage in a series of continuous assessments (CAs) and Final Evaluations (FEs). Completing assignments and getting good grades is important as they determine whether the student can progress from the postgraduate diploma to a Master of TESL (by coursework) and on to a Master of Arts in TESL (with a dissertation).

3.1 Continuous Assessment (CA) and Final Evaluation (FE)

A student's progress is assessed continuously throughout the course by CAs during the course and a FE at the end of the course. Assignments can take the forms of presentations, projects, reflections, literature reviews, open-book tests, exams, essays, poster presentations, etc. While students attempt most assignments individually, they might also be asked to do pair or group projects as well. Depending on the course, the assignments might be a test or a presentation that takes place in class or a take-home assignment which the students need to submit on a particular due date.

The grades you receive for the CAs account for 40% of the Final Grade, and your FE grade contributes 60%.

$$\text{Final Grade} = 40\% \text{ CA} + 60\% \text{ FE}$$

While all courses include a Final Evaluation, the number of continuous assessments (CAs) for each course depends on the credit weight of each course. The number of CAs for each course is provided below in table 2.

Table 2: Number of Continuous Assessments (CAs)

COURSE CODE	COURSE NAME	Number of CAs
PGP8201	Philosophical and Sociological Bases of Education	1
PGP8202	Educational Psychology	1
PGP9404	Applied Linguistics	2
PGP8312	Methodology in Language Teaching	1
PGP9302	Curriculum Design and Material Development	1
PGP9303	Assessment and Evaluation for English as a Second Language	1
PGP8503	Teaching Practicum	2
	<i>OPTIONAL COURSES (Only one course is offered)</i>	
PGP8313	Technology in English Language Teaching	1
PGP8314	Teacher Professional Development, Mentoring and Supervision	1
PGP8315	Introduction to Second Language Syntax	1
PGP8316	Literature in the ELT Context	1
	<i>ELECTIVES (Only one course is offered)</i>	
PGP9502	Sociolinguistic Context of Teaching English as a Second Language	2
PGP9503	Psycholinguistic Context of Teaching English as a Second Language	2
PGPA402	Advanced Research Communication	1
PGPA602	Research Methodology	2

The overall assessment mark (Z%) of a student in respect of any course shall be based on the continuous assessment mark (X%) and the mark obtained at the final evaluation (Y%). The final overall mark (Z%) of a student in respect of any course shall be computed as follows:

if $X \geq 40$ and $Y \geq 40$, then $Z = (0.4 X + 0.6Y)$

if $X \geq 40$ and $Y < 40$, then $Z = Y$

if $X < 40$ then $Z = F$ (Fail)

Table 3: Marks and Grade Distribution

Range of Marks	Grade	Grade Point Value
≥ 85	A ⁺	4.00
80 – 84	A	4.00
75 – 79	A ⁻	3.70
70 – 74	B ⁺	3.30
65 – 69	B	3.00
60 – 64	B ⁻	2.70
55 – 59	C ⁺	2.30
50 – 54	C	2.00
45 -49	C ⁻	1.70
40 – 44	D ⁺	1.30
35 – 39	D	1.00
< 35	E	0.00

A⁺, A, A⁻, B⁺, B, B⁻, C⁺ and C constitute pass grades. A student who is awarded a C⁻, D⁺, D, E, or F grade cannot count that course towards his/her credit requirements unless she/he completes the Final Evaluation component on a subsequent occasion and obtains a C grade.

3.2 Eligibility

The **eligibility** to proceed to the end-of-course Final Evaluation is based on obtaining the required mark in the continuous assessment component of the course. A student will gain eligibility to complete the Final Evaluation (FE) component in respect of any course if they have received a mark greater than 50 for the continuous assessment component relating to that course.

From 1st January 2010, the OUSL Senate has decided that the eligibility mark for a course will be valid for a period of 2 subsequent years after gaining eligibility only.

- Students unable to obtain eligibility to sit the final evaluation for a course will have to re-register for that course, and repeat the assignments.
- Students who have obtained eligibility but are unsuccessful at the final evaluation for a course may re-attempt the final evaluation as re-sit candidates. Such candidates need not obtain eligibility for that course again.
- Students who have obtained eligibility but choose not to sit the FE will not be considered re-sit candidates when they attempt the FE in a subsequent year.
 - Such students are required to inform the SAR/PGIE in writing of their decision to defer the FE.
 - Further, when a student wishes to take a deferred FE, she/he must inform the SAR/PGIE in writing of the intention to do so at the beginning of the relevant academic year.

A student who either repeats a course (either a Continuous Assessments or a Final Evaluation) shall be deemed to have obtained a mark, which is not higher than 50 and a grade not higher than C.

3.3 Assignment Submission

All CAs and FEs will be sent to you through the Google Classroom. You will use the Google class to submit your answer scripts. In the case of take-home assignments and projects, please refer to the instructions below (in case the assignment takes an alternative format, instructions will be provided).

- i. CAs and FEs should be submitted through Google Classroom. Each course has a dedicated Google Classroom.

- ii. The assignment/ final project soft copy should be in MS Word format. You should use the following format to name your CA/FE document –
 “Course Code-CA Number-Student registration number” (avoiding spaces in between)
 e.g. 8307-CA01-18-D001.doc
 Any other type of file (e.g. PowerPoint) should be similarly named.
- iii. A hard copy of each CA/FE needs to be submitted **only** if requested.
- iv. Every CA/FE should be submitted with the prescribed cover page. The student’s name should not appear anywhere on the CA/FE.
- v. All CA/FEs must be word-processed, with 1.5 line spacing and 1-inch margins on all sides. The PGIE follows the American Psychological Association (APA) style and recommends 12 pt. Times New Roman font.
- vi. All CA/FEs must contain a References list in the APA, 7th Edition format.
- vii. All CAs/FEs should be proof-read. Grammar and spelling mistakes will be penalized.
- viii. All CAs/FEs **MUST** include a Copyright Page after the cover page. This Copyright Page **MUST** contain the following paragraph, your Registration Number and signature.

I certify that this assignment does not contain any material previously written or published by another person except where due reference is made in the text. I understand that punitive measures will be taken by the PGIE if plagiarized content is included

Signed

- ix. While you are strongly advised to submit all assignments by the deadline, CAs may be submitted during the **grace period** which is a period of one week after the due date. **However, such a CA would be awarded a maximum grade of B-.**
- x. Please also note that there will be no extensions for the deadline set for Final Evaluations (FEs). Please make every effort to submit your FEs on time.
- xi. The guidelines for the submission of the dissertation for PGPAK02 Dissertation will be provided separately for students who will be proceeding to the MA TESL.

3.4 Grade Point Average (GPA)

The Grade Point Average shall be the credit weighted mean of all the individual Grade Point Values (GPV) obtained by a candidate for the courses she/he has offered.

The Grade Point Average shall be computed as follows;

$$\text{GPA} = \frac{\sum_{i=1}^n (GPV_i)(CR_i)}{\sum_{i=1}^n (CR_i)}$$

where GPV = Grade Point Value of course i

CRi = credit rating of course i

The GPA shall be calculated to the second decimal place subject to a maximum of 4.00.

The GPA is calculated and used to decide the award of passes, merit passes and distinction passes (at the Diploma and MTESL levels) and to determine if the student can proceed from a postgraduate diploma to a Master of TESL and then to a Master of Arts in TESL.

A student needs to obtain a minimum of twenty-five (25) course credits of the Programme of Study with a GPA of 2.0 or above to be awarded the Postgraduate Diploma in Teaching English as a Second Language.

A student who wishes to exit with a PGD TESL can do so with a pass (with a minimum GPA of 2.0), a Merit (with a minimum GPA of 2.7) or a Distinction (with a minimum GPA of 3.3 or above).

Once a student has completed the 25 credits of the PGD TESL, they need to inform the Senior Assistant Registrar of the PGIE that they are proceeding to the MTESL.

When they have completed the 30 credits of the MTESL, they need to inform the Senior Assistant Registrar that they are proceeding to the MA TESL.

A student must maintain a minimum GPA of 2.7 or above for the 25 credits at the PGDip level to proceed to the MTESL and thereafter a minimum GPA of 2.7 for the 30 credits at the MTESL level to proceed to the MA TESL.

3.5 PGIE Plagiarism Policy

The PGIE adopts a stringent policy on plagiarism. Therefore, any form of plagiarism and improper academic collaboration will be penalized. For more information on plagiarism and how to avoid it, refer to www.plagiarism.org.

All the students registered at the PGIE will abide by the rules and Regulation to the examinations and studentship by the PGIE and the Open University of Sri Lanka.

4. Registration

Registration for any programme offered by the PGIE usually takes place at the PGIE, Nawala. However, adhering to the government's policy on Covid-19 prevention, this year's registration, orientation and counseling will take place online. Information on registering for the programme and joining the orientation will be emailed to students.

Upon registration, the students will be assigned a PGIE email address. It is imperative that it is activated and regularly checked as students will be sent updates, lecture schedules, assessments and their due dates, and other important information through this email account. Upon registration, the students will be given an orientation to Google Classroom, the LMS used by the PGIE. This will provide the students with an overview of how the Google Classroom is organized, how to access material, engage in online activities and discussion forums, receive and submit assignments, etc. All the students are strongly encouraged to join these orientation sessions as they will provide very useful information that will make the transition to online learning easy.

Registration also involves registering for individual courses. One of the unique benefits of studying at the OUSL is that it allows students to stagger their coursework or spread it over the duration of the programme of study. However, students who plan to exit the programme with the Postgraduate Diploma or the Master's by coursework are encouraged to complete the coursework during the first year of the programme.

Students are allowed to *withdraw from a course without an academic penalty up to a period of **one month** from the date of registration of core courses*. This period is called the **drop period**. Those who wish to drop a course need to inform the Senior Assistant Registrar/PGIE via email in advance.

5. Fee structure

It is imperative that students pay their fees on or before the due date. Once the payment is made, the bank-endorsed original receipts should be submitted to the PGIE and the student needs to get it recorded in their student record book. Student registration will be effective only if you follow the above instructions. Fees once paid will not be refunded. PGIE also retains the right to revise course fees.

The selected applicants are required to pay a sum of Rs. 63,400.00 as the first Installment, at the registration. The second Installment of Rs. 36,600.00 should be paid on the 5th month after the registration to the program. For a MTESL & MA in TESL student, the balances should also be paid in Installments at the second-year re-registration as per the payment details provided by the office.

In addition, registration fees and supplementary fees will be charged annually on renewal of registration. Table 4 provides an overview of the fees for the different programmes. You will be asked to make the payments in instalments.

Table 4: Fee Structure

Programme	Full course fee
Postgraduate Diploma in TESL	Rs. 100,000
Master of TESL	Rs. 120,000
Master of Arts in TESL	Rs. 200,000

Repeating students also need to pay the relevant course fee when they re-register for the relevant courses in the programme.

6. Facilities

All face-to-face lectures, meetings and discussions will take place at PGIE premises.

In case students have any concerns regarding the programme they are free to get in touch with the PGIE staff via email. The email addresses of all PGIE staff members are provided at the end of this document.

6.1 The OUSL Library

Upon registration, PGIE students get access to the OUSL library. This is located in the Colombo Regional Centre in Nawala. Due to the current health situation in the country, the library does not maintain regular work hours. You are encouraged to access the OUSL library website at <http://lib.ou.ac.lk/> to access its e-repository.

The students need to pay a library fee of Rs. 200/- and a refundable deposit of Rs. 5,000/- which will enable you to borrow 02 books up to a period of two weeks.

6.2 Food

Food can be purchased from the university canteens at reasonable prices. The canteen provides services both on week-days and week-ends. The students can also purchase from surrounding shops.

This may be affected by current Covid-19 regulations.

6.3 Temporary Residential Facilities

Dormitories are available for overnight stay at the OUSL on the payment of a concessionary fee. Students who wish to avail themselves of this facility are requested to contact the SAR/PGIE for further details.

This may be affected by current Covid-19 regulations.

7. Awards

Doric de Souza Gold Medal for Highest Achievement in MA TESL

Students who achieve an overall GPA of 3.7 or above for MA TESL coursework (40 credits) and their dissertation are nominated by one or more examiners become eligible for the “Doric de Souza Gold Medal for Highest Achievement in the Master of Arts in Teaching English as a Second Language.”

The final recipient of the award will be decided by a committee appointed by the PGIE when there is more than one student who has met the minimum eligibility criteria for the award.

Research Grant Scheme for MA TESL

A competitive research grant scheme is available to all students who have completed their coursework and are going into research. In order to apply for the RGS, students need to have completed all coursework (40 credits) in the MA TESL programme and obtained a minimum GPA of 3.0 inclusive of a minimum B+ grade for the Research Methodology course. The call for applications will be made during the academic year.

8. Communication with the PGIE

All communication with the PGIE will be through email or online (in the case of online courses). Please ensure that you indicate your registration number clearly in all your communications.

Students need to ensure that they include their Student Registration Number, name of the course (MA in TESL) and full name in all correspondences with the academic and administrative staff.

Point of Contact for Academic Issues

Ms. Nadeera Wijegunawardena	Coordinator	011-2881133	pgie-lecturer- 02@ou.ac.lk
Mr. Nilan Silva	Academic Coordinator	011-2881133	ac2pgie@ou.ac.lk

9. PGIE staff

Academic Staff

Name/Designation	Contact for	Telephone	Extn	E-mail Address
Prof. Harshana Rambukwella Director		011-2825804 011-2853777	528	dirpgie@ou.ac.lk
Dr. Harsha. D. Wijesekara Senior Lecturer	Academic matters related to PGDip BE	011-2881133 011-2853777	633	hdwij@ou.ac.lk
Ms. Mihiri Jansz Senior Lecturer	Academic matters related to PGDip PPE	011-2881133 011-2853777	633	mijan@ou.ac.lk
Ms. Nadeera Wijegunawardena Lecturer	Academic matters related to MA TESL	011-2881133 011-2853777	633	pgie-lecturer- 02@ou.ac.lk
Ms. Sachini Seneviratne Lecturer	Academic matters related to MA TLSC	011-2881133 011-2853777	633	pgie-lecturer- 01@ou.ac.lk

Administrative Staff

Mr. W.D.T. Tilakaratne Senior Assistant Registrar	Administration	011- 2825805	527	sarpgie@ou.ac.lk
Ms. S. C. Munasinghe Assistant Bursar	Finance	011- 2825806	527	abpgie@ou.ac.lk

Academic Support

Ms. Sandhalekha Ranasingha Academic Admin Coordinator	Academic related administration for PGDip PPE and PGDip BE	011-2853777	633	pgie-ac- coordinator@ou.ac.lk
Mr. Nilan Silva Academic Admin Coordinator	Academic related administration for MA TESL and MA TLSC	011-2853777	633	ac2pgie@ou.ac.lk

Administrative Support Staff

Ms. Isanka Siriwardhana	Admin/Academic (Examinations)	011-2825806	527	admas1pgie@ou.ac.lk
Computer Application Assistant				
Mr. Nadeep Nishantha	Admin/ Finance (Course materials)	011-2825806	532	admas2pgie@ou.ac.lk
Computer Application Assistant				
Ms. Thilini Dissanayake	Admin/Academic (Matters with CA &FE submission)	011-2825805	532	admas3pgie@ou.ac.lk
Computer Application Assistant				
Ms. Kumari Rajapakshe	Admin/ Finance	011-2825806	532	finas1pgie@ou.ac.lk
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Ms. A.G.R.M.D.K Ranaweera	Admin/Academic (TESL program registration)		532	admas4pgie@ou.ac.lk
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Sayuri Edirisinghe	Project Assistant		532	praspgie@gmail.com
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Mr. W.M.D.R.B. Weerasinghe	PGIE Office	-	-	
Works-aid				
Mr. R.U. Jayasinghe	PGIE Office	-	-	
Works-aid				



PGIE

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