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The Sri Lankan chronicles are based on even earlier works and that the Theravada Buddhist canon was first put into writing in Sri Lanka. The chronology of the following list is based on the traditional Therevada/Sri Lankan system, which is based on 543 BC=60 years earlier than the Mahayana calendar. Dates after c. 1048 are synchronous.

List of Sri Lankan monarchs - Wikipedia

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There have been fourteen Prime Ministers of Sri Lanka since the creation of the position in 1947, prior to the formation of the Dominion of Ceylon.The Prime Minister of Ceylon was the head of the government until 1972. In 1972, the country was named as the Free, Sovereign and Independent Republic of Sri Lanka and the position was known as the Prime Minister of Sri Lanka from then onwards.

List of prime ministers of Sri Lanka - Wikipedia

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Modern education has increased its reach through ICT tools and techniques. To manage educational data with the help of modern artificial intelligence, data and web mining techniques on dedicated cloud or grid platforms for educational institutes can be used. By utilizing data science techniques to manage educational data, the safekeeping, delivery, and use of knowledge can be increased for better quality education. Utilizing Educational Data Mining Techniques for Improved Learning: Emerging Research and Opportunities is a critical scholarly resource that explores data mining and management techniques that promote the improvement and optimization of educational data systems. The book intends to provide new models, platforms, tools, and protocols in data science for educational data analysis and introduces innovative hybrid system models dedicated to data science. Including topics such as automatic assessment, educational analytics, and machine learning, this book is essential for IT specialists, data analysts, computer engineers, education professionals, administrators, policymakers, researchers, academicians, and technology experts.

This book evaluates the views of different ethnic groups towards the English language in Sri Lanka for a period of almost two centuries. While a few studies have addressed the subject of English in Sri Lanka in a general way, there has been no research showing the specifics of English usage in the major ethnic communities of the country. This text considers notions and attitudes towards English that prevail in Sri Lanka today among writers, language planners, teachers and students, habitual speakers, and infrequent users, as well as elite and non-elite groups in the country. The book also examines colonial and postcolonial writings in three communities, namely the Sri Lankan diaspora and the Tamil and Sinhala communities.

This volume offers comprehensive 'state-of-the-art' overviews of educational policies concerning the teaching of English in a large number of Asian countries. Each contribution is written by a leading expert and gives a clear assessment of current policies and future trends. Starting with a description of the English education policies in the respective countries, the contributors then delve into the 'nuts and bolts' of the English education policies and how they play out in practice in the education system, in schools, in the curriculum, and in teaching. Topics covered include the balance between the acquisition of English and the national language, political, cultural, economic and technical factors that strengthen or weaken the learning of English.

Teaching English to the World: History, Curriculum, and Practice is a unique collection of English language teaching (ELT) histories, curricula, and personal narratives from non-native speaker (NNS) English teachers around the world. No other book brings such a range of international ELT professionals together to describe and narrate what they know best. The book includes chapters from Brazil, China, Germany, Hong Kong, Hungary, India, Indonesia, Israel, Japan, Lebanon, Poland, Saudi Arabia, Singapore, Sri Lanka, and Turkey. All chapters follow a consistent pattern, describing first the history of English language teaching in a particular country, then the current ELT curriculum, followed by the biography or the autobiography of an English teacher of that country. This consistency in the structuring of chapters will enable readers to assimilate the information easily while also comparing and contrasting the context of ELT in each country. The chapter authors—all born in or residents of the countries they represent and speakers of the local language or languages as well as English—provide insider perspectives on the challenges faced by local English language teachers. There is clear evidence that the majority of English teachers worldwide are nonnative speakers (NNS), and there is no doubt that many among them have been taught by indigenous teachers who themselves are nonnative speakers. This book brings the professional knowledge and experience of these teachers and the countries they represent to a mainstream Western audience including faculty, professionals, and graduate students in the field of ESL; to the international TESOL community; and to ELT teachers around the world.

Since the late 1970s, Sri Lanka has undergone a socio-economic transformation, from protectionism towards economic liberalisation and increasing integration into the world economy. Through a systematic comparison of these periods of economic change (1956-1977, and 1977 to the present), Angela W. Little and Siri T. Hettige examine the impact of this transformation on education, youth employment and equality of opportunity in Sri Lanka. The book charts Sri Lanka's shift from a predominantly agricultural economy to one dominated by services and manufacturing, a reduction in unemployment, rising educational levels, expectations and achievements, and a reduction in poverty. In turn, it reveals a growing role for the private sector and foreign interests in post-secondary education and a modest growth in private education at the primary and secondary levels, as well as widening social disparities in access to qualifications, training and skills. The Sri Lankan experience of, and engagement with, globalisation has been tempered by a long-running ethnic conflict that hindered economic and social development and diverted considerable public funds into defence and war. Now that the war is 'won', the challenge is how to invest in human resource development and the fulfilment of the expectations of youth from all ethnic and social groups. This challenge requires serious policy analysis, the generation of more state revenues, the reallocation of existing public resources, and a political commitment to the winning of a sustainable peace and stability. This book makes an important contribution to the broader international literature on the implications of globalisation for education policy and practice, and to the interaction of exogenous and endogenous forces for educational change. It deals with the tension between the high social demand for education and the growing demand for specialised skills in a changing economy. As such, it has a wide interdisciplinary appeal across education policy and politics, Asian education, South Asian society, youth policy, sociology of education, political economy of social change, and globalisation.

Arguing that the translation of scientific and technical learning materials, and the publication of these translations in a timely and affordable manner, is crucially important in promoting access to scientific and technical knowledge in the developing world, this book examines the relationship between copyright law, translation and access to knowledge. Taking Sri Lanka as a case study in comparison with India and Bangladesh, it identifies factors that have contributed to the unfavourable relationship between copyright law and the timely and affordable translation of scientific and technical learning materials, such as colonisation, international copyright law, the trade interests of the developing economies and a lack of expertise and general lack of awareness surrounding copyright law in the developing world. Highlighting the need to reform international copyright law to promote the needs and interests of developing countries such as Sri Lanka, the book points to a possible way forward for developing countries to achieve this and to address the problem of striking a proper and delicate balance in their copyright laws between the protection of translation rights and the ability of people to access translations of copyright protected scientific and technical learning materials.

Post-colonial Curriculum Practices in South Asia gives a conceptual framework for curriculum design for English Language Teaching, taking into account context specific features in the teaching-learning settings of post-colonial South Asia. It reveals how the attitudes prevalent in post-colonial South Asian societies towards English negatively influence English language learning. The book provides a comprehensive analysis to design a course for English language teaching that aims at building learner confidence to speak English. Based on original research, the study covers Bangladesh, India, Pakistan and Sri Lanka. The book focuses on the context-specific nature of learners and considers a curriculum design that binds teaching materials and teaching methods together with an aligned assessment. Chapters discuss language attitudes, learner characteristics and English in the context of native languages, and introduce a special type of anxiety that stems from existing language attitudes in a society, referred to as Language Attitude Anxiety. The book will appeal to doctoral and post-doctoral scholars in English language education, students and researchers of sociolinguistics, psycholinguistics as well as curriculum designers of ELT and language policy makers.

Study conducted in government schools of Colombo, Sri Lanka.

Today, English Language Teaching (ELT), especially English as a Second Language (ESL) and English as a Foreign Language (EFL), has been witnessing unprecedented changes in curriculum, teaching methodology, and the application of learning theories. This has created a demand for teachers who can teach English to learners of varied cultural, socio-economic and psychological backgrounds. This book discusses the modern trends, innovations, as well as the difficulties and challenges in teaching and learning ESL in a non-native context. The book, with contributions from many experts (each one specialising in a particular field) from countries such as UK, USA, Australia, New Zealand, India, Nigeria, Sri Lanka, China, and Japan, provides new methods, strategies and application-oriented solutions to overcome the problems in a practical way. The book deals with all topics pertinent to ESL and these are reinforced by a large number of examples and quotations from different sources. What distinguishes the text is its focus on modern innovations and use of technology in ELT/CLT (communicative language teaching). Teachers, teacher-trainees (B.Ed./M.A. Education/M.Ed.), and teacher-educators who are concerned with teaching English as a Second Language (ESL) should find this book immensely helpful.

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