

**Far Western University**

**Faculty of Education**

**Mahendranagar, Nepal**

**Master of Education (M. Ed.) in TESOL**



## **Course Structure of Master of Education (M. Ed.) in TESOL**

### **Semester I**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
Eng.Ed.511	Second Language Acquisition (SLA) Theories and Research	3
Eng.Ed.512	Language, Culture and Society	3
Eng.Ed.513	Advanced EFL Grammar and Pedagogy	3

### **Semester II**

Eng.Ed.521	Phonetics and Phonology for TESOL	3
Eng.Ed.522	World Englishes	3
Eng.Ed.523	Pragmatics and Discourse Analysis	3
Eng.Ed.524	Genre Study: Fiction and Prose	3
Eng.Ed.525	Translation Theories and Practices	3

### **Semester III**

Eng.Ed.531	Methods and Practices in TESOL	3
Eng.Ed.532	Curriculum and Materials in TESOL	3
Eng.Ed.533	Issues and Research in Applied Linguistics	3
Eng.Ed.534	Testing and Evaluation in TESOL	3
Eng.Ed.535	Genre Study: Poetry and Drama	3

### **Semester IV**

Eng.Ed.541	English Language Teacher Development	3
Eng.Ed.542	Advanced Academic Writing	3
Eng.Ed.543	TESOL Practicum	3
Eng.Ed.544	Thesis Writing	6
Eng. .Ed. ....	Issues and Seminar in TESOL (Alternative to Thesis)	3
Eng. Ed. ...	Critical Discourse Analysis (alternative to thesis writing)	3

**Far-western University**

**Faculty of Education**

**M.Ed. in TESOL**

**Course Title: Second Language Acquisition (SLA) Theories and Research**

Course No. : **Eng.Ed.511**

Level: M Ed

Semester: First

Credit Hours: 3

**1. Course Introduction**

This course exposes the students to the theories and research of Second Language Acquisition (SLA). The course is divided into six units in which the first three units deal with the various theories, models and concepts of SLA. Students will review the SLA approaches and discuss the various theories of SLA with reference to universal grammar and inter language. The last three units prepare the students to carry out research in SLA in different settings.

**2. Course Objectives**

General objectives of this course are as follows:

- a) To familiarize students with the concepts of SLA
- b) expose the students to the different approaches to SLA
- c) To make students familiar with the theories of SLA
- d) To provide them skills to carry out qualitative research in SLA
- e) To familiarize them with the quantitative methods of SLA research
- f) To make them able to carry out SLA research using qualitative and quantitative methods

**3. Contents specific objectives**

<b>Specific Objectives</b>	<b>Contents</b>
<ul style="list-style-type: none"><li>• Define SLA</li><li>• Explain SLA and related disciplines</li><li>• Discuss the integrated view of SLS</li><li>• Talk about the role of mother tongue in SLA</li></ul>	<p><b>Unit One: Introduction to Second Language Acquisition</b></p> <p>Definitions and goals of SLA</p> <p>SLA and related disciplines, third language acquisition, multilingualism, bilingual acquisition, heritage language acquisition, first language acquisition</p> <p>Integrated view of SLA</p> <p>Role of mother tongue in the second language acquisition</p>

<ul style="list-style-type: none"> <li>• Discuss universal grammar</li> <li>• Explain the formal approaches of SLA</li> <li>• Define and discuss interlanguage</li> <li>• Explain socio-linguistic context of SLA</li> <li>• Define instructed second language learning</li> </ul>	<b>Unit Two: Formal Approaches to SLA</b> Universal grammar Typological and functional approaches Interlanguage Input, interaction and output Socio-linguistic context of second language acquisition <ol style="list-style-type: none"> <li>a. Sociocultural perspective on second language acquisition</li> <li>b. Socio cultural theory</li> </ol> Instructed second language learning
<ul style="list-style-type: none"> <li>• Explain the theories of SLA</li> <li>• Critique the SLA theories</li> <li>• Describe the Krashen's models and hypothesis</li> <li>• Talk about the influencing factors of SLA</li> </ul>	<b>Unit Three: Theories of Second Language Acquisition</b> The acculturation model Accommodation model Krashen's monitor model Krashen's theory applied to the classroom Influential factors of second language acquisition <ul style="list-style-type: none"> <li>• Ellis framework</li> <li>• Spolsky's framework</li> <li>• Lambert's model</li> <li>• Gardner's socio-educational model</li> </ul>
<ul style="list-style-type: none"> <li>• Explain the nature of qualitative research</li> <li>• Carry out case study in SLA research</li> <li>• Carry out classroom research</li> </ul>	<b>Unit Four: Qualitative Research in SLA</b> The nature of qualitative research Case study research: developmental research Introspection research: verbal protocols Classroom research: interaction analysis
<ul style="list-style-type: none"> <li>• Explain the nature of quantitative research in SLA</li> <li>• Review the research in SLA</li> <li>• Carry out research in SLA using quantitative methods</li> </ul>	<b>Unit Five: Quantitative Research in SLA</b> The nature of quantitative research Descriptive statistics research: survey analysis Correlational research: language learning/teaching attitudes Quasi-experimental research: vocabulary learning techniques
<ul style="list-style-type: none"> <li>• Combine qualitative and quantitative research in SLA</li> <li>• Design evaluation studies.</li> </ul>	<b>Unit Six: Combining Research Types</b> Introducing evaluation research Experiencing evaluation research Compiling, analyzing and reporting evaluation research Designing your own evaluation studies

#### 4. Methodology and Techniques

##### ***Modes of instruction:***

- Lecture
- Seminar
- Exercises
- Guided study
- Tutorial
- Independent study
- Project work

##### ***Modes of learning:***

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion

#### 5. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted as follow:

- |   |     |
|---|-----|
| a) Regularity and class Participation     | 5%  |
| b) Quizzes: 3                             | 5%  |
| c) Class presentation: 1                  | 20% |
| d) Term paper/assignment: 1               | 20% |
| e) Mid-term Exam                          | 20% |
| f) Investigative Project Work: 1          | 20% |
| g) Group Work and Pair Work/Group project | 10% |

#### 6. Prescribed Texts:

- a) Brown, J. D. and Rogers T. (2009). Doing second language research. Oxford. Oxford University Press.

- b) Ellis, R. (2008). The study of second language acquisition. Oxford: OUP. (For units I to V)
- c) Gass, S. M. with J. Behney and L. Plonsky (2013). Second language acquisition. An introductory course. New York. Routledge.
- d)** Mitchell, R. and Myles, F. (2004). *Second Language Learning Theories*. Britani Hodder Arnold.

**7. Prescribed Texts:**

- a) Baker, C. (1993). Foundations of Bilingual Education and Bilingualism. New York. Multilingual Matters Ltd.
- b)
- c) Brown, J. D. (1994). Principles of Language Learning and Teaching. New Jersey: Prentice Hall Regents
- d) Chaudron, C. (1998). Second language classroom research. Cambridge: CUP.
- e) Cook, V. (2008). Second language learning and language teaching. London: Arnold.
- f) Doughty, C. J. & Long, M. H. (2003). The handbook of second language acquisition. Oxford. Blackwell Publishing.
- g) Ellis, R. (1986). Understanding second language acquisition. Oxford: OUP.
- h) Ellis, R. (1992). Instructed second language acquisition. Cornwall: Blackwell
- i) Ellis, R. (2000). Second language acquisition. Oxford: OUP
- j) Saville-Troike, M. (2006). Second Language Acquisition. Cambridge: CUP.

**Far-western University**

**Faculty of Education**

**M.Ed. in English Education**

Course Title: **Language, Culture and Society**

Course No. : **Eng.Ed.512**

Level: M Ed

Semester: First

Credit Hours: 3

### **1. Course Introduction**

This course covers a wide variety of research and concepts relating to language, culture and society. It is designed for students who are interested in pursuing a master's degree in second language education and wish to familiarize themselves with sociolinguistic concepts and issues. Students may also wish to apply concepts and research findings from sociolinguistics in order to better understand and improve their pedagogical practices. In this course, students will start by reading about basic concepts and topics in sociolinguistics such as the idea of standard languages, language planning, and the connections between language and culture. They will also go through challenging readings that synthesize research on second language studies such as gender, identity, stylization, and computer-mediated communication. Over the semester students will receive explicit and implicit training on collecting and analyzing different kinds of sociolinguistic data, do group as well as individual presentations on the topics of their choice, ending with a fifteen page research paper using one of the topics covered during the semester.

### **2. Objectives**

General objectives of this course are to:

- a) Investigate the relationship between language, culture and society
- b) Understand and interpret sociolinguistic variables such as dialect, register and style
- c) Discuss language policy and planning in society
- d) Examine the relationship between language, gender and age
- e) Read and interpret the nature of intercultural communication in language education
- f) Review and evaluate research findings on language and identity, and language socialization
- g) Interpret the relationship between language, society and technology
- h) Investigate the relationship between sociolinguistics and literacy

### 3. Contents with Specific Objectives

Specific Objectives	Contents in Detail
<ul style="list-style-type: none"> <li>Explore the relationship between language and society</li> </ul>	<b>Unit One: Introduction to Language and Society</b> Defining sociolinguistics Saying things in different ways Social factors, dimensions and explanation
<ul style="list-style-type: none"> <li>Understand and interpret regional and social varieties of language</li> </ul>	<b>Unit Two: Language variation</b> Regional variation Social variation Factors motivating variation Language varieties and nations <ol style="list-style-type: none"> <li>Vernacular languages</li> <li>Standard languages</li> <li>Lingua francas</li> <li>Pidgins and creoles</li> </ol>
<ul style="list-style-type: none"> <li>Examine language, style and stylization</li> </ul>	<b>Unit Three: Language and Style</b> Variation in speakers' style Prestige of variable Accommodation theory Context, style and class Style to stylization Style in western societies Register
<ul style="list-style-type: none"> <li>Review studies in multilingual language use in educational contexts</li> </ul>	<b>Unit Four: Multilingual Language Use</b> Choosing a variety or code Diglossia Code switching and code mixing Language rights
<ul style="list-style-type: none"> <li>Critically analyze the topics of language maintenance and language shift</li> </ul>	<b>Unit Five: Language Maintenance and Language Shift</b> Language shift in different communities Language death and language loss Factors contributing to language shift Maintenance of minority languages Language revival
<ul style="list-style-type: none"> <li>Investigate how language policy and planning takes place, with specific reference to Nepal</li> </ul>	<b>Unit Six: Language Policy and Planning</b> National and official languages Planning for national official language Role of a linguist in language planning Language policy and language planning in multi-lingual societies Languages and language politics

<ul style="list-style-type: none"> <li>• Review the relationship between language and gender with specific reference to L2 education</li> <li>• Interpret the relationship between language and politeness</li> <li>• Discuss how language constructs and represents identity in L2 educational contexts</li> <li>• Review and interpret the synthesis of research in L2 socialization</li> <li>• Examine the relationship between language, culture and communication</li> <li>• Understand language attitudes and applications</li> </ul>	<b>Unit Seven: Language and Society</b> Language, Gender and Age language and politeness Language and identity Language and attitude Language, culture and communication Language and attitude
<ul style="list-style-type: none"> <li>• Relate language and technology</li> <li>• Use technology for language education</li> </ul>	<b>Unit Eight: Language and Education</b> Language and technology Language and literacy

#### 4. Methodology and Techniques

##### ***Modes of instruction:***

- Lecture
- Seminar
- Exercises
- Guided study
- Tutorial
- Independent study
- Project work

##### ***Modes of learning:***

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion

## 5. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted as follow:

h) Regularity and class participation	5%
i) Quizzes: 3	5%
j) Class presentation: 1	20%
k) Term paper/assignment: 1	20%
l) Mid-term Exam	20%
m) Investigative Project Work: 1	20%
n) Group Work and Pair Work/Group Project: 1	10%

## 6. Prescribed Texts

- Holmes, J. (2008). *An introduction to sociolinguistics* (4th ed.). Harlow, U.K.: Pearson Education Limited.
- Meyerhoff, M. (2011). *Introducing sociolinguistics*. New York. Routledge Publication.
- Androutsopoulos (2006). Introduction: Sociolinguistics and computer-mediated communication. *Journal of Sociolinguistics*, 10, 419-38.
- Sharma, B. (2012). Beyond social networking: Performing global Englishes in Facebook by college youth in Nepal. *Journal of Sociolinguistics*, 16, 483-509.
- Phyak (2011) Beyond the façade of language planning for Nepalese primary education: monolingual hangover, elitism and displacement of local languages? *Current Issues in Language Planning*, 1-23.
- Giri, R. A. (2011). Languages and language politics: How invisible language politics produces visible results in Nepal. *Language Problems & Language Planning*, 35, 197–221.
- Sharma (Forthcoming). Stylizing dialects and imagining a new nation: Nepali dialect stylization in stand-up comedy. *Journal of Pragmatics*.
- Kamwangamalu (2010) Multilingualism and codeswitching in education (pp. 116-142)

## 7. References

- Hornberger, N. & McKay, S. L. (2010). *Sociolinguistics and language education*. Briston, NY: Multilingual Matters.
- Simpson, J. (2011). *The Routledge handbook of applied linguistics*. New York: Routledge.
- Wardhaugh, R. (2010). *An introduction to sociolinguistics* (6<sup>th</sup> ed.). Malden, MA: Blackwell Publishing.

**Far-western University**

**Faculty of Education**

**M.Ed. in TESOL**

**Course Title: Advanced EFL Grammar and Pedagogy**

Course No. : **Eng.Ed.513**

Level: M Ed

Semester: First

Credit Hours: 3

**1. Course Introduction**

This is an advanced English grammar course. The course deals with the nature of EFL grammar, its pedagogy and practice. There are four units in this course. The first unit encompasses the basic concepts and nature of English grammar, whereas the second unit discusses the importance of grammar for teachers and suggests some approaches to teaching grammar. The third unit deals with various elements of grammar, and the last unit offers some practical activities for teaching grammar in the English language teaching (ELT) classroom.

**2. Course Objectives**

General objectives of this course are as follows:

- a. To acquaint the students with the basic notions and concepts of grammar.
- b. To make the students practice various elements of English grammar.
- c. To provide the students with the skills of teaching English grammar.

**3. Contents with specific objectives**

<b>Specific Objectives</b>	<b>Contents</b>
<ul style="list-style-type: none"><li>• Describe scope and nature of grammar.</li><li>• Be familiar with the grammatical terms.</li></ul>	<b>Unit One: Introduction</b>  Grammar and grammar rules Grammar and lexis Grammar and discourse Grammar and the spoken language Grammar and corpus data Grammatical terms
<ul style="list-style-type: none"><li>• Identify reasons for knowing and teaching grammar</li><li>• Describe different approaches to teaching grammar</li></ul>	<b>Unit Two: Teaching grammar</b>  Reasons for knowing grammar  Reasons for teaching grammar  Explicit vs. implicit instruction  Factors affecting grammatical choices

	2.5 Approaches to teaching grammar
<ul style="list-style-type: none"> <li>• Be familiar with various grammatical items.</li> <li>• Describe the structure of words, phrases, sentences and clauses and use them in appropriate context</li> <li>• Identify problems that EFL teachers face, and prepare activities to address those problems</li> </ul>	<p><b>Unit Three: Grammar in use</b></p> <p>Questions</p> <p>Negation</p> <p>Imperative sentences</p> <p>Non-referential 'it' and 'there'</p> <p>Prepositions</p> <p>Multiword verbs</p> <p>Determiners</p> <p>3.8. Articles</p> <p>Adjectives and adverbs</p> <p>Pronouns</p> <p>Modal verbs</p> <p>Indirect objects</p> <p>Tense and aspects</p> <p>Passive sentences</p> <p>Relative clauses</p> <p>Conditional sentences</p> <p>Subject clauses and related structures</p> <p>Complements</p> <p>Focus structures</p> <p>Adverbial subordinate clauses</p> <p>Comparatives and superlatives</p> <p>Coordination</p> <p>Discourse connectors and discourse</p>

	Markers
<ul style="list-style-type: none"> <li>Design varieties of lessons and activities to teach grammar.</li> <li>Design varieties of activities to practice grammar.</li> <li>Design activities to address learners' errors.</li> </ul>	<b>Unit Four: Pedagogy of Grammar</b>  Grammar in context  How to teach grammar from rules  How to teach grammar from examples  How to teach grammar through texts  How to practice grammar  How to deal with grammar errors  How to integrate grammar  How to test grammar

#### 4. Methodology and Techniques

##### ***Modes of instruction:***

- Lecture
- Seminar
- Exercises
- Guided study
- Tutorial
- Independent study
- Project work

##### ***Modes of learning:***

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study

- Peer discussion

## 5. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted as follow:

- |  |     |
|--|-----|
| o) Regularity and class participation        | 5%  |
| p) Quizzes: 3                                | 5%  |
| q) Class presentation: 1                     | 20% |
| r) Term paper/assignment: 1                  | 20% |
| s) Mid-term Exam                             | 20% |
| t) Investigative Project Work: 1             | 20% |
| u) Group Work and Pair Work/Group Project: 1 | 10% |

## 6. Prescribed Texts

- a) Cowan, R. (2009). *The teacher's grammar of English*: Cambridge: CUP.
- b) Thornbury, S. (1999). *How to teach grammar*. London:Longman.

## 7. References

Carter, R. & McCarthy, M. (2008). *Cambridge grammar of English*. New Delhi: CUP. Celce-Murcia, M & Larsen-Freeman, D. (1999). *The grammar book*. Heinle & Heinle. USA.

**Far-western University**  
**Faculty of Education**  
**M.Ed. in TESOL**

Course Title: **Phonetics and Phonology for TESOL**  
Course No.: **Eng.Ed.521**  
Credit Hour: 3 (45 hours)

Semester: II  
Full Marks: 100  
Pass Marks: 45

### **1. Course Introduction**

This course offers students the core concepts of speech science with activities and exercises. The course is divided into five units. The first unit presents the key concepts of phonetics and phonology and the second unit presents the function of airstream mechanism in the production of speech sounds. The third unit adds to the knowledge and builds on the ideas already introduced in earlier units. The fourth unit provides examples of language data and guides the students through their own investigation in the field and the last unit offers the students the chance to compare their expertise with key readings in the area.

### **2. Course Objectives**

General objectives of this course are as follows:

- g) To familiarize the students with the key concepts of phonetics and phonology.
- h) To extend the students' knowledge in the key areas of phonetics and phonology.
- i) To engage students in the analysis of the sound system of the language.
- j) To enhance the students' knowledge of phonetics and phonology through the extended reading in the area.

### **3. Contents with Specific Objectives**

<b>Specific Objectives</b>	<b>Contents</b>
<ul style="list-style-type: none"><li>• talk about the English world-wide</li><li>• describe the production of speech sounds and their functions in connected speech</li></ul>	<b>Unit One: Introduction to Phonetics and Phonology</b> English worldwide Articulation and acoustics Phoneme and allophone Phonology and phonemic transcription Consonant possibilities Vowel possibilities
<ul style="list-style-type: none"><li>• be aware of the airstream mechanism</li><li>• describe the state of glottis</li><li>• discuss the voice onset time</li></ul>	<b>Unit Two: Airstream Mechanisms and Phonation Process</b> Airstream mechanism State of the glottis Voice onset time
<ul style="list-style-type: none"><li>• discuss the changing scenario of English sounds including vowels and consonants</li><li>• illustrate the change in English spelling</li><li>• present the changing features</li></ul>	<b>Unit Three: Development of Phonetics and Phonology</b> Phoneme and syllable revisited English consonants English vowels English spelling Features of connected speech

of connected speech, stress, rhythm and melody	Stress and rhythm Speech melody Phonological rules
<ul style="list-style-type: none"> <li>distinguish the accent variation in general American and British English</li> <li>discuss the world accent varieties</li> <li>talk about the pronunciation change and its implication in teaching</li> </ul>	<b>Unit Four: Exploring Phonetics and Phonology</b> Accent variation – General American Accents of the British Isles 1: England Accents of the British Isles 2: Celtic-influenced varieties World accent varieties Pronunciation change: past, present, future Implication for teaching and Learning a foreign language
<ul style="list-style-type: none"> <li>describe the attitudes to accents</li> <li>highlight the role of phonetics and phonology in other fields</li> <li>explain the impact of English accents in spelling reform</li> </ul>	<b>Unit Five: Extended Fields of Phonetics and Phonology</b> RP – R. I. P. Attitudes to accents Pronunciation worries Teaching pronunciation of a second language Phonetics applied to teaching the deaf Making computers talk Using phonetics in criminal investigations The rise of ‘upspeak’ English accents and their implications for spelling Reform The sociolinguistics of modern RP

#### 4. Methodology and Techniques

##### ***Modes of instruction:***

- Lecture
- Seminar
- Exercises
- Guided study
- Tutorial
- Independent study
- Project work

##### ***Modes of learning:***

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion

## 5. Evaluation Scheme

- Internal 40%
  - External 60%
1. The internal examination will be conducted as follow:
- |   |          |
|---|----------|
| Attendance  | 5 marks  |
| Classroom activities                                      | 5 marks  |
| Assessment 1 ( article writing , book review, class test) | 10 marks |
| Assessment 2( Midterm exam)                               | 10 marks |
| Assessment 3 ( Case study, Seminar, Project work)         | 10 marks |

## 6. Prescribed Texts:

- e) Collins, B. and Mees, I. (2013). *Practical phonetics and phonology*. London. Routledge(*Unit I – V*).
- f) Halle, M. and Clements, G. (1984). *Problem book in phonology*. Boston. The MIT Press (*Unit III*).
- g) Ladefoged, P. and Johnson, K. (2011). *A course in phonetics*. Boston. WardsworthCenege Learning(*Unit I – V*).

## 7. References:

- a) Clark, J. Y. C. & Flether, J. (2006). *An introduction to phonetics and phonology*. Cornwall: Blackwell.
- b) Giegerich, H. J. (2009). *English phonology: An introduction*. Cambridge: Cambridge University Press.
- c) Hyman, L. M. (1975). *Phonology: Theory and practice*. New York: Holt, Rinehart and Winston.

**Far-western University**  
**Faculty of Education**  
**M.Ed. in TESOL**

Course Title: **World Englishes**

Course No. : **Eng.Ed.522**

Credit Hour: 3 (45 hours)

Semester: Second

Full marks: 100

Pass marks: 45

### **1. Course Introduction**

This is an introductory course on World Englishes. The aim of the course is to introduce students to the basic concepts of the varieties of English practiced worldwide and familiarize them with the diversity of the English used in different parts of the world. During the course the students will specify the characteristics of these varieties and draw pedagogical implications in the context of Nepal. The course consists of seven units. The first unit talks about the emerging variety of English i.e. World English and the second and third units expose them to the varieties of English in the historical and cultural context. The fourth and fifth units discuss the role of English as a lingua franca and its future. The sixth unit draws the pedagogical implications of the World Englishes.

### **2. Course Objectives**

General objectives of this course are to:

- i) To introduce the students to the basic concepts of World Englishes.
- j) To make them familiar with different varieties of World Englishes.
- k) To expose them to the historical development of World Englishes.
- l) To expose them to the social and cultural contexts of World Englishes.
- m) To provide them the exposure to the pedagogical implications of World Englishes.
- n) To familiarize them with the future of World Englishes.

### **3. Contents with Specific Objectives**

<b>Specific Objectives</b>	<b>Contents in Detail</b>
<ul style="list-style-type: none"> <li>introduce English as a global language</li> <li>describe the development of Englishes</li> </ul>	<b>Unit One: Introduction</b> English as a global language (Jenkins 215) Introduction to World Englishes(Jenkins 2,3,4) The two dispersals of English(Jenkins 5-6) The origins of pidgin and creole languages(Jenkins 9-10)
<ul style="list-style-type: none"> <li>talk about the different varieties of World Englishes</li> <li>identify different Englishes in terms of pronunciation, spelling</li> <li>mention the historical development of world Englishes</li> <li>explain the social and cultural</li> </ul>	<b>Unit Two: Historical background of World Englishes</b> <i>(Clark, 18-37, Seargeant,P. 46)</i> Models and descriptions of the spread of English Where today's English come from 2.3: Anglo American English China English South Asian English Indian English Nepalese English Historical background of World Englishes

context of World Englishes	(Sergeant,46)
<ul style="list-style-type: none"> <li>• talk about the cultural context of English</li> <li>• contextualize world English literature</li> <li>• discuss the linguistic variability</li> </ul>	<b>Unit Three: Cultural Context of World Englishes</b>  3.1.. Intelligibility Contextualizing World English Literatures Historical and sociopolitical contexts of Englishes Englishes and social and cultural contexts Linguistic variability in Englishes Englishes, variation and creative performance
<ul style="list-style-type: none"> <li>• be familiar with the concept of English as a lingua franca</li> <li>• analyze the grammar of English as a lingua franca</li> <li>• be familiar with bilingual and multilingual competences</li> <li>• be familiar with ELF and self-identity</li> <li>• be familiar with ELF and World Englishes</li> </ul>	<b>Unit Four: English As a Lingua Franca( Mackenzie,)</b> What is ELF? The nature of English as a lingua franca The spread of English as an international lingua franca Features of English as a lingua franca (phonological, grammatical, semantic) ELF, Bilingualism and multicompetence Language awareness and multilingual competence ELF and self: identity and accent ELF and World Englishes.
<ul style="list-style-type: none"> <li>• explain the future of World Englishes</li> <li>• talk about the future of Chinese English</li> </ul>	<b>Unit Five : The future of English</b> Introduction Who owns English today(the ownership debate) (Jenkins 183-190) Appropriate English The future of World Englishes(Jenkins 49-54,97-101)
<ul style="list-style-type: none"> <li>• be familiar with the classroom perspective of world Englishes</li> <li>• be familiar with the implications of world Englishes for L2 learning and teaching</li> </ul>	<b>Unit Six: Pedagogical Implications of World Englishes (Mackenzie 164-167)</b> ELF in the classroom Problems for practitioners in World Englishes Teaching and Testing of world Englishes (Jennifer 119) World Englishes implications 6.5.Undertaking your own Research project. Researching variations and identities in Englishes. Selecting a topic for research Projectwork : making proposals for mini researches in World Englishes.

#### 4. Methodology and Techniques

##### *Modes of instruction:*

- Lecture
- Seminar

- Exercises
- Guided study
- Tutorial
- Independent study
- Project work

***Modes of learning:***

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion

## **5. Evaluation Scheme**

- Internal 40%
- External 60%

The internal examination will be conducted as follow:

- |   |          |
|---|----------|
| v) Attendance   | 5 Marks  |
| w) Classroom Activities                                     | 5 Marks  |
| x) Assessment: 1 (article writing, Book Review, Class Test) | 10 Marks |
| y) Assessment: 2 (Mid-term Exam)                            | 10 Marks |
| z) Assessment: 3 (Case study, Seminar, Project Work)        | 10 Marks |

## **6. Prescribed Texts**

- Clark, U.(2013). *Language and Identity in Englishes*. London: Routledge.
- Jenkins, J.(2003). *World Englishes: A Resource Book for Students*. London: Routledge.
- Mackenzie, I. (2014). *English As a Lingua Franca: Theorizing and Teaching English*. New York. Routledge.
- Seargeant, P. (2012). *Exploring World Englishes: Language in a Global Context*. London. Routledge.

## **7. References**

- Burns, A. (2005). *Interrogating new worlds of English language teaching*. Teaching English from a global perspective. Alexandria, TESOL Publications.
- Canagarajah, A.S. (1999). *Resisting Linguistic Imperialism in English Teaching*. Oxford: OUP.
- Crystal, D. (1997). *English as a Global Language*. Cambridge: Cambridge University Press.
- Ferguson, G. (2006). *Language Planning and Education*. Edinburgh: EUP.

- e) Llura, E. (2004). Non-native-speaker Teachers and English as an International Language. *International Journal of Applied Linguistics*. Vol. 14 (3). Blackwell Publishing Ltd. 314- 323.
- f) Matsuda, A. (2000). Incorporating Englishes in Teaching English as an International Language. *TESOL Quarterly*. 719-729.
- g) McCrum, R., MacNeil, R. and Cran, W. (1992). *The Story of English*, 2<sup>nd</sup> Edition, London: Faber and Faber.
- h) Nero, S. (Ed.). (2006). *Dialects, Englishes, Creoles, and Education*. New Jersey: Lawrence Erlbaum Associates.
- i) Pennycook, A. (1994). *The Cultural Politics of English as an International Language*. London: Longman.
- j) Taylor, L. (2006). The Changing Landscape of English: Implication for Language Assessment. *ELTJournal* 60 (1). OUP. 51-60.

**Far-western University**  
**Faculty of Education**  
**M.Ed. in TESOL**

**Course Title: Pragmatics and Discourse Analysis**

Course No. : Eng.Ed.523

Credit Hours: 3

Semester: second

Full Marks: 100

Pass Marks: 45

**1. Course Introduction**

This course exposes to the students the fundamental concepts of pragmatics and how meaning can be interpreted in different situations. This course also enables student to analyse different types of discourses. The course is divided into three units in which the first unit deals with pragmatics and meaning interpretation from the texts. The second unit deals with discourse analysis or how different types of text can be analyzed. Last unit prepares the students to define discourse critically.

**2. Course Objectives**

General objectives of this course are as follow:

- k) To introduce the students to the basic concepts of pragmatics.
- l) To make the students familiar with the domains of pragmatics and its interfaces.
- m) To introduce students to the general concepts of DA.
- n) To develop skills in doing DA.
- o) To familiarize with the CDA and its issues and approaches.

**3. Contents specific objectives**

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>Define pragmatics</li> <li>Discuss the various concepts in pragmatics</li> <li>Analyze different types of texts</li> <li>Explain the role of pragmatics in language teaching</li> <li>Show the relationship of pragmatics with its interfaces</li> </ul>	<p><b>Unit one : Pragmatics</b></p> <p>1.1 . Concepts in pragmatics 12</p> <p>Pragmatics and context</p> <p>Speech acts and conversation</p> <p>Deixis, reference and presupposition</p> <p>The cooperative principle and politeness</p> <p>1. 2 . Analyzing different texts</p> <p>Analyzing discourse in context</p> <p>Using speech acts</p> <p>The pragmatics of conversation</p> <p>The principle of politeness</p> <p>Pragmatics in language teaching</p> <p>grammatical , pragmatic and communicative competence</p> <p>Factors in determining L2 pragmatic competence</p> <p>Approaches to Developing Pragmatic competence</p> <p>Pragmatic Tests</p> <p>Pragmatics and its Interfaces</p> <p>Pragmatics and Semantics ( François Recanati)</p> <p>Pragmatics and the Philosophy of language ( Kent Bach)</p> <p>Pragmatics and the Lexicon (Reinhard Blutner)</p> <p>Pragmatics and Language Acquisition (Eve V. Clark)</p>

<ul style="list-style-type: none"> <li>Define discourse</li> <li>Analyse different types of discourses</li> <li>Show the relationship of different aspects of language with discourse</li> <li>Analyze different types conversations</li> <li>Analyze different types of written discourses</li> <li>Evaluate different sample discourses</li> <li>Introduce the general concepts of CDA</li> <li>Discuss the various Principles of CDA</li> <li>Apply CDA methodology to do research</li> <li>Explain various CDA constructs</li> </ul>	<p><b>Unit Two : Discourse Analysis</b> <b>18 hrs</b></p> <p><b>Discourse</b> Types of Discourse : Spoken and Written ; Formal and Informal Discourse Analysis Text and interpretation</p> <p><b>2.2 Discourse analysis and grammar</b> .2.2.1. Grammatical cohesion and textuality 2.2.1.1. Tools of Grammatical cohesion ( reference, ellipsis, substitution, conjunction ) Theme and rheme Tense and aspect</p> <p><b>Conversation Analysis</b> Introduction .2. Adjacency pairs Exchanges Turn- taking Transactions and topics Interactional and transactional talk</p> <p><b>Text Analysis</b> Introduction Text types Speech and writing Units in written discourse Clause relations Getting to grips with larger patterns Patterns and the learner</p> <p><b>2.5 Samples of Discourse Analysis</b></p> <p><b>Unit Three: Critical Discourse Analysis</b> <b>15 hrs</b></p> <p>Introduction Theoretical issues of CDA ( Fairclough 2003: 205) Principles of CDA CDA as a research tool Major CDA approaches Methodology in CDA research: Representation of CDA Constructs : Appropriateness, Hegemony, Identity ,Ideology, Power.</p>

#### 4. Methodology and Techniques

##### *Modes of instruction:*

- Lecture
- Seminar
- Exercises

- Guided study
- Tutorial
- Independent study
- Project work

***Modes of learning:***

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion

**5. Evaluation Scheme**

- Internal 40%
- External 60%

The internal examination will be conducted as follows:

- |  |          |
|--|----------|
| a) Attendance  | 5 marks  |
| b) Classroom activities  | 5 marks  |
| c) Assessment 1 ( article writing , book review, class test etc) | 10 marks |
| d) Assessment 2 ( midterm exam )                                 | 10 marks |
| e) Assessment 3 ( case study , seminar, project work etc)        | 10 marks |

**6. Prescribed Books of Pragmatics**

- Laurence R.Horn and Gregory Ward. (2006) :*The Handbook of Pragmatics*. Blackwell Publishing Ltd (Unit --- 1<sup>st</sup> )
- Cutting, J. (2008). *Pragmatics and Discourse: A Resource Book for Teachers*. London: Routledge (Unit – 1<sup>st</sup> )

**7. Prescribed Texts/ Articles for Pragmatics:**

- Recanati, François Pragmatics and Semantics :*The Handbook of Pragmatics*. Blackwell Publishing Ltd.
- Blutner , Reinhard Pragmatics and the Lexicon :*The Handbook of Pragmatics*. Blackwell Publishing Ltd. (p. 488)
- Bach ,Kent Pragmatics and the Philosophy of language :*The Handbook of Pragmatics*. Blackwell Publishing Ltd.
- Eve V. Clark Pragmatics and Language Acquisition :*The Handbook of Pragmatics*. Blackwell Publishing Ltd. (p 562)

**8 Prescribed Books for Discourse:**

- Michael McCarthy. (2000). *Discourse analysis for Language Teacher*: CUP (Unit 2nd)
- Cook, G. (1989). *Discourse*. Oxford: OUP (Unit 2<sup>nd</sup> )

**Prescribed Texts/ Articles for Discourse:**

- Mills, S.(2004). *Discourse*. London : Routledge

- b) Gee, J. P.(2011). *An Introduction to Discourse Analysis: Theory and Method*. London: Routledge.

**Prescribed Books for CDA:**

- c) Fairclough, N. (2003). *Analyzing Discourse: Textual Analysis for Social Research*: Routledge (Unit - 3<sup>rd</sup>)  
d) Fairclough, N. (2010). *Critical Discourse Analysis: The Critical Study of Language*. London: Pearson

**7. Prescribed Texts/ Articles for CDA:**

- e) Van Dijk, T.A. (1993). Principles of CDA: Discourse and Society , 4( 249- 284)  
f) CDA : Introduction to major approaches : An article submitted to University of Zandan  
g) Janks, H. Critical Discourse Analysis as a Research Tool, University of the Witwatersrand, Johannesburg, South Africa.

**Far Western University**  
**Faculty of Education**  
**M.Ed. in TESOL**

Course Title: **Genre Study: Fiction and Prose**  
Course No.: **Eng.Ed.524**  
Credit Hour: 3 (45 hours)

Semester: II  
Full Marks: 100  
Pass Marks: 45

### **1. Course Introduction**

This course aims at exposing the students to a variety of fictions and non-fiction prose writings in order to enable them to understand texts of moderate difficulty level to literary texts of higher level that require intensive reading which (reading) helps them take pleasure and explore a novel world perceived through English language. Moreover, this course will help them develop the skills of literary appreciation and critical thinking. The students will improve the skill of writing. There are altogether three units in this course which present fictions, non-fiction readings and essays in English literature, respectively. The fiction part contains FOUR novels including one for children as well as TEN short stories. The non-fiction part contains THREE inspiring works including ONE biography. The last unit consists of TEN selected essays.

### **2. Course Objectives**

General objectives of this course are to:

- a) To acquaint the learners with writings in fictional genres in English, namely, novels and short stories so that they will be enabled to appreciate fictional prose and contrast this genre with other types of realistic, non-literary writings,
- b) To acquaint the learners with the style and varieties of non-fictional prose and enable them to select this variety of writing for further reading – for pleasure, information and appreciation.
- c) To enable the learners to appreciate the genres of essay, classify this and distinguish the styles and contents of essay writing from those of other genres mainly short stories and novels.
- d) To acquaint the learners with great English essays so that they can compare and contrast the styles and forms of these three genres.

### **4. Contents with Specific Objectives**

<b>Specific Objectives</b>	<b>Contents in Detail</b>
<ul style="list-style-type: none"><li>• Discuss elements of a novel,</li><li>• Analyze the contents and styles of the three novels comparatively,</li><li>• Compare the regional and standard varieties of English and see how these are used for creative purpose,</li></ul>	<p><b>Unit I: Fictions</b></p> <p><b>(i) Novels</b></p> <ol style="list-style-type: none"><li>1. <b>A Thousand Splendid Suns</b> by Khaled Hosseini,</li><li>2. <b>Life of Pi</b> by Yann Martel, Canongate,</li><li>3. <b>The Catcher in the Rye</b> by J. D. Salinger,</li><li>4. <b>Jonathan Livingston Seagull a story</b> by Richard Bach</li></ol>

<ul style="list-style-type: none"> <li>• Study novel 4 as a sample for children's literature. (The short stories represent greatest writers from the U S A , U K, Germany, Russia, Japan, France, Italy)</li> <li>• Discuss elements of a short story,</li> <li>• Compare the multicultural world language, style, content, techniques and different writers' perceptions</li> <li>• Compare them in terms of language, style, content, and theme</li> <li>• Analyze the texts in terms of the elements of short story i.e. plots, characters, setting, and themes</li> <li>• Discuss the importance of translation in promoting world literature taking examples from the given titles.</li> </ul>	<p><b>(ii) 15 Short Story Titles</b></p> <ol style="list-style-type: none"> <li>1. William Somerset Maugham -- <i>Honolulu</i></li> <li>2. Saki -- <i>The Open Window</i></li> <li>3. Morley Callaghan -- <i>The Snob</i></li> <li>4. Earnest Hemingway -- <i>A Clean Well- Lighted Place</i></li> <li>5. Frank O'Connor -- <i>My Oedipus Complex</i></li> <li>6. James Joyce -- <i>A Little Cloud</i></li> <li>7. John Steinbeck -- <i>The Great Mountains</i></li> <li>8. Willa Cather -- <i>The Scriptures' Funeral</i></li> <li>9. Susan Sontag -- <i>The Way We Live Now</i></li> <li>10. Alice Walker -- <i>Rose lily</i></li> <li>11. Luigi Pirandello -- <i>War</i></li> <li>12. Albert Camus -- <i>The Guest</i></li> <li>13. Grief -- <i>Anton Chekhov</i></li> <li>14. Pomegranate -- <i>Yasunari Kawabata</i></li> <li>15. Herman Hesse -- <i>Within and Without</i></li> </ol>
<ul style="list-style-type: none"> <li>• Distinguish fictional writings from non-fictional ones</li> <li>• Categorize non-fiction writings</li> <li>• Find out major features of non-fictions</li> <li>• Classify what elements distinguish these works</li> <li>• Practice writing autobiographical memoirs, essays, notes</li> </ul>	<p><b>Unit II : Non Fictions</b></p> <ol style="list-style-type: none"> <li>a) <b>The Last Lecture : Lessons in Living</b> by Randy Pausch,</li> <li>b) <b>Susan Boyle Dreams Can Come True</b> by Alice Montgomery</li> <li>c) <b>My Family and Other Animals</b>- by Gerald Durrell</li> </ol>
<ul style="list-style-type: none"> <li>• Observe how certain elements make the purpose of writing different from genre to genre</li> <li>• Notice the gradual development of this genre of essay</li> <li>• Classify its purposes of teaching, instructing, narrating, reflecting, satirizing, etc.</li> <li>• Discuss why this art is called loose sally of mind and above all practice writing essays based on certain sample</li> </ul> <p>Compare the major features of three – genres fiction, essay and non- fiction</p>	<p><b>Unit III : Essays</b></p> <p>10 Great Essays</p> <ol style="list-style-type: none"> <li>1. Sir Francis Bacon - <i>Of Truth</i></li> <li>2. Oliver Goldsmith - <i>On National Prejudices</i></li> <li>3. Leigh Hunt - <i>Getting Up on Cold Morning</i></li> <li>4. Virginia Woolf -- <i>The Death of the Moth</i></li> <li>5. Rebecca West -- <i>The Sterner Sex</i></li> <li>6. Elizabeth Hardwick -- <i>The Apotheosis of Martin Luther King</i></li> <li>7. Oscar Wilde -- <i>The True Critic</i></li> <li>8. George Orwell -- <i>Reflections on Gandhi</i></li> <li>9. James Baldwin -- <i>Stranger in the Village</i></li> <li>10. V S Naipaul -- <i>Columbus and Crusoe</i></li> </ol>

## 5. Marks Division

Unit 1: Fiction (Novels and Short Stories)	50 marks
Unit 2: Non-fiction	30 marks
Unit 3: Essays	20 marks

## 6. Methodology and Techniques

- Class presentation
- Discussion
- Group work/pair work
- Project work
- Self-study

## 7. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted based on the following criteria:

The internal examination will be conducted as follow:

- |  |          |
|--|----------|
| a. Attendance  | 5 marks  |
| b. Classroom activities                                      | 5 marks  |
| c. Assessment 1 ( article writing , book review, class test) | 10 marks |
| d. Assessment 2( Midterm exam)                               | 10 marks |
| e. Assessment 3 ( Case study, Seminar, Project work)         | 10 marks |

## 8. Prescribed Books / Texts

Unit 1: Fiction

- A Thousand Splendid Suns** by Khaled Hosseini, Bloomsbury.
- Life of Pi** by Yann Martel, Canongate, London, 2012.
- The Catcher in the Rye** by J. D. Salinger.
- Jonathan Livingston Seagull a story** by Richard Bach, Harper Collins Publishers, India
- Fifteen Short Stories (selection)

Unit 2: Non Fiction

- The Last Lecture : Lessons in Living** by Randy Pausch, Two Roads, London.
- Susan Boyle Dreams Can Come True** by Alice Montgomery, Penguin Books.
- My Family and Other Animals**

Unit 3: Ten Essays selected

a) 15 essays selected

1. Sir Francis Bacon - *Of Truth*
2. Oliver Goldsmith - *On National Prejudices*
3. Leigh Hunt - *Getting Up on Cold Morning*
4. Virginia Woolf -- *The Death of the Moth*
5. Rebecca West -- *The Sterner Sex*
6. Elizabeth Hardwick -- *The Apotheosis of Martin Luther King*
7. Oscar Wilde -- *The True Critic*
8. George Orwell -- *Reflections on Gandhi*
9. James Baldwin -- *Stranger in the Village*
10. V S Naipaul -- *Columbus and Crusoe*

All these essays are collected in **The Oxford Book of Essays** edited by John Gross it is available in Ekta.

**9. References**

J.A. Cuddon's, **Dictionary of Literary Terms and Literary Theory** (1998), Penguins.

Terry Eagleton's **Literary Theory An Introduction** (2008), Blackwell Publishing.

\*\*\*

**Far-western University**  
**Faculty of Education**  
**M.Ed. in TESOL**

Course Title: **Translation Theories and Practices**

Course No.: **Eng.Ed.525**

Credit Hour: 3 (45 hours)

Semester: II

Full Marks: 100

Pass Marks: 45

### **1. Course Description**

*Translation Theories and Practices* is an advanced theory-based and practice-driven course in translation that blends knowledge with skills. The first three units require the students to have a critical overview of translation, translation studies, its role in the global communication, global literature, including contemporary theories and issues. The insights garnered from these units guide translation in action, reflection, and translation in ESL/EFL classrooms. Unit four engages the students in practical activities such as finding out translation problems, working out their solutions, and editing the translated text. Unit five engages students in reflection in the translation process, action research, and academic research in translation. Unit six explores the common space between translation and TESOL, and finally unit Seven requires students to translate Nepali texts into English and vice versa.

### **2. Course Objectives**

General objectives of this course are as follows:

- 1) To engage students in the overview of the fundamental concepts of translation and translation studies with reference to global and local contexts
- 2) To let them critically observe fundamental issues in translation with reference to their theoretical and practical significance.
- 3) To familiarize them with the major translation procedures and select the appropriate ones to overcome the translation problems faced while translating the texts.
- 4) To make them familiar with theories and methodologies of translation research, and conduct research in the field.
- 5) To enable them to analyze and evaluate translated texts on the basis of the specified criteria
- 6) To make them able to use translation as a resource to teach English to their students.
- 7) To give them practice in translating literary and non-literary texts from Nepali into English and vice versa.

### **3. Contents with Specific Objectives**

<b>Specific Objectives</b>	<b>Contents</b>
<ul style="list-style-type: none"><li>• define translation from linguistic, cultural, philosophical and creative perspectives</li><li>• trace the genesis of the discipline and to map its</li></ul>	<b>Unit One: Fundamentals of Translation and Translation Studies</b> Defining translation from multiple perspectives Mapping translation studies: The Holmes and Toury maps

territory <ul style="list-style-type: none"> <li>• classify translation into different types</li> <li>• trace historical development of translation studies and to explore current translation activities in Nepal</li> </ul>	Interface between translation studies and other academic disciplines Types of translation: literary and nonliterary translation, human and machine translation Global communication and translation World literature and the dynamic function of translation Translation and translation studies in Nepal
<b>Project Work:</b> Prepare a list of novels, collections of short stories, poems and essays translated from Nepali into English from 2060 to 2070 B.S.	
<ul style="list-style-type: none"> <li>• define translation equivalence, approximation, and units of translation</li> <li>• fix units of translation while translating the text</li> <li>• review different issues in translation and articulate their critical views on the issues.</li> </ul>	<b>Unit Two: Major Issues in Translation</b> 2.1 Translation as product and process The notion of equivalence and approximation Subjectivity in translation Units of translation Loss and gain in translation Translation as transcreation
<b>Project Work:</b> Read two or more pages from one of the translated texts prescribed in your course. Compare these pages with their Nepali versions. Select any 15 expressions which you think are equivalent or approximate to the source expressions. Also, discuss what has been added and deleted from the translator's side.	
<ul style="list-style-type: none"> <li>• compare and contrast different contemporary theories of translation.</li> <li>• justify the significance of particular translation theories with reference to the nature of texts, purpose of translation, levels of target readers.</li> </ul>	<b>Unit Three: Contemporary Theories of Translation</b> 3.1 Functional theories: text type, translatorial action, and skopos theory Polysystem theory Postcolonial translation theory The cultural and political agenda of translation Philosophical theories of translation Aesthetic approach to literary translation
<b>Project Work:</b> Write an expository essay on the relevance of translation theories to translation activities. <b>Or</b> Which of the translation theories (approaches) do you think is appropriate to translate Nepali literary texts into English? Justify your argument.	
<ul style="list-style-type: none"> <li>• categorize and describe translation problems, and to suggest possible procedures to overcome them.</li> <li>• describe the nature, problems and procedures of audiovisual translation</li> <li>• elucidate the role of editing in translation</li> <li>•</li> </ul>	<b>Unit Four: Translation in Action: Problems and Procedures</b> Translating literary and non-literary texts (technical, academic, and scientific) Problems of translation: linguistic, pragmatic and cultural problems Procedures of translation: Procedures suggested by Nida, Catford, Vinay and Darbelnet, Newmark, and House Tools of translation: dictionaries, glossaries, thesauri, encyclopedias, the Internet search engines and so on. Interpreting: consecutive interpreting and simultaneous interpreting

Audiovisual translation: translating subtitles Editing the translated text	
<p><b>Project Work</b></p> <ul style="list-style-type: none"> <li>Select a chapter from any translated texts prescribed in your course. Compare the text with its source version and find out procedures adopted by the translator. To what extent the translator's choice of particular procedures is justifiable in terms of the type of text, its purpose and its target readers? Present your views in about 1000 words.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>Translate a text of five hundred words from <i>The Gorkha Patra</i> or <i>The Kantipur</i> of the current week into English. Exchange your translations with your friends. Edit your friends' translations and present your comments in a couple of paragraphs on the quality of translation in terms of accuracy, brevity, clarity, fluidity of language. Also compare both the texts in terms of the number of words and sentences. Draw a conclusion based on the discussion.</li> <li>Demonstrate a 15-minute mock interpretation in the class playing out the roles of a foreigner, an interpreter and a Nepali speaker.</li> <li>Or watch the art movie <i>Desh KhojdaiJaanda (In Search of Nation)</i> or the experimental movie <i>Tata bye bye</i>. Compare their English subtitles with Nepali dialogues. Write your critical reflection on correspondence between Nepali and English versions.</li> </ul>	
<ul style="list-style-type: none"> <li>reflect on the translation process and carry out classroom research related to mental translation strategies.</li> <li>distinguish between product and process research in terms of sources of data, methods of data collection, their limitations.</li> <li>describe different approaches to translation evaluation.</li> </ul>	<p><b>Unit Five : Translation in Reflection, Research and Evaluation</b></p> <p>Reflection in translation process, problems and procedures Action research in translation Product-oriented research Process-oriented research Translation evaluation Anecdotal approach Reader-response approach 5.4.2 Textual approach: one-to-one comparison, comparison of multiple translations, back translation</p>
<p><b>Project Work:</b></p> <p>Read some ten pages from any of the translated texts prescribed in your course. Carry out a comparative analysis of English and Nepali versions. Your analysis should focus on word choice, sentence construction, culture, message, and number of words and sentences. How do you rate the quality of translation– excellent, good, or poor? Why?</p>	
<ul style="list-style-type: none"> <li>critically observe the role of translation in learning English as a foreign/second language.</li> <li>point out merits and demerits of using translation as a technique in the ELT classroom</li> <li>explore the similarities and differences between communicative competence and</li> </ul>	<p><b>Unit Six : Translation in ELT</b></p> <p>Decline of translation as a method in second/foreign language teaching Revival of translation as a technique in second/foreign language teaching Translation as fifth language skill Translation competence as the extension of communicative competence Translation activities in the English classroom</p>

translation competence	
<b>Project Work</b> <ul style="list-style-type: none"> <li>Design some translation activities that can be used to teach vocabulary or grammar to your students.</li> <li>Prepare a set of questionnaire to survey the (community) school English teachers' attitudes towards the use of the translation technique in their class. You can select as many as 20 teachers for your study. Prepare a report in about 1500 words.</li> </ul>	
<ul style="list-style-type: none"> <li>translate the given texts from Nepali into English or vice-versa.</li> <li>present the problems they faced while translating and the procedures they used to find the way out.</li> </ul>	<b>Unit Seven: Translation Workshop</b> Translate the following literary texts from Nepali into English <ul style="list-style-type: none"> <li>पभजी भेडो बनाउ (लक्ष्मी पसाद देवकोटा)</li> <li>दोस्रो अक्षकार (विश्व वृकाल)</li> <li>बकालाहरुको कनै देश हैन (सरुभक्त)</li> <li>तिखा (निरज भट्टराइ)</li> <li>सकरातकापाइला (गोविन्दराज भट्टराइ, पहिलो र अन्तिम खण्ड)</li> <li>जीवन काडा किपलभमक घिमिरे, पाचौ खण्ड)</li> <li>नितान्त वैयक्तिक (भाउपथी)</li> </ul> Translate any four pieces of Newspaper reports ( each containing about 500 words) from Nepali into English. Translate any four English editorials of the Rising Nepal, the Kathmandu Post or the Himalayan Times into Nepali.
<b>Project work:</b> Submit the English translations of two of the Nepali short stories prescribed in your course.	

#### 4. Methodology and Techniques

##### Modes of instruction:

- Lecture
- Seminar
- Exercises
- Guided study
- Tutorial
- Independent study
- Project work

##### Specific Instructional Techniques

Unit	Activity and Instructional Techniques
Unit One	Mini-survey
Unit Two	Comparison and analysis
Unit Three	Expository writing/Argumentation
Unit Four	Comparison, analysis and interpretation/observation and critical reflection
Unit Five	Document analysis and evaluation
Unit Six	Designing teaching-learning activities/mini-survey
Unit Seven	Translation, editing, presentation and plenary discussion

##### Modes of learning:

- Attending lectures,

- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion

## 5. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted as follow:

- |  |          |
|--|----------|
| f) Attendance  | 5 marks  |
| g) Classroom activities  | 5 marks  |
| h) Assessment 1 ( article writing , book review, class test etc) | 10 marks |
| i) Assessment 2 ( midterm exam )                                 | 10 marks |
| j) Assessment 3 ( case study , seminar, project work etc)        | 10 marks |

## 6. Prescribed Texts:

- Adhikari, B.R. (2013). Mythology and transcreation: A case of Devkota's Pramithas. *Journal of Nepalese Literature, Art and Culture*. Kamaladi: Nepal Academy.
- Awasthi, J.R. Khayia, T.R. & Bhattarai, G. R. (2011). *Translation across languages and cultures*. Vidhyarthi Publication: Kathmandu
- Bassnett, S. (2002 3<sup>rd</sup> ed.). *Translation studies*. London and New York: Routledge.
- Bhattarai, G.R. (1999). In retrospect– translation between English-Nepali language pair. *Journal of Nepalese studies*, 3. 1, 61-81.
- Bhattarai, G.R. (2010). *An introduction to translation studies*. Kathmandu: Ratna Pustak Bhandar.
- Hatim, B. (2001). *Teaching and researching translation*. England: Pearson Longman.
- Holmes, J. S (1991). The name and nature of translation studies. *International journal of translation*, 3.1&2, 31-47.
- Munday, J. (2008, 2<sup>nd</sup> ). *Introducing translation studies: Theories and applications*. London and New York: Routledge.
- N. Wang (2010/March). World literature and dynamic function of translation. *Modern language quarterly*, pp, 1-14.
- Neimushin, B. (2002). Translation in foreign language teaching. *Modern English Teacher*, pp.11-14
- Newmark (2001). No global communication without translation. In Anderman, G & Rogers, M. (eds.) *Translation today: Trends and perspectives*. Sydney: Multilingual Matters.

- l) PACTE (2003). Building a translation competence model. In F. Alves (Ed.). *Triangulating Translation: Perspectives in process oriented research*(pp. 43–66). Amsterdam: John Benjamins Publishing Company.

## 7. References:

- a) Adhikari, B.R. (2003). Translation of scientific terms from English into Nepali. *Journal of NELTA*, V. 8, pp169-172.
- b) Adhikari, B.R. (2006). Linguistic problems of translation of medical texts from English into Nepali. *Nepalese Linguistics*, V. 22, pp1-9.
- c) Adhikari, B.R. (2010). Aesthetic approach to literary translation. *Nepalese Linguistics*.
- d) Adhikari, B.R. (2014). *Anubadadhyayan: Siddhanta, itihasarprayog* (Translation Studies: theory, history and application). Tripitak Publications: Kathmandu.
- e) Baker. M. & Saldanha, G. (2011, 2<sup>nd</sup>ed.). *Routledge encyclopedia of translation studies*. London and New York: Routledge.
- f) Bhattarai, G.R. (2000). A climate in which translation can prosper. *Nepalese linguistics*, 17.
- g) Gentzler, E. (2010). *Contemporary translation theories* (2<sup>nd</sup> edition). India: Viva Books Pvt. Ltd.
- h) Ivir, V. (1991). Procedures and strategies for the translation of culture. *International journal of translation*, 3.1&2, 48-60.
- i) Karmacharya, M.L. & Ranjitkar, I. M. (2065 v.s.). *Anubadgranthasuchi* (Bibliography of translated literary works). Kamaladi: Royal Nepal Academy
- j) Mary, D. C. and Gautam, B. (1999). Nepali and Nepal Bhasa literature in English translation: A reference bibliography. *Studies in Nepali History and Society*, 4. 2, 383-430.
- k) Roberts, R.P. (2002). Translation. In R. B. Kaplan (2006). *The Oxford handbook of applied linguistics* (429-442). Oxford: OUP.
- l) Singh, U.N. (2011). *Translation as growth*. Indian: Pearson.

## Sample translated texts

- a) Bhattarai, G. R. (2010). *सक्रातकपाहल* (with its English translation *Socrates's footsteps*. Oriental Publication: Kathmadu
- b) Bhattarai, N. (2014). *धवाक्रे धागो* (with Its English translation *Treads of smoke*. Srijanshil Prakashan: Kathmandu.
- c) Devkota, L. P. (2009). *पागल र अयकचित्ता* (With its English translation *The lunatic and other poems*. Mahakavi Laxmi Prasad Devkota Study and Research Center: Kathmandu
- d) Ghimire, Jhamak. (2012). *जीवन काढा* (with its English translation *flower in the midst of thorns*. Oriental Publication: Kathmandu.
- e) *The journal of Nepalese literature, art and culture* (2013, vol. 8, No. 1, Nepal Academy: Kamaladi) (for the poems *देसो अधिकार* (चिल्लव ढकाल), *बकालाहरुको वैदेश हृदैन* (सरुभक्त), and the story *नितान्त वैयक्तिक* (भाउपथी)

- f) Gyawali, S. (Ed.) (2013). *Great minds on India* (with its Nepali translation, पर्वतीय सभ्यता)। Oriental Publication: Kathmandu.

**Far-western University**  
**Faculty of Education**  
**M.Ed. in TESOL**

Course Title: **Methods and Practices in TESOL**

Semester: III

Course No.: **Eng.Ed.531**

Full Marks: 100

Credit Hour: 3 (45 hours)

Pass Marks: 50

### **1. Course Introduction**

This is an advanced methodology course for the students of TESOL. The course aims at developing students' critical understanding of pedagogical practices at large and helping them design activities and procedures for teaching English in the second language context. The course consists of five units. The first unit presents the chronological overview of the approaches and methods of English language teaching. The second unit discusses the learning and teaching contexts with reference to learners, teachers and classroom situation. The third unit helps the students plan their courses and lessons. The fourth unit enhances the pedagogical skills of the students in teaching English to the speakers of other languages. Finally, the last unit enables the students to incorporate the technology and tools in their teaching.

### **2. Course Objectives**

General objectives of this course are as follows:

- p) To help the students recapitulate the various approaches and methods of language teaching.
- q) To familiarize them with the context of language teaching.
- r) To help them plan the lessons and courses.
- s) To enable them to design tasks and activities for teaching language
- t) To support them to incorporate technology and tools in their teaching.

### **3. Contents with Specific Objectives**

<b>Specific Objectives</b>	<b>Contents</b>
<ul style="list-style-type: none"><li>• Present the overview of the various approaches and methods in language teaching</li><li>• Select appropriate methods and approaches for their teaching contexts</li></ul>	<b>Unit One: Trends in English language teaching</b> Twentieth century language teaching Alternative approaches and methods Current communicative approaches

<ul style="list-style-type: none"> <li>• Discuss the learning context and their associated issues</li> <li>• Create communicative environment in their classroom</li> <li>• Manage classroom dynamics for enhanced language learning</li> </ul>	<b>Unit Two: Contexts of English language teaching</b> Learners and learning, classrooms and contexts The communicative classroom Learner Autonomy and learner training Classroom management Classroom activities
<ul style="list-style-type: none"> <li>• Plan daily lessons</li> <li>• Plan a course for a session</li> </ul>	<b>Unit Three: Planning lessons and courses</b> Planning and thinking Sequencing lessons Lesson planning Alternatives to formal planning Planning a course
<ul style="list-style-type: none"> <li>• Teach language skills interactively</li> <li>• Harmonize various language skills and system for holistic language development</li> </ul>	<b>Unit Four: Teaching language system and skills</b> Teaching grammar Teaching lexis Teaching receptive skills Teaching productive skills
<ul style="list-style-type: none"> <li>• Use appropriate technology in their teaching</li> <li>• Browse online resources for their language enhancement and pedagogical practices</li> <li>• Use appropriate tools and techniques contextually</li> </ul>	<b>Unit Five: Technology and tools in language teaching</b> Use of technology in language teaching Interactive whiteboard Presentation software Online resources Tools, techniques and activities

#### 4. Methodology and Techniques

##### ***Modes of instruction:***

- Lecture
- Seminar
- Exercises
- Guided study
- Tutorial
- Independent study
- Project work

##### ***Modes of learning:***

- Attending lectures,

- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion

## 5. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted as follow:

aa) Regularity and class participation	5%
bb) Quizzes: 3	5%
cc) Class presentation: 1	20%
dd) Term paper/assignment: 1	20%
ee) Mid-term Exam	20%
ff) Investigative Project Work: 1	20%
gg) Group Work and Pair Work/Group project	10%

## 6. Prescribed Texts:

- 1) Hedge, T. (2008). *Teaching and learning in the language classroom*. Oxford. Oxford University Press. (All units)
- 2) Richards, J.C. & Rodgers, T.S. (2009). *Approaches and methods in language teaching*. Cambridge: CUP. (Unit I)
- 3) Scrivener, J. (2011). *Learning teaching*. Oxford. Macmillan (All Units).

## 7. References

- 4) Burns, A and Richards J. C. (2012). *The Cambridge guide to pedagogy and practice in second language teaching*. Cambridge. CUP.
- 5) Hall, G. (2011). *Exploring English language teaching: language in action*. New York. Routledge.
- 6) Harmer J. 2007. (4th ed.). *The practice of English language teaching*. Harlow: Pearson Longman
- 7) Kumaravadelu, B. (2006). *Understanding language teaching*. New Jersey: Lawrence Erlbaum Associates, Publishers
- 8) Long, M. H. and Doughty, C. J. (2009). *Handbook of English language teaching*. Oxford. Wiley-Blackwell.
- 9) Ur, P. (2013). *A course in English language teaching*. Cambridge. Cambridge University Press.

**Far-western University**  
**Faculty of Education**  
**M.Ed. in TESOL**

Course Title: **Curriculum and Materials in TESOL**

Semester: III

Course No.: **Eng.Ed.532**

Full Marks: 100

Credit Hour: 3 (45 hours)

Pass Marks: 50

### **1. Course Introduction**

This course is designed to orient the students to the theories and practices of ESL/EFL curriculum and materials. The course begins with a brief overview of the curriculum development in language teaching followed by the presentation of the steps and issues of curriculum and materials development. The course consists of four units. The first unit presents factors to be considered in designing the curriculum and materials. The second unit engages the students in the discussion of the theories and practices of ESL/EFL materials design. In the third and fourth units, the students will carry out the practical work on curriculum and materials design.

### **2. Course Objectives**

General objectives of this course are as follows:

1. To orient the students in the theories and steps of curriculum development.
2. To engage the students in the discussion of the theories and practices of materials design.
3. To provide practical experience in curriculum and materials development.
4. To provide skills of curriculum and materials evaluation in ESL/EFL.

### **3. Contents with Specific Objectives**

<b>Specific Objectives</b>	<b>Contents</b>
<ul style="list-style-type: none"><li>• Trace the origin of language curriculum development</li><li>• To carry out needs and situation analysis</li><li>• To plan course and syllabus</li></ul>	<p><b>Unit One: Curriculum development in language teaching</b></p> <p>The origins of language curriculum development</p> <p>From syllabus design to curriculum development</p> <p>Needs analysis</p> <p>Situational analysis</p> <p>Planning goals and learning outcomes</p> <p>Course planning and syllabus design</p> <p>Providing for effective teaching</p>

	The role and design of instructional materials Approaches to evaluation
<ul style="list-style-type: none"> <li>• To Analyze the issues in materials development</li> <li>• To link materials design with the SLA research</li> <li>• To explain the principles and processes of materials development</li> <li>• To evaluate the materials</li> </ul>	<b>Unit Two: Materials development for TESOL</b> Issues in materials development and design Perspectives on materials SLA research and materials Principles of effective materials development Technology in materials development The process of materials writing Materials for language syllabus Materials design Evaluation of materials
<ul style="list-style-type: none"> <li>• To design the materials for ESL/EFL learners</li> <li>• To select and grade the materials</li> </ul>	<b>Unit Three: Practical work on curriculum development</b> Identification of learners Needs analysis Selection and gradation of the materials Evaluation and assessment
<ul style="list-style-type: none"> <li>• To carry out practical work on materials evaluation</li> </ul>	<b>Unit Four: Practical work on materials evaluation development</b> Developing criteria for materials evaluation Selection of the materials Evaluation of the materials

#### 4. Methodology and Techniques

##### ***Modes of instruction:***

- Lecture
- Seminar
- Exercises
- Guided study
- Tutorial
- Independent study
- Project work

##### ***Modes of learning:***

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study

- Peer discussion

## 5. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted as follow:

hh) Regularity and class participation	5%
ii) Quizzes: 3	5%
jj) Class presentation: 1	20%
kk) Term paper/assignment: 1	20%
ll) Mid-term Exam	20%
mm)	Investigative Project Work: 1
	20%
nn) Group Work and Pair Work/Group project	10%

## 6. Prescribed Texts:

- Richards, J. (2010). *Curriculum development in language teaching*. Cambridge. Cambridge University Press. (Unit I and III)
- Harwood, N. (2010) (Eds.). *English language teaching materials*. Cambridge. Cambridge University Press. (Unit II and IV)
- Tomlinson, B. (2010). *Materials development in language teaching*. Cambridge. Cambridge University Press. (Unit II and IV)

## 7. References:

Graves, K. (1996). *Teachers as course developers*. Cambridge. Cambridge University Press.

**Far-western University**  
**Faculty of Education**  
**M.Ed. in TESOL**

Course Title: **Issues and Research in Applied Linguistics**

Semester: III

Course No.: **Eng.Ed.533**

Full Marks: 100

Credit Hour: 3 (45 hours)

Pass Marks: 50

### **1. Course Introduction**

This course is aimed at exposing the students to the wide array of issues and research in applied linguistics. In this course, the students will explore the perspectives and issues in applied linguistics and engage themselves in the applied linguistic research. The course consists of five units. The first unit presents the brief overview of applied linguistics and the second unit provides them an opportunity to review the research of contrastive analysis and error analysis. In the third unit, the students will analyze the critical issues in applied linguistics while in the fourth and fifth units, they will review and carry out the research in applied linguistics.

### **2. Course Objectives**

General objectives of this course are as follows:

4. To provide students different perspectives on applied linguistics.
5. To update them with the research on contrastive analysis (CA) and error analysis (EA).
  - aa) To familiarize them with the critical issues in applied linguistics.
  - bb) To engage them in CA and EA research.
  - cc) To encourage them in applied linguistics research.

### **3. Contents with Specific Objectives**

<b>Specific Objectives</b>	<b>Contents</b>
<ul style="list-style-type: none"><li>• Define applied linguistics</li><li>• Present the overview of applied linguistics</li><li>• Talk about the interdisciplinarity in applied linguistics</li></ul>	<p><b>Unit One: Perspectives on applied linguistics</b></p> <p>Introduction to applied linguistics (Davies, 2007 pp. 1 - 12)</p> <p>Definitions</p> <p>Source and target</p> <p>Language learning</p> <p>Scope</p> <p>Overview of applied linguistics (Schmitt, N. and Celce-Murcia, 2002 in Schmitt, 2002)</p>

	<p>Applied linguistics, interdisciplinarity, and disparate realities (Widdowson, 2002 in Bruthiaux et al, 2009 pp. 12 - 25)</p> <p>Applied linguistics and other discipline</p>
<ul style="list-style-type: none"> <li>• Present the historical overview of CA</li> <li>• Mention the theory of transfer</li> <li>• Explain the scope and stages of EA</li> <li>• Talk about error gravity and error correction</li> </ul>	<p><b>Unit Two: Contrastive analysis and error analysis</b></p> <p>Contrastive analysis (Awasthi, 2015)</p> <p>Historical perspectives</p> <p>Basic Assumptions of CA</p> <p>Theory of transfer</p> <p>Predictions of errors</p> <p>Pedagogical implications</p> <p>Error analysis (James, 1998)</p> <p>Definition and scope</p> <p>Stages of EA</p> <p>Error gravity</p> <p>Error correction</p>
<ul style="list-style-type: none"> <li>• Identify critical issues in applied linguistics</li> <li>• Analyze the role of language in identity, gender and ethnicity</li> <li>• Talk about language ecology</li> </ul>	<p><b>Unit Three: Critical issues in applied linguistics</b></p> <p>(Wei, 2011 pp. 229 – 328, Simpson, 2013 pp. 318 - 358)</p> <p>Identity</p> <p>Gender</p> <p>Ethnicity</p> <p>Language ecology in multilingual settings</p> <p>Globalization</p>
<ul style="list-style-type: none"> <li>• Review the research in CA and EA</li> <li>• Carry out CA and EA</li> </ul>	<p><b>Unit Four: Research on CA and EA</b></p> <p>Review of research in CA and EA</p> <p>Practical work on CA and EA</p>
<ul style="list-style-type: none"> <li>• Discuss the key issues in applied linguistics</li> <li>• Carry out research in applied linguistics</li> <li>• Report the research findings in applied linguistics</li> </ul>	<p><b>Unit Five: Research in applied linguistics (Dornyei, 2011)</b></p> <p>Key issues in applied linguistics research</p> <p>Research methods in applied linguistics</p> <p>Data collection</p> <p>Data analysis</p> <p>Reporting research in applied linguistics</p> <p>Proposal writing</p> <p>Practical work : The candidates must prepare and submit a complete proposal for the thesis to be conducted in the following semester.</p>

#### 4. Methodology and Techniques

##### *Modes of instruction:*

- Lecture
- Seminar

- Exercises
- Guided study
- Tutorial
- Independent study
- Project work

***Modes of learning:***

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion

**5. Evaluation Scheme**

- Internal 40%
- External 60%

The internal examination will be conducted as follow:

oo) Regularity and class participation	5%
pp) Quizzes: 3	5%
qq) Class presentation: 1	20%
rr) Term paper/assignment: 1	20%
ss) Mid-term Exam	20%
tt) Investigative Project Work: 1	20%
uu) Group Work and Pair Work/Group project	10%

**6. Prescribed Texts:**

- k) Awasthi, J. R. (2015). *Linguistics for the teachers of English*.
- l) Bruthiaux, P., Atkinson, D. Eggington, W. G., Grabe, W. and Ramanathan, V. (2005). *Directions in applied linguistics*. Delhi. Orient BlackSwan(**Unit I**).
- m) Davies, A. (2007). *An introduction to applied linguistics*. Edinburgh. Edinburgh University Press. (**Unit III**)
- n) Dornyei, Z. (2011). *Research methods in applied linguistics*. Oxford. OUP. (**Unit IV**)
- o) Groom, N. and Littlemore, J. (2011). *Doing applied linguistics: A guide for students*. New York. Routledge. (**Unit I and IV**)

- p)** James, C. (1998). *Errors in language learning and use*. Harlow. Pearson Education Limited. **(Unit III)**
- q)** Schmitt, N. (2002), (eds.). *An introduction to applied linguistics*. New York. Arnold **(Unit I)**.
- r)** Simpson, J. (2013). *The routledge handbook of applied linguistics*. New York. Routledge. **(Unit II)**
- s)** Wei, L. (2011). *The Routledge applied linguistics reader*. New York. Routledge. **(Unit II)**

## **7. References:**

- b)** Corbett, J. (2003). *An Intercultural approach to English language teaching*. Cleveland: Multilingual Matters.
- c)** Hunston, s. & Oakey, D. (Eds.) (2010). *Introducing applied linguistics*. New York: Routledge
- d)** James, C. (1980). *Contrastive analysis*. London: Longman.
- e)** Kachru, B.B. (2006). *Asian Englishes beyond the canon*. Hongkong: HUP
- f)** Kaplan, R. B. (Eds.). (2002). *The Oxford handbook of applied linguistics*. Oxford: OUP.
- g)** Johnson, K. and Johnson, H. (Eds.). (1999). *Encyclopedic dictionary of applied linguistics*. Blackwell: Blackwell Publishing.

**Far-western University**  
**Faculty of Education**  
**M.Ed. in TESOL**

Course Title: **Testing and Evaluation in TESOL**

Semester: III

Course No.: **Eng.Ed.534**

Full Marks: 100

Credit Hour: 3 (45 hours)

Pass Marks: 50

### **1. Course Introduction**

This course is designed to provide students with the sound theoretical foundation and practical experiences in testing and evaluation in TESOL. The course consists of five units. The first unit traces the history of language testing along with its purposes and principles. The second unit outlines the qualities of language assessment. The third unit highlights the steps and processes of test design. The fourth unit engages the students in designing the tests to assess various language skills. Finally, the fifth unit introduces the student to the international standards tests that are widely practiced in academic settings.

### **2. Course Objectives**

General objectives of this course are as follows:

1. To familiarize the students with the purposes and principles of language assessment.
2. To make students aware of the different qualities of language assessment.
3. To help the students be familiar with the test preparation cycle.
4. To engage the students in test design to assess various language skills.
5. To orient them on the various internationally accredited tests used in the academic setting.

### **6. Contents with Specific Objectives**

<b>Specific Objectives</b>	<b>Contents</b>
<ul style="list-style-type: none"><li>• To trace the history of language testing</li><li>• To explain the purpose and principles of language assessment</li><li>• To differentiate between</li></ul>	<b>Unit One: Introduction</b> History of language testing Assessment and testing Purposes for assessment Principles of language assessment Testing and teaching

test and teaching	
<ul style="list-style-type: none"> <li>• To be aware of the test qualities.</li> <li>• To maintain the test qualities in language tests</li> <li>• To discuss washback and its effect in teaching</li> </ul>	<b>Unit Two: Qualities of language assessment</b> Validity Reliability Practicality Washback
<ul style="list-style-type: none"> <li>• To write test specifications</li> <li>• To follow the process of test design</li> </ul>	<b>Unit Three: Test design</b> Test specifications Item writing and moderation Pre-testing and analysis The training of examiners and administrators Test administration Reporting scores Interpreting tests Ethics in language testing and assessment
<ul style="list-style-type: none"> <li>• To design tests for assessing various language skills</li> <li>• To design tests to test grammar and vocabulary</li> </ul>	<b>Unit Four: Assessing language skills</b> Assessing reading Assessing writing Assessing listening Assessing speaking Assessing grammatical ability Assessing vocabulary
<ul style="list-style-type: none"> <li>• To talk about the relevance of standardized tests</li> <li>• To make use of the computerized and we-based tests.</li> </ul>	<b>Unit Five: Standard tests and technology</b> Standardized tests: IELTS, TOEFL, CAE Computerized language assessment Web-based language testing

#### 4. Methodology and Techniques

##### ***Modes of instruction:***

- Lecture
- Seminar
- Exercises
- Guided study
- Tutorial
- Independent study
- Project work

##### ***Modes of learning:***

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion

## 5. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted as follow:

vv) Regularity and class participation	5%
ww) Quizzes: 3	5%
xx) Class presentation: 1	20%
yy) Term paper/assignment: 1	20%
zz) Mid-term Exam	20%
aaa) Investigative Project Work: 1	20%
bbb) Group Work and Pair	
Work/Group project	10%

## 6. Prescribed Texts:

- Alderson, C., Clapham, C. and Wall, D. (1995). *Language test construction and evaluation*. Cambridge. CUP. (Unit III)
- Coombe, C., Davidson, P., O'Sullivan, B. and Stoyhoff, S. (2012). *The Cambridge guide to second language assessment*. Cambridge. CUP. (Unit I, II, III, IV, V)
- Fulcher, G. and Davidson, F. (2007). *Language testing and assessment*. London. Routledge. (Unit II, III)
- Green, A. (2014). *Exploring language assessment and testing*. London. Routledge. (Unit I, IV)

## 7. References:

- Douglas, D. (2010). *Understanding language testing*. Oxon. Hodder Education.
- Fulcher, G. and Davidson, F. (2012). *The Routledge handbook of language testing*. London. Routledge. (Unit II, III)

**Far Western University**  
**Faculty of Education**  
**M.Ed. in TESOL**

Course Title: **Genre Study: Poetry and Drama**  
Course No.: **Eng.Ed.535**  
Credit Hour: 3 (45 hours)

Semester: III  
Full Marks: 100  
Pass Marks: 45

### **1. Course Introduction**

This course aims at exposing the students to English Poetry and Drama in order enable them to understand texts of moderate difficulty level to literary texts of higher level that require intensive reading. This reading helps them take pleasure and explore a novel world perceived through English language (Poetry and Drama). Moreover, this course will help them develop the skills of literary appreciation and critical thinking especially through poetic and dramatic texts. In order to support the reading of poetry and drama the students are required to possess a preliminary knowledge of the elements of literature. This will help them appreciate poems and drama and can present similar texts to the students in teaching. There are altogether three units in this course which present Elements of Literature, Selected Poetic Texts and Selected Dramatic Texts. The Elements of Literature present those elements that frequently occur in dramatic and poetic text. Secondly, Selected Poetic Texts contain 21 poems ranging from William Shakespeare to Marge Tindal. In the same way there are Selected Dramatic Texts contain 4 plays 2 by British writers, 1 by American and 1 by Russian.

### **2. Course Objectives**

**General objectives of the course are;**

- a) To introduce students to the elements of (a)poetry and (b) drama
- b) To introduce students to the poetic language and style through selected texts and find its application in language teaching
- c) To introduce students to the dramatic language and style through selected texts and find its application in language teaching

### **3. Contents with Specific Objectives**

Specific Objectives	Contents in Detail
<ul style="list-style-type: none"> <li>• To define poetry</li> <li>• To classify and illustrate different types of poems</li> <li>• To illustrate features of poetry</li> <li>• To recognize frequently occurring poetic devices that is, figures of speech.</li> <li>• To classify different types of drama</li> <li>• To illustrate elements of drama</li> <li>• To illustrate five stages of drama</li> </ul>	<p><b>UNIT- I: Poetry and Drama</b></p> <p><b>I. Elements of Literature (Poetry)</b></p> <ol style="list-style-type: none"> <li>a. Definition of poetry</li> <li>b. Types of poetry— Epic, Lyric, Dramatic, Narrative, Sonnet, Elegy, Ode, Blank Verse, Free Verse,</li> <li>c. Features of poetry: Foot , Meter, Line, Stanza, Rhyme, Rhythm</li> <li>d. Figures of speech—<a href="#">simile</a>, <a href="#">metaphor</a>, <a href="#">hyperbole</a>, <a href="#">personification</a>, <a href="#">synecdoche</a>, alliteration, assonance, onomatopoeia, hyperbole, neologism, paradox, parody, satire, irony, and pun.</li> </ol> <p><b>II. Elements of Literature (Drama)</b></p> <ol style="list-style-type: none"> <li>a. Types of drama— Comedy, Tragedy, Melodrama, Farce, Musical Drama</li> <li>b. Elements of drama— Plot, Character, Theme, Language, Style and Point of View</li> <li>c. Five stages of drama— Exposition, Rising action, Climax, Falling action, Denouement.</li> </ol>
<ul style="list-style-type: none"> <li>• To illustrate different types of poems such as Ode, Lyric, Stanza, Alliteration, Reverses etc.</li> <li>• To find out the features of the creation of different ages—from classical to modern</li> <li>• To distinguish British, American and Indian poetry</li> <li>• To find the application of teaching poetry to the young students</li> <li>• To draw important messages from great poets</li> <li>• To be able to summarize explain and paraphrase the poems in simple language</li> <li>• To be able to access different modern</li> </ul>	<p><b>UNIT – II: Poetry</b></p> <p><b>Titles of Poems</b></p> <ol style="list-style-type: none"> <li>1. <b>Not Marble Nor The Gilded Monuments</b> - William Shakespeare</li> <li>2. <b>The Sick Rose</b> - William Blake</li> <li>3. <b>Oh, My Love Is Like A Red, Red Rose</b> - Robert Burns</li> <li>4. <b>Lucy</b>- William Wordsworth</li> <li>5. <b>Love’s Philosophy</b> - Percy Bysshe Shelley</li> <li>6. <b>Ode To Autumn</b> - John Keats</li> <li>7. <b>When I Am Dead, My Dearest</b> - Christina Rossetti</li> <li>8. <b>Tewa Song Of War</b> - Translated from The Mayan by Daniel G. Brinton</li> <li>9. <b>Baby’s World</b> - Rabindranath Tagore</li> <li>10. <b>Ballade of Dead Friends</b> - Edwin Arlington</li> </ol>

<p>poems available online and listen to the poets recite their poems, for eg. poems by Maya Angelou</p> <ul style="list-style-type: none"> <li>To compare the presentation of poetic texts in both oral and written forms</li> <li>Recite poems by students or by great poets</li> </ul>	<p><i>Robinson</i></p> <ol style="list-style-type: none"> <li><b>I Saw A Man</b> - <i>Stephen Crane</i></li> <li><b>Stopping By Woods On A Snowy Evening</b> - <i>Robert Frost</i></li> <li><b>Before the Battle</b> - <i>Siegfried Sassoon</i></li> <li><b>Life Is Fine</b> - <i>Langston Hughes</i></li> <li><b>Ode to Tomatoes</b> - <i>Pablo Neruda</i></li> <li><b>If</b> - <i>Rudyard Kipling</i></li> <li><b>Divorcing</b> - <i>Denise Levertov</i></li> <li><b>Seeing You Have...</b> - <i>W.D. Snodgrass</i></li> <li><b>Caged Bird</b> - <i>Maya Angelou</i></li> <li><b>Butcher Shop</b> - <i>Charles Simic</i></li> <li><b>Like The Waves From The Shore</b> - <i>Marge Tindal</i></li> </ol>
<ul style="list-style-type: none"> <li>To distinguish a dramatic text from other prose works and poetry</li> <li>To practice extracts of drama for classroom presentation to find out dramatic performances or films based on these plays and compare with their written forms</li> <li>To draw a comparison between American and British plays.</li> <li>To find out difference between dramatic text and its performance.</li> </ul>	<p><b>UNIT III: Drama</b></p> <p><b>Titles of Drama</b></p> <ol style="list-style-type: none"> <li><b>The Glass Menagerie</b>- <i>Tennessee Williams</i></li> <li><b>The Rising of the Moon</b>-<i>Lady Gregory</i></li> <li><b>A Raisin in the Sun</b> - <i>Lorraine Hansberry</i></li> <li><b>The Dumb Waiter</b> - <i>Harold Pinter</i></li> </ol>

#### 4. Marks Division

Unit 1: Elements of Literature (Poetry and Drama)	10 marks
Unit 2: Poetry	20 marks
Unit 3: Drama	20 marks

#### 5. Methodology and Techniques

- Class presentation
- Discussion
- Group work/pair work
- Project work
- Self-study

## 6. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted based on the following criteria:

ccc)	Regularity and class	
Participation	5%	
ddd)	Quizzes: 3	5%
eee)	Class presentation: 1	20%
fff) Term paper/assignment: 1	20%	
ggg)	Mid-term Exam	20%
hhh)	Investigative Project Work: 1	20%
iii) Group Work and Pair Work/Group project	10%	

## 7. References

### UNIT 1: Elements of Literature (Poetry and Drama)

- f) **Elements of Literature** edited by Robert Scholes, Nancy R. Comley, Carl H. Klaus, Michael Silverman, Oxford University Press, 2000 (Indian Edition).

### UNIT 2: Poetry

g) **Far Western Songs**

(A collection of 21 poems available for the teachers and students.)

- h) **Elements of Literature** edited by Robert Scholes, Nancy R. Comley, Carl H. Klaus, Michael Silverman, Oxford University Press, 2000 (Indian Edition).

### UNIT 3: Drama

Tennessee Williams's **The Glass Menagerie**, Lady Gregory's **The Rising of the Moon**, Lorraine Hansberry's **A Raisin in the Sun** and Harold Pinter's **The Dumb Waiter**. All these works are widely popular and easily available in the market. **A Raisin in the Sun** is translated by Nepal Academy as well.

## 8. References

J.A. Cuddon's, **Dictionary of Literary Terms and Literary Theory** (1998), Penguins.

\* \*

**Far-western University**

**Faculty of Education**

**M.Ed. in TESOL**

Course Title: **English Language Teacher Development**

Semester: IV

Course No.: **Eng.Ed.541**

Full Marks: 100

Credit Hour: 3 (45 hours)

Pass Marks: 50

**1. Course Description**

This course is designed to equip the students with the knowledge, skills and practices in the field of teacher education, and teacher and trainer development in general and English language teacher education in particular. The course is divided into five units. The first unit introduces the basic concepts on language teacher education and teacher development. The second unit discusses the models and modes of language teacher development. Similarly, the third unit deals with the teacher learning strategies. The fourth unit discusses the procedures for trainer development. The last unit deals with research and practices in language teacher development.

**2. Course Objectives**

The general objectives of the course are as follows:

- a) To acquaint the students with the basic concepts of language teacher development.
- b) To make the students familiar with models and modes of teacher language teacher education.
- c) To help the students learn and practice various teacher learning strategies.
- d) To provide the students with the necessary skills in designing and delivering training sessions.
- e) To acquaint the students with language teacher education research and practices.

**3. Specific Objectives and Contents**

Specific Objectives	Contents
---------------------	----------

<ul style="list-style-type: none"> <li>▪ Define the concept of teacher development</li> <li>▪ State the history, nature, and stages of teacher education</li> <li>▪ Discuss the emerging issues in language teacher education</li> </ul>	<p><b>Unit I: Introduction to Teacher Development (10)</b></p> <p>Defining teacher development  History of language teacher education  Nature of teacher education and teacher learning  Stages of teacher education  Issues in language teacher education  Scope and trends of language teacher education  (Burns and Richards)  Socio-cultural perspectives on teacher development  Overview of English Language teacher Education in Nepal</p>
<ul style="list-style-type: none"> <li>▪ Discuss various models of language teacher development.</li> <li>▪ Analyze the various mode of language teacher development and their applications in the classroom teaching and supervision.</li> </ul>	<p><b>Unit II: Models and Modes of Language Teacher Development (5)</b></p> <p>The craft model  The applied science model  The reflective model  Modes of teaching and learning in teacher education  Classroom observation and supervision</p>
<ul style="list-style-type: none"> <li>▪ Explain the various teacher learning strategies and discuss how they can be implemented.</li> <li>▪ Explain the role of professional networking in language teacher development</li> </ul>	<p><b>Unit III: Strategies for Teacher Development (10)</b></p> <p>3.1. Teacher learning Strategies</p> <p>3.1.1Workshops</p> <p>3.1.2Self-monitoring</p> <p>3.1.3Teacher support group</p> <p>3.1.4Keeping teaching journal</p> <p>3.1.5Peer-observation</p> <p>3.1. 6Teaching portfolio</p> <p>3.1.7Analysing critical incidence</p> <p>3.1.8Case analysis</p> <p>3.1.9Peer coaching</p> <p>3.1.10Team teaching</p> <p>3.1.11 Action research</p> <p>3.2Professional networking and role of ELT teachers' associations</p>

	<ul style="list-style-type: none"> <li>• BELTA</li> <li>• ELTAI</li> <li>• SPELT</li> <li>• SLELTA</li> <li>• TESOL</li> <li>• IATEFL</li> <li>• NELTA</li> </ul>
<ul style="list-style-type: none"> <li>▪ Design a training course.</li> <li>▪ Draw a training frame work.</li> <li>▪ Explain the role of group work in teacher development</li> <li>▪ Design different awareness raising activities in teacher training.</li> <li>▪ Design training sessions</li> <li>▪ Prepare action plans for</li> <li>▪ Discuss the ways of feedback, assessment and evaluation in teacher training.</li> </ul>	<p><b>Unit IV : Trainer Development (15)</b></p> <p>Trainer development</p> <p>6.1.1 Designing a training course</p> <p>Training frame work</p> <p>Group work and experience sharing</p> <p>The process of awareness –raising and its consequences</p> <p>Training session design</p> <p>Action plan for training</p> <p>Feedback and evaluation in training</p>
<ul style="list-style-type: none"> <li>▪ Overview the classroom research related to teacher education</li> <li>▪ Explain the roles of action research, narrative enquiry, reflective practices and qualitative approaches in classroom research</li> </ul>	<p><b>Unit V: Research and Practices in Language Teacher Development (5)</b></p> <p>Second language classroom research</p> <p>Action research in language teacher education</p> <p>Narrative inquiry and research</p> <p>Reflective practice</p> <p>Qualitative approaches to classroom research</p>

#### 4. Methodology and Techniques

##### ***Modes of instruction:***

- Lecture
- Seminar

- Exercises
- Guided study
- Tutorial
- Independent study
- Project work

**Modes of learning:**

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion

## 5. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted as follow:

jjj) Regularity and class participation	5%
kkk)	Quizzes: 3 5%
lll) Class presentation: 1	20%
mmm)	Term paper/assignment: 1 20%
nnn)	Mid-term Exam 20%
ooo)	Investigative Project Work: 1 20%
ppp)	Group Work and Pair Work/Group
project	10%

## 6. Recommended Books

- 1) Awasthi, J.R. (2009). Teacher education with special reference to English language teaching in Nepal. In S. Manshoor, N. Hussain, A. Sikandar & N. Ahsan (Eds.). *Emerging issues in TEFL: Challenges for South Asia*. Oxford: Oxford University Press. **(For unit I)**
- 2) Borg, S. (2013) Language teacher Education. In J. Simpson (Ed). *The Routledge Handbook of Applied Linguistics*. London: Routledge. **(For unit I)**
- 3) Burns, A. & Richards, J. C. (Eds.). (2009). *The Cambridge guide to second language teacher education*. Cambridge: CUP. **(For unit I and V)**
- 4) Duff, P.A. (2007) Qualitative approaches to Classroom Research with English Language learners. In J Cummins and C Davison (Eds.) *International handbook of English Language Teaching*. Part II. New York: Springer. **(For unit V)**
- 5) Head, K. & Taylor, P. (1997). *Readings in teacher development*. Oxford: Heinemann ELT. **(For unit I)**

- 6) Farrell, L., Singh, U.N. &Giri, R.A (Eds.) (2011). *English Language Education in south Asia. From policy to pedagogy*. Delhi: Foundation Books. **(For unit III)**
- 7) Johson, K.E. &Golombek (Eds.) (2011). *Research on Second language teacher education*. London: Routledge. **(For unit I).**
- 8) Richards, J. & Farrell, T. S. C. (2008). *Professional development for language teachers*. Cambridge: CUP. **(For unit I and III)**
- 9) Richards, J. C. & Lockhart, C. (2005). *Reflective teaching in second language classroom*. Cambridge: CUP. **(For unit II and V)**
- 10) Tsui, Amy B.M. (2007). What shapes teachers' professional development? In J.Cummins and C. Davison (Eds.) *International handbook of English Language Teaching. Part II*. New York: Springer. **(For unit V)**
- 11) Wallace. M. J. (2001). *Training foreign language teachers*. Cambridge: CUP. **(For unit II)**
- 12) Wright, T. & Bolitho, R. (2007). *Trainer development*. London: [www.lulu.com](http://www.lulu.com). **(For unit IV)**

**Far-western University**  
**Faculty of Education**  
**M.Ed. in TESOL**

Course Title: **Advanced Academic Writing**

Semester: IV

Course No.: **Eng.Ed.542**

Full Marks: 100

Credit Hour: 3 (45 hours)

Pass Marks: 50

### **1. Course Description**

The intent of the course is to familiarize the students with the knowledge and skills of academic writing so that they can enter into the world of academic writing and come out with end products like research articles, seminar papers and research reports etc. This course consists of five units. The first unit introduces the students to the world of academic writing and the second unit deals with the process of academic writing. Unit three and four involve the students in writing various texts. Finally, unit five introduces them with the technology of writing.

### **2. General Objectives**

General Objectives of this course are as follows:

- a) To introduce the students to the world of academic writing
- b) To make the students familiar with the various styles of academic writing
- c) To involve the students in different types of academic writing
- d) To develop the skills of students in writing for publication

### **3. Contents in Details**

<b>Specific objectives</b>	<b>Contents</b>
<ul style="list-style-type: none"><li>• Define different types of writing</li><li>• Discuss the nature of Academic writing</li><li>• Discuss the disciplinary norms maintained in academic writing</li><li>• Identify the features of academic writing</li></ul>	<b>Unit I Introduction to Academic Writing</b> Introduction to academic writing Types of academic writing: academic writing, literary writing, scientific writing, journalistic writing The nature of academic writing Advancing and retreating academic writing Norms in academic writing

	1.6. Features of academic writing: tone, coherence, cohesiveness, objectivity, person and tense
<ul style="list-style-type: none"> <li>• Discuss the inquiry process of academic writing</li> <li>• Analyze arguments in academic writing</li> <li>• Draw conclusions</li> <li>• Edit and revise academic texts</li> </ul>	<b>Unit II Inquiry Process Employed in Academic Writing</b> Starting with inquiry From reading as a writer to writing as a reader From identifying claims to analyze arguments From identifying issues to forming From formulating to developing a thesis From finding to evaluating sources From making summary to synthesizing From making introduction to concluding From revising to editing
<ul style="list-style-type: none"> <li>• Be familiar with various genres of academic writing</li> <li>• Write academic reports</li> <li>• Write research project</li> <li>• Write for publicity</li> <li>• Develop proposals</li> </ul>	<b>Unit III: Genres of Academic Writing</b> writing academic research articles, dissertations, conference papers Writing reports: Research report, observation report, interview report, case study report writing reviews: film/ movies, book/ journal, articles, authentic and unauthentic materials Writing for grants/ research project Writing for publicity, press release, advertisement, proposal writing
<ul style="list-style-type: none"> <li>• Use different techniques of academic writing</li> <li>• Use different styles in academic writing</li> <li>• Avoid plagiarism</li> </ul>	<b>Unit IV Techniques of Academic Writing</b> Focus on sentence formation: narration, description, comparison and contrast, illustration, cause and effect, classification division, definition parallelism Style in academic writing <ul style="list-style-type: none"> <li>• Consideration in splitting infinitives</li> <li>• Consideration in selecting dangling modifiers</li> <li>• Consideration in redundant sentence</li> <li>• Consideration in the use of hollow phrase</li> <li>• Consideration in the use of gender based words</li> <li>• Consideration in plagiarism</li> </ul>
<ul style="list-style-type: none"> <li>• Use writing technology</li> <li>• Edit writing with the help of technology</li> <li>• Cite appropriately</li> <li>• Use referencing correctly</li> </ul>	<b>Unit V Technology in Writing</b> Spell checker Grammar checker Formatting Editing Citation Referencing

#### 4. Methodology and Techniques

##### ***Modes of instruction:***

- Lecture and discussion
- Seminar
- Exercises
- Guided study
- Tutorial
- Self-study
- Project work

##### ***Modes of learning:***

###### **Unit I**

- Group division
- Collection of sample writing: academic, literary, scientific and journalistic writing
- Production of five texts of each type by each group.

###### **Unit II**

Individual practice, small group discussion and pair work

###### **Unit III and IV**

- Students in groups are assigned different tasks then they come up with their writing
- Presentation of their writing

#### 5. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted as follow:

qqq)	Regularity and class
participation	5%
rrr) Quizzes: 3	5%
sss) Class presentation: 1	20%
ttt) Term paper/assignment: 1	20%
uuu)	Mid-term Exam 20%
vvv)	Investigative Project Work: 1
	20%
www)	Group Work and Pair
Work/Group project	10%

#### Recommended Books

- 1) Greene, S. and Lidinsky, A. (2012). *From inquiry to academic writing*. Boston: BedfordSt. Martin's. (Unit 2, 4, 5)

- 2) Hartley, J. (2008). *Academic writing and publishing*. London: Routledge. (Unit 2, 3)
- 3) Murray, R. and Moore, S. (2006). *The handbook of academic writing a fresh approach*. McGraw Hill Open University Press. (Unit 1, 3, 4, 5)

## References

- 1) APA (2010). *Publication manual of the American psychological association* (6<sup>th</sup> edition) Washington DC: American Psychological Association.
- 2) Haverstock' A. (2002). *Publicity, newsletters, and press releases*. Oxford OUP.
- 3) Bellingham, J. (2006). *Editing and revising text*. Oxford: OUP.
- 4) Hacker, D. and Sommers, N. (2011). *A Writer 's references*. Boston: Harvard University Press.

**Far-western University**  
**Faculty of Education**  
**M.Ed. in TESOL**

Course Title: **TESOL Practicum**  
Course No.: **Eng.Ed.543**  
Credit Hour: 3 (45 hours)

Semester: IV  
Full Marks: 100  
Pass Marks: 50

### **1. Course Introduction**

This is a practical course in which students are required to prepare and present lessons in the classrooms. This is an opportunity for them to implement what they have learnt in their course work. This course is divided into two parts; on-campus preparation and off-campus teaching. In the on-campus preparation, students learn to plan their lessons, activities and tasks and present them to their peers in a micro-teaching context. In the second part of the course, students will go to the designated institution for supervised teaching.

### **2. Course Objectives**

The objectives of the course are:

- a) To enable the students to prepare lesson plans and teaching materials
- b) To engage them in designing teaching/learning activities and tasks
- c) To involve them in micro-teaching as a preparation to the real teaching
- d) To develop in students class observation skills
- e) To expose students in classroom context for real teaching experience
- f) To enable them to prepare case studies and conduct co-curricular activities.

### **3. Course Contents**

#### **Part I: On-campus preparation**

Prior to the real teaching in schools/colleges, the students will be engaged in the preparatory work. This part of the course will consist of two key components; lesson plan preparation, supervised micro-teaching.

#### **a) Lesson Plans, Activities and Tasks**

Each student will be required to prepare at least 20 lesson plans from various English language courses prescribed for grades 11, 12 of Higher Secondary Education Board (HSEB) and the undergraduate English courses of various universities and submit them to their tutors/supervisors. The students will work closely with their tutors/supervisors to improve their lesson plans including the activities and tasks.

#### **b) Supervised Micro-teaching**

Each student will be required to present at least ten micro-lessons to their peers in a micro-teaching context and this will be closely supervised by their tutors/supervisors. Students will

improve their lessons based on the feedback given by their tutors/supervisors and their colleagues and submit the final versions of the ten micro lessons to their tutors/supervisors for final grading.

## **Part II: Off Campus Real Teaching and Other Activities:**

Each student will be assigned to teach an English language course either in a college or a campus. In addition to classroom teaching, students will also be engaged in organizing co-curricular activities and writing a case study report.

### **a) Actual Teaching**

Students will teach a minimum of 30 lessons in the class they are assigned. Prior to their teaching in the colleges/campus, students will be required to prepare the lessons including the tasks, activities, worksheet and teaching materials and show them to their tutor/supervisor. Tutors/supervisors will observe the classes at a fixed interval and provide feedback on a regular basis. Out of thirty lessons, at least 7 classes will be supervised by their tutor/supervisor.

### **b) Case Study**

Each student will be asked to identify a particular case for a detailed study during their classroom teaching. In their day-to-day classroom teaching, student teachers will encounter various situations and they might want to have a close look at something that they have noticed. They will be encouraged to identify a particular case such as a student who seems to possess extra talent, a student with a unique learning style, a student who seems to be aloof and isolated in class, a student or a group of students who are less confident to speak English in class etc. and do an in-depth study of a particular case. Student teacher will collect the data to understand the case and prepare a report (in about 2500 words) either to learn lessons or address the problem that lies in the case.

### **c) Co-curricular Activities**

Students either in group or individually should organize at least one co-curricular activity in the college/campus where they are assigned to teach. Such an event should be related to English language learning and activities might include spelling contest, quiz contest, debate, class presentation etc. After the completion of the event, they will need to submit a report to their tutor/supervisor.

## **5. Evaluation Scheme**

### **On-campus internal evaluation                      40%**

- Preparation of lesson plan, language learning activities, tasks, worksheet 10%
- Supervised micro-teaching 30%

### **Off-campus teaching                      60%**

- Real classroom teaching 40 marks
- Case study 10 marks
- Co-curricular activities event report 10 marks

## **6. Prescribed Texts**

- a) Cohen, L., Manion, L. and Morrison, K. (2008). *A guide to teaching practice*. Oxon. Routledge.
- b) Richards, J. C. and Farrell, T. S. C. (2011). *Practice teaching; a reflective approach*. Cambridge. Cambridge University Press.

**Far-western University**  
**Faculty of Education**  
**M.Ed. in TESOL**

Course Title: **Thesis Writing**  
Course No. **Eng.Ed.544**  
Credit Hour: 6 (90 hours)

Semester: IV  
Full Marks: 100  
Pass Marks: 50

### **1. Course Description**

This is a research course in which the students carry out research work and produce a thesis document. The course begins with the introductory work such as background reading, brainstorming for the research topic, elaborated discussion on the topic with their supervisor(s) and their friends, identifying the appropriate methods of the inquiry process including the design and procedures. Then the students will carry out the research and write a thesis for final evaluation.

### **2. Course Objectives**

The objectives of course are as follows:

- a) to practically introduce the students to the inquiry process in the world of academia
- b) to offer them a framework for their research project
- c) to help them find the appropriate research design for their research
- d) to provide them backstopping support during their research process
- e) to guide them to successfully complete their research.

### **3. Contents and Process in Detail**

Research is a phase-wise process. Each phase requires a careful planning. The entire research project can be divided into following five key stages:

#### **Stage One: Pre-research phase**

In this phase students do some background reading in the area of their interest. Getting the right topic for the research is the most difficult task. One way of thinking of a research topic is to look into the problems, challenges and concerns in the teaching of English at the local context. It is not necessary to be very specific about the topic at this stage. This will be done later. Students need to read books, references and previous research work in order to crystallize their idea. Once the students have some idea of what they are going to do for their research, they can list some possible research topics and talk to their supervisors who will guide them to finalize the topic.

#### **Stage Two: Proposal Phase**

In this phase, the students will write the proposal on their research topic under the close supervision of their supervisor. If a proposal is academically rich and procedurally well built, half of the research is done. A proposal is a roadmap that outlines the details of how the researcher is going to undertake the research journey. Proposal should clearly mention what is going to be researched, how it is going to be researched and what is expected from the research. The proposal should be written according to the format provided by the department. However, the proposal should include the following key components:

- 1) Introduction of the research topic
- 2) Research problem
- 3) Review of related literature
- 4) Research objectives
- 5) Research questions
- 6) Research design
- 7) Research instruments
- 8) Research sample
- 9) Research process
- 10) Analysis and discussion framework
- 11) Timeline
- 12) References

Once the proposal is ready, it should be submitted to the department through the supervisor and the department will ask the students to present it to the panel of experts from the department. The experts will provide feedback on the proposal and the student will submit the final version to the department for final approval.

### **Stage Three: Research Phase**

In this phase the student will go to the field and collect the data. Depending upon the nature of research, the data could be collected from the respondents or reviewing the secondary sources in the library. Collecting rich data is very crucial in research as the entire thesis will be written based on the data collected at this stage. In addition to the research instrument, students should also have a diary and they need to make notes of anything relevant that they observe during the field which are not necessarily covered by the research instrument. Students need to report the progress of their field work to their supervisors on a regular basis.

### **Stage Four: Thesis Writing Phase**

Once the data are collected, they need to be organized in a systematic manner. The data should be read and re-read so that the researcher could make a clear mind map for the discussion. Looking at the patterns in the data, themes and sub-themes should be generated for discussion. The arguments should be discussed along with the evidences from the data and the discussion should be substantiated with the appropriate tables, figures, charts etc.

The thesis format will be provided by the department that will include the following components:

**Preliminaries and front matters:**

- Cover Page
- Inside Cover Page
- Declaration
- Recommendation For Acceptance
- Recommendation For Evaluation
- Evaluation And Approval
- Dedication
- Acknowledgements
- Abstract
- Table Of Contents
- List Of Tables And Charts
- List Of Abbreviations And Symbols

**Body of the Thesis**

**Chapter One: Introduction**

- Context or background of the research
- Review of literature: Thematic review and empirical review
- Objectives
- Research questions
- Significance of the research

**Chapter Two: Methodology**

- Research design
- Research sample
- Research instrument(s)
- Data collection procedures
- Limitation/delimitation

**Chapter Three: Analysis and Discussion - Thematic discussion of the data.**

**Chapter Four: Findings, conclusions and implications**

**References in APA style**

**Appendices**

- Research tools
- Sample data

**Stage Five: Post Research Phase**

This is the stage in which the students will present their thesis findings to the panel of experts. When the final draft of the thesis is ready, it should be submitted to the department through the supervisor and the department will assign an external examiner to assess the research work. After the evaluation, the department will conduct a viva voce in which the student will have to present the summary of the thesis. The experts panel will provide comments and feedback. The student will have to submit the final version of the thesis to the department incorporating all the comments and feedback.

### 3. Evaluation Scheme

#### Internal Examination (Proposal development) 40%

- Background reading and topic selection 5%
- Review of literature 10%
- Research design and inquiry process 5%
- Proposal viva voce 20%

#### External Examination (Thesis work and viva voce) 60%

- Language 7%
- Layout 5%
- Time 3%
- Methodology 5%
- Analysis and discussion 10%
- Conclusion and implications 5%
- Citations and references 5%
- Viva voce 20%

### References

- 1) American Psychological Association. (2010). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: APA.
- 2) Bitchener, J. (2010). *Writing an applied linguistics thesis or dissertation*. London: Palgrave Macmillan.
- 3) Blakeslee, A. & Fleischer, C. (2007). *Becoming a writing researcher*. London. Lawrence Erlbaum Associates, Publishers.
- 4) Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge: CUP.
- 5) Cohen, L., Manion, L. & Morrison, K. (2010). *Research methods in education (6<sup>th</sup> edition)*. London: Routledge.
- 6) Dornei, Z. (2007). *Research methods in applied linguistics*. Oxford: OUP.
- 7) McDonough, J. & McDonough, S. (2008). *Research methods for English language teachers*. London: Hodder Arnold.
- 8) McKay, S.L. (2006). *Researching second language classrooms*. New Jersey: Lawrence Erlbaum Associates.

- 9) Nunan, D. (2008). *Research methods in language learning*. Cambridge: Cambridge University Press.
- 10) Richards, K. (2003). *Qualitative inquiry in TESOL*. New York. Palgrave Macmillan.
- 11) Sealey, A. (2010). *Researching English language*. London. Routledge.

**Far-western University**  
**Faculty of Education**  
**M.Ed. in TESOL**

Course Title: **Issues and Seminar in TESOL (Alternative to Thesis)**

Semester: IV

Course No.: Eng. ....

Full Marks: 100

Credit Hour: 3 (45 hours)

Pass Marks: 50

**1. Course Description**

This seminar course is designed with a view to involving the students in organizing and presenting TESOL seminars. With the support of the tutor, students select a topic in any area of TESOL, research on the topic in detail either in the library or in the field and present a seminar paper in class. At the end of the course, the students will submit a seminar paper to the tutor incorporating the comments and suggestions from the tutor and peers. Tutor will guide them in the entire process.

**2. General Objectives**

General objectives of this course are as follows:

- ii) To help students identify the key issues and challenges in TESOL.
- jj) To enable them to explore the issues and analyze them from various perspectives.
- kk) To acquaint them with the modality of the TESOL seminar.
- ll) To encourage them to make presentations in national and international seminars.
- mm) To guide them in writing the seminar papers.

**3. Contents in Details and Mode of Delivery**

Right from the beginning of the course, the students are made responsible for all the stages of the course and tutor's role is to guide them in the entire process to make sure that they are in the right track. In the first few classes the tutor will discuss the issues in TESOL and present some topics that need to be explored in order to address the TESOL challenges. The tutor asks the students to bring questions, problems, challenges, issues, concerns on the various areas of TESOL in class and open discussions are organized for a couple of days in order to familiarize the students with some of the pertinent issues in TESOL. Encourage the students to bring issues from various sources that might include the courses they attended in the current and earlier semesters, the theories they have studied, their experiences as students, their experiences as teachers and so on. The tutor can present the following examples and the class can be engaged in the discussion.

**Sample topics for TESOL seminar**

- 1) Should we test listening and speaking skills at school level?
- 2) Age factor in introducing English: When should we start English in Nepal?
- 3) Using textbooks in ELT kills the creativity of the students.
- 4) Continuous assessment system in ELT class: Pros and Cons
- 5) Transfer of training skills in class with reference to ELT
- 6) Homegrown English language learning and teaching materials and their use in Nepali schools and colleges: How are they and why not to use them?
- 7) Promoting critical thinking skills in language teaching: ways and means

The tutor can present these topics in class one by one and ask the students to present their views, argue for and against the issues/statements and ask them to analyze them through multiple lenses. Once the students are familiar with the nature of the issues, ask them to bring their own topics in class and discuss them at length. After a series of discussion on the potential topics, ask each student to select a topic of their interest. Make sure that the topic students have chosen is doable and they can explore it further with the evidences either from the primary or secondary literature. Once the topic is finalized ask them to do the following:

- a) Introduce the topic: Here the students introduce the topic to the reader. This can be done either by giving some background information of the topic or by sharing their anecdotes or experiences.
- b) Establish the topic: This section presents the topic in such a way that readers need to feel this as an important topic to explore. A case study related to the topic, sharing personal anecdotes and experiences, alarming statistics from the media and/or literature could be some of the ways to substantiate the topic.
- c) Explain the topic from multiple perspectives: Once the topic is established, students need to explain it in detail by giving examples, evidences and multiple perspectives in it. If the topic is debatable, there are arguments for and against it and encourage the students to bring all those perspectives and discuss the issue/topic at length.
- d) Recommend the way out: Based on the discussion from multiple perspectives, students need to find ways of addressing the issues in the discussion.

The tutor will guide the students to specify the topic, find the appropriate materials for discussion, organizing the discussion coherently, and present the arguments in a systematic manner. Students present the progress to their tutor on a regular basis and get the feedback. When the students complete the inquiry process, they will organize class seminars and make their presentations.

The seminars will be organized in series in their regular classes. Schedule of the presentation will be shared with the students in advance. Students will prepare slides for PowerPoint presentation and show them to the tutor to make sure that all the essentials are covered in

it. The seminar will be organized in a semi-formal mode and it will be interactive in nature. For each seminar day, there will be a Master of Ceremony (MC) who will introduce the presenter(s) to the class and each presenter will have at least one commentator who will also be nominated by the tutor in advance while sharing the schedule with the students. The presenter will submit the PowerPoint slides to the tutor and the commentator at least three days before the presentation.

On the seminar day, the process of the seminar will be as follows:

- a) Announcement of the Presenter(s) and their topic(s). MC will make announcement of the presenter(s) and the commentator(s) of the day.
- b) Presentation by the presenter
- c) Comments on the presentation by the commentator
- d) Floor discussion on the presentation
- e) Response to the discussion by the presenter
- f) Tutor's feedback to the presenter and commentator

#### **4. Evaluation**

This is a fully practical course and students' performance will be evaluated on a regular basis and a portfolio of every student will be maintained with the record of all the details of their work. The evaluation will be done in two phases. In the first phase, the student's performance will be graded based on the process from identifying the topic to the presentation of seminar paper. In the second phase, the student will write a seminar paper and submit it to the tutor. There will be viva voce organized by the Department and the student will be interviewed by the panel of teachers from the department.

##### **Internal Evaluation 40%**

1. Attendance	5 Points
2. Discussion of the topic	5 points
3. Quality of Power Point and contents in presentation	5 points
4. Seminar Presentation (presentation skills)	15 points
5. Comments on the assigned seminar paper as a commentator	10 points
<b>Total</b>	<b>40 points</b>

##### **External Evaluation 60%**

After the presentation, the student will write the seminar report and submit the final paper to their tutor. The report will then be evaluated by the tutor and a panel of experts from the department during the viva voce. Key criteria of the evaluation will be as follows:

- a) Establish the issue/topic in the local context (relevance)
- b) Exploration of the issues/topic (depth of the study with relevant literature)
- c) Addressing the issue including the conclusions and implications
- d) Language of the report
- e) Organization of the report

- f) Citation and reference
- g) Response to the questions asked by the panel of experts
- H) Length of the report: 2000 – 3000 words

## 6. References

Since, the course will be fully student-centered and the focus will be on the discussion of the issues, there are no any prescribed textbooks. However, in order to be familiar with the current issues at the global ELT scenario and learn about how these issues are addressed. The students are expected to read some of the references so that they can enrich themselves on the nature of the issues and their exploration procedures.

- 1) A & C Black (2005). *Give Great Presentations: How to speak confidently and you're your point*. London: A & C Black Publisher.
- 2) Brain, G. (2004) (Ed.). *Non-native Educators in English Language Teaching*. Mahwah, New Jersey: LEA
- 3) Canagarajah, A. S. (2003). *Resisting Linguistic Imperialism in English Teaching*. Oxford: Oxford University Press
- 4) Carter, R. and Nunan, D. (2001). *The Cambridge Guide to Teaching English to the Speakers of Other Languages*. Cambridge: Cambridge University Press.
- 5) Crystal, D. (2002). *English as a Global Language*. Cambridge: Cambridge University Press.
- 6) Davidson, J. and Moss, J. (Eds.) (2000). *Issues in English Teaching*. London. Routledge.
- 7) Jolles, R. L., (2005). *How To Run Seminars And Workshops: presentation skills for consultants, trainers, and teachers*. New Jersey: John Wiley and Son, Inc.
- 8) Kim, Hye-Kyung. (2010). The Identity of Asian ESL Teachers: Negotiating "white" English, *INTESOL Journal*, 7(1), 69-84.
- 9) Murray, R. and Moore, S. (2006). *The Handbook of Academic Writing*. Berkshire. Open University Press.
- 10) Nikolov, M. (2002). *Issues in English Language Education*. Bern. Peter Lang AG, European Academic Publishers.
- 11) O'Sullivan, M., Huddart, D. & Lee, C. (Eds.) (2016). *The future of English in Asia*. London: Routledge.
- 12) Pennycook, A. (2003). *The Cultural Politics of English as an International Language*. London: Longman.
- 13) Spendlove, D. (2011). *Putting Assessment for Learning into Practice*. London.
- 14) Spolsky, B. and Sung, K. (2015). *Secondary School English Education in Asia*. London. Routledge.
- 15) Thody, A. (2006). *Writing and Presenting Research*. London: Sage Publications.

### Some Journals:

The Journal of NELTA: [www.nelta.org.np](http://www.nelta.org.np)

English Teaching Forum: <http://americanenglish.state.gov/english-teaching-forum>

ELT Journal: <http://eltj.oxfordjournals.org/>

The Internet TESL Journal: <http://iteslj.org/>

**Far-western University**  
**Faculty of Education**  
**M.Ed. in TESOL**

**Course Title: Critical Discourse Analysis (alternative to thesis writing)**

Course No. : Eng. Ed. ....

Credit Hours: 3

Semester: Fourth

Full Marks: 100

Pass Marks: 50

**25. Course Introduction**

This course is designed to equip the students with skills required to analyze discourses held at various settings and contexts critically. The course is divided into eight units in which the first unit introduces the basic concepts of Critical Discourse Analysis (CDA) and approaches to its study. The second unit deals with the concepts of language, ideology and power and their interrelationships. The third unit addresses the socio-cultural changes addressed in discourse analysis. The fourth unit incorporates theoretical developments in dialectics of discourse. The fifth unit deals with the research works in CDA. Similarly, the sixth unit incorporates political discourse. Units seven and eight deal with globalization and transition and language and education in discourse perspectives, respectively.

**26. Course Objectives**

General objectives of this course are as follow:

- nn) To introduce the students with the basic concepts of critical discourse analysis.
- oo) To make the students familiar with the concepts of language, ideology and power.
- pp) To introduce them with the socio-cultural changes in discourse analysis.
- qq) To orient them with the developments in dialectics studies.
- rr) To familiarize them with the CDA research works.
- ss) To make them familiar with political discourse.
- tt) To make them acquaint with the discourse patterns in globalization and transition.
- uu) To help them analyze language in education.

**27. Contents specific objectives**

Specific Objectives	Contents
<ul style="list-style-type: none"><li>Define the terms critical, discourse, and analysis</li><li>Discuss the various approaches to CDA</li></ul>	<b>Unit One : Introduction to CDA (3)</b> Critical, discourse and analysis What is CDA? Approaches to CDA: Description, Interpretation, Explanation

<ul style="list-style-type: none"> <li>• Explain the concepts of language, ideology and power in CDA perspectives</li> </ul>	<b>Unit Two: Language, Ideology and Power (6)</b> Critical and descriptive goals in discourse analysis Language and ideology Semiosis, ideology, and mediation: a dialectical view
<ul style="list-style-type: none"> <li>• Analyse the discourse in the perspectives of higher education, politics and the changes brought about by technologies</li> </ul>	<b>Unit Three: Discourse and Socio-cultural Change (6)</b> Critical discourse analysis and the marketization of public discourse Discourse, change and hegemony Ideology, and identity change in political television
<ul style="list-style-type: none"> <li>• Discuss the theories developed on the basis of dialectics discourse</li> </ul>	<b>Unit Four: Dialectics of Discourse: Theoretical Developments (5)</b> 4.1.Discourse, social theory, and social research: the discourse of welfare reform, Critical realism and semiosis
<ul style="list-style-type: none"> <li>• Use CDA research methodology for their own research purposes</li> </ul>	<b>Unit Five: Methodology in CDA Research (10)</b> A dialectical-relational approach to critical discourse analysis in social research Understanding the new management ideologyA transdisciplinary contribution from critical discourse analysis and the new sociology of capitalism (with Eva Chiapello) Critical discourse analysis in researching language in the new capitalism: over determination, trans- disciplinarily and textual analysis Marx as a critical discourse analyst: the genesis of a critical method and its relevance to the critique of global capital (with Phil Graham) 5..5. Critical discourse analysis, organizational discourse and organizational change
<ul style="list-style-type: none"> <li>• Discuss the role of language in power</li> <li>• Explain the role of CDA in democracy and citizenship</li> <li>• Use discourse perspectives in cultural politics.</li> </ul>	<b>Unit Six: Political Discourse (8)</b> 6.1.New labour: a language perspective 6.2.Democracy and the public sphere in critical research on discourse Critical discourse analysis and citizenship (with Simon Pardoe and Bronislaw Szerszynski) ‘Political correctness’: the politics of culture and language

<ul style="list-style-type: none"> <li>• Explain the role of language in globalization and globalism</li> <li>• Analyze the discourse in the contexts of national security</li> <li>• Explain the language of transition from one form of economy to another form</li> </ul>	<b>Unit Seven: Globalization and Transition (5)</b> Language and globalization Global capitalism, terrorism and war: a discourse-analytical perspective Discourse and 'transition' in Central and Eastern Europe
<ul style="list-style-type: none"> <li>• Explain how language awareness and self-identity are inter-related</li> <li>• Discuss the role of critical language awareness in language education</li> </ul>	<b>Unit Eight: Language and Education (5)</b> Critical language awareness and self-identity in education Global capitalism and critical awareness of language

## 28. Methodology and Techniques

### *Modes of instruction:*

- Lecture
- Seminar
- Guided study
- Tutorial
- Independent study
- Project work

### *Modes of learning:*

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion

## 29. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted as follows:

- k) Attendance 5 marks
- l) Classroom activities 5 marks
- m) Assessment 1 ( article writing , book review, class test etc.) 10 marks

- n) Assessment 2 ( midterm exam ) 10 marks
- o) Assessment 3 ( case study , seminar, project work etc) 10 marks

### 30. Prescribed Books

- 1) Norman Fairclough (2011) *Critical Discourse Analysis. The critical study of language*. Harlow: Pearson Longman. **( For all units)**
- 2) O'Halloran, K. (2011) Critical Discourse Analysis. In J. Simson (ed.) *The Routledge handbook of applied linguistics*. London: Routledge. **(For Unit1)**

### 31. Reference Books

- 1) Fairclough, I & N. Fairclough (2012) *Political Discourse analysis*. London: Routledge
- 2) Locke, T. (2004). *Critical Discourse analysis*. London: Continuum.
- 3) Rogers, R. (2011). *Introduction to Critical Discourse analysis in education*. London: Routledge.
- 4) Wodak, R & M. Meyer (2001) *Methods of Critical Discourse Analysis*. London: Routledge.