Far Western University

Mahendranagar, Kanchanpur

Faculty of Education

B. Ed. in English Education

Far Western University
Faculty of Education
B. Ed. in English Education
Course Structure

First Semester
1.Introduction to Language Studies (Eng.Ed.101)
Second Semester
1. English Phonetics and Phonology (Eng.Ed.121)
2. Academic Reading and Writing (Eng.Ed.122)
Third Semester
1. Poetry and Drama (Eng.Ed.231)
2. Introduction to Second Language Acquisition (Eng.Ed.232)
Fourth Semester
1. Advanced Reading and Writing (Eng.Ed.241)
2. Introduction to Literary Studies (Eng.Ed.242)
3. Fiction and Prose Studies (Eng.Ed.243)
Fifth Semester
1. Introduction to Discourse Analysis (Eng.Ed.351)
2. Introduction to Language Testing (Eng.Ed.352)
3. Creative Writing (Eng.Ed.353)
4. English Language Teaching Methods and techniques (Eng.Ed.354)
Sixth Semester
1. Curriculum and Materials (Eng.Ed.361)
2. English for Mass Communication (Eng.Ed.362)
3. Literature and Language Teaching (Eng.Ed.363)
4. Teaching English to Young Learners (Eng.Ed.364)
Seventh Semester
1. Professional Development in ELT (Eng.Ed.471)
2. Action Research in English (Eng.Ed.472)
3. Language in Society (Eng.Ed.473)
Eighth Semester
1. Interdisciplinary Reading (Eng.Ed.481)

Far-western University
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B.ED. in English Education
INTRODUCTION TO LANGUAGE STUDIES

Course Title: Introduction to Language Studies

Course No. : **Eng.Ed.101**   Full marks: 100

Level: B. Ed.   Year: First

Semester: First   Pass marks: 45

                                                     Total Teaching Hours: 45

1. Course Introduction

The intent of this course is to offer students a strong foundation in the basics of language and its essential elements that includes the language origin, development of language, sound patterns, morphology, syntax, semantics and pragmatics. The course also touches upon the various contemporary issues in language study that includes language and culture, vernacular English, language change and sings language.

2. General Objectives

General objectives of this course are to:

   a) introduce the students to the fundamentals of language study

   b) familiarize the students with the sound patterns of language

   c) give students the concept of the English grammar, syntax, semantics, pragmatics, discourse analysis and the sign language

   d) show the students connection between the language and brain

   e) introduce students to the concept of second language acquisition

   f) familiarize students with the concept of language variation

   g) help them connect language with the culture

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents in Detail
- Define language and animal communication. - Describe the origin and characteristics of language. - Draw and label the organs of speech	**Unit One. Language and communication (4 hours)** 1.1. Definition of language and communication 1.2. The origins of language 1.3. The organs of speech 1.4. Characteristics of language 1.5. Animal communication
- Explain the development of writing - Distinguish different types of writing such as logograms, rebus, syllabic and alphabetic writing.	**Unit Two. Development of Writing (2 hours)** 2.1. Pictograms and ideograms 2.2. Logograms 2.3. Rebus writing 2.4. Syllabic writing and alphabetic writing 2.5. Written English

• Describe the sounds patterns of language. • Identify syllable structure and clusters. • Talk about eh co-articulation effects	**Unit Three. The Sounds and sound patterns of language (5 hours)** 3.1. Phonetics: consonants, vowels and diphthongs 3.2. Phonology: phone, phoneme, allophone 3.3. Syllable structure and clusters 3.4. Co-articulation effects
• Explain the etymology of words • Describe the word formation process. • Distinguish morph, morphemes and allomorphs.	**Unit Four. Words and morphology (2 hours)** 4.1. Etymology 4.2. Word-formation process 4.3. Morphology: morph, morphemes, allomorphs
• Write about traditional grammar, prescriptive grammar, descriptive grammar and generative grammar • Carry out immediate constituent analysis. • Define structural ambiguity • Analyze sentences using phrase structure rules and transformation rules.	**Unit Five. Grammar and syntax (5 hours)** 5.1. Traditional grammar 5.2. Parts of speech 5.3. Prescriptive vs. descriptive grammar 5.4. Structural analysis and immediate constituent analysis 5.5. Generative grammar and syntactic structure 5.6. Structural ambiguity 5.7. Tree diagram and phrase structure rules 5.8. Transformational rules
• Define semantics and pragmatics • Explain semantic roles and lexical relations. • Name synonymy, hyponymy, antonymy, prototypes, homophones, homonyms and polysemy. • derive invisible meaning • draw references and inferences • analyze speech acts	**Unit Six. Semantics and pragmatics (4 hours)** 6.1. Meaning and semantic features 6.2. Semantic roles 6.3. Lexical relations 6.4. Synonymy, antonymy, hyponymy, prototypes, homophones and homonyms, polysemy 6.5. Word play, metonymy, collocation 6.6. Pragmatics and invisible meaning 6.7. Context, deixis,, reference, inference 6.8. Anaphora, presupposition, speech acts, politeness
• Interpret discourse. • Show cohesion and coherence. • Analyze conversation discourse.	**Unit Seven. Discourse Analysis (3 hours)** 7.1. Interpreting discourse 7.2. Cohesion and coherence 7.3. Conversation analysis
• Define neurolinguistics. • Discuss aphasia • Associate critical period with language learning. • Describe cognitive science and artificial intelligence.	**Unit Eight. Language and the brain (3 hours)** 8.1. Neurolinguistics 8.2. Aphasia 8.3. The critical period 8.4. Cognitive science and artificial intelligence
• Describe first language acquisition process. • Order the language acquisition process. • Relate their second language learning experience. • Examine the barriers in second language learning. • Identify interlanguage from the given data.	**Unit Nine. First and second language acquisition (6 hours)** 9.1. First language acquisition process 9.2. Acquisition of words and sentences 9.3. Developing semantics in L1 acquisition 9.4. Second language learning and its barriers 9.5. Methods of learning second language 9.6. Transfer and interlanguage 9.7. Communicative competence
• Define sign language	**Unit Ten. Sign language (2 hours)**

• Classify gesture and its types • Support ASL as a natural language	10.1. Gestures and its types 10.2. Signs and their structure 10.3. ASL as a natural language
• Draw family tree of language • Discover the language change • Compare varieties of language • Talk about language planning • Describe vernacular language	**Unit Eleven. Language change and language variation (5 hours)** 11.1. Family trees 11.2. Language change and its historical overview 11.3. The standard language 11.4. Varieties of language 11.5. Language planning 11.6. Pidgin and creoles 11.7. Sociolinguistics 11.8. Social dialects 11.9. Vernacular language
• Associate language with culture • Assess the connection between language and culture • Explain about linguistic relativity, social categories and gendered speech	**Unit Twelve. Language and culture (4 hours)** 12.1. Culture and categories 12.2. Linguistic relativity 12.3. Social categories 12.4. Gendered speech

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:

a) Attendance and class participation
b) Class presentation: 2 presentations on topics assigned by the teacher
c) Project/Assignment I: 2 writing assignments on the topics chosen by students and approved by the teacher.
d) Project/Assignment II: 2 Writing projects on the topics assigned by the teacher.
e) Mid-term exam

7. Reference Books

1. Lyons, J. (2009). Language and Linguistics. Cambridge: Cambridge University Press.   *(Units IV, V, VI, XI)*

2. Radford et. al. (2002). Linguistics. Cambridge: Cambridge University Press. *(All Units)*

3. Yule, G. (2008). The Study of Language. Cambridge. Cambridge University Press. *(All Units)*

4. Widdowson, H.G. (1996). Linguistics. Oxford: Oxford University Press. *(Units I, III, IV, V)*

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Course Title: **English Phonetics and Phonology**   Semester: Second

Course No. : Eng.Ed.121   Full marks: 100

Credit Hour: 3 (45 hours)   Pass marks: 45

1. Course Introduction

This course introduces the students to the sound systems of the English language with the expectation of raising awareness among the potential teachers about how the English sounds are used in the utterances. The course begins with the discussion of the basic concepts of English phonetics and phonology followed by the production of the English vowels and consonants.

2. Objectives

General objectives of this course are to:
   a) introduce students to the basic concepts of English phonetics and phonology
   b) make them familiar with the production of speech sounds
   c) enable them to produce English consonants and vowels appropriately
   d) make them aware of the changes of sounds in connected speech
   e) enable them to analyze the words in terms of syllable division
   f) help them use the appropriate intonation patterns of English
   g) give them practice in the English sounds in context

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail

• explain the phonemes and other aspects of pronunciation
• be familiar with the English accents
• describe phonemes and other symbols
	Unit One: Introduction to English Phonetics and Phonology
	1.1. Phonemes and other aspects of pronunciation
	1.2. Accents and dialects
	1.3. Phonemes and symbols
	    1.3.1. The phoneme
	    1.3.2. Symbols and transcription
	    1.3.3. Phonology

• draw the organs of speech • produce the sounds correctly • distinguish long vowels, dipthongs and tripthongs	**Unit Two: The Production of Speech Sounds** 2.1. Articulators above the larynx 2.2. Vowels and consonants 2.3. English short vowels 2.4. Long vowels, dipthongs and tripthongs
• identify voicing in the sounds • produce the plossives • distinguish fortis from lenis	**Unit Three: Voicing and Consonants** 3.1. The larynx 3.2. Respiration and voicing 3.3. Plossives 3.4. English plosives 3.5. Fortis and lenis
• produce fricatives and affricatives • describe nasals	**Unit Four: Fricatives, Affricates, Nasals and Other Consonants** 4.1. Production of fricatives and affricates 4.2. The fricatives of English 4.3. The affricates of English

	4.4.Fortis consonants 4.5.Nasals 4.6.The consonant l 4.7.The consonant r 4.8.The consonants j and w
• define syllable • divide words into syllables • explain strong and weak syllables	**Unit Five: The Syllable** 5.1. The nature of the syllable 5.2. The structure of the English syllable 5.3. Syllable division 5.4. Strong and weak syllables
• define word stress • use word stress	**Unit Six: Word Stress** 6.1. Stress in simple words 6.2. Complex word stress 6.3. Weak forms
• carry out phonemic analysis • discuss the aspects of connected speech • use intonation • explain the varieties of English pronunciation	**Unit Seven: Phonemic Analysis and Connected Speech** 7.1. Problems in phonemic analysis 7.2. Aspects of connected speech 7.3. Intonation 7.4. Varieties of English pronunciation
• produce English vowels correctly • produce English consonants correctly	**Unit Eight: Practice on English Phonetics and Phonology** 8.1. Vowels 8.2. Consonants

4. Methodology and Techniques

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

5. Evaluation Scheme

- Internal   40%
- External   60%

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

f) Attendance
g) Class participation
h) Class presentation: 2 presentations on topics assigned by the teacher
i) Project/Assignment I: 2 essays on the topics chosen by students and approved by the teacher.
j) Project/Assignment II: 2 oral interviews based on the practice book.
k) Mid-term exam

7. References

1. Roach, P. (2010). *English Phonetics and Phonology*. Cambridge. Cambridge University Press*.(All Units)*
2. Baker, A. (2006). *Ship or Sheep?.* Cambridge. Cambridge University Press. *(Unit IX)*

Dictionary

3. Hornby. A.S. (2010). Eighth Edition. Oxford Advanced Learner's Dictionary. Oxford: Oxford University Press.

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Course Title: **Academic Reading and Writing**   Semester: Second

Course No. : Eng.Ed.122   Full marks: 100

Credit Hour: 3 (45 hours)   Pass marks: 45

1. Course Introduction

This course aims at providing the students with the academic reading and writing skills that they require in their academic setting. The course begins with the conceptual understanding about the academic reading followed by practical experiences of the varieties of reading texts. It then proceeds to the array of academic writing in which the students are introduced the mechanics and process of academic writing. By the end of the course the students are expected to produce academic writing following the ethical principles appropriate style guidelines.

2. Objectives

General objectives of this course are to:

h) introduce students to the academic reading skills
i) develop reading skills for academic purposes
j) offer tools for research for reading and writing
k) make them familiar with the conventions of academic writing
l) enable them to write academic essays and assignments with the appropriate styles

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail

• be prepared for reading
• make choice for reading
• explore texts for reading
	Unit One: Academic Reading: Preparing to Study
	   1.1 Getting to know your textbook
	        1.1.1 Before you read
	        1.1.2 Text exploration
	   1.2 Choosing what to read
	        1.2.1 Before you read
	        1.2.2 Reading and interaction
	        1.2.3 Text exploration

• identify important reading
• talk about the various fields of academic reading
	Unit Two: Knowing What's Important
	   2.1. The spirit of enquiry
	   2.2. The developing world
	   2.3. The natural world
	   2.4. The physical world
	   2.5. Into the future
	   2.6. The individual and society

• read for research
• read for interaction
• read and explore texts
	Unit Three: The Tools of Research
	   3.1. Reading for research
	   3.2. Before you read
	   3.3. Reading and interaction
	   3.4. Text exploration

• think about the writing process	**Unit Four: The Academic Writing**

• distinguish between academic writing and personal writing • describe the writing process	4.1. Introduction 4.2. Thinking about writing processes 4.3. Distinguishing between academic and personal styles of writing 4.4. The grammar of academic discourse 4.5. The writing process: Visualizing your text
• research writing • explore internet for writing	**Unit Five: : Researching and Writing** 5. Recognizing categories and classifications 6. The language of classification 7. The structure of a research paper 8. The writing process: Exploring the internet and recording your explorations
• compare and contrast ideas • identify research gap • use the writing process to express their feelings	**Unit Six: Fundamentals and Feedback** 6.1. Exploring comparison and contrast structures 6.2. The language of comparison and contrasts 6.3. Using comparisons and contrasts to evaluate and recommend 6.4. The research paper 6.5. Identifying a research gap 6.6. The writing process: Joining a virtual peer group to get feedback on your writing
• use appropriate vocabulary in writing • writing clearly	**Unit Seven: Definition, Vocabulary, and Academic Clarity** 7.1. The clarity principle 7.2. The language of definition 7.3. Reduced relative clauses 7.4. Extended definitions 7.5. The place of definition in academic text 7.6. The writing process: understanding academic vocabulary
• follow academic honesty • explain different types of generalization • write literature review • work with peer	**Unit Eight: Generalizations, Facts, and Academic Honesty** 8.1. The honesty principle 8.2. The language of generalization 8.3. Hedging generalizations 8.4. Boosting generalizations 8.5. Writing a literature review 8.6. The writing process: working with a peer group 8.7. Brainstorming and clustering
• write and share texts • describe the methods of academic reality • write the academic texts	**Unit Nine: Writing in Action** 9.1. Seeing ideas and sharing texts 9.2. Description, methods and academic reality 9.3. Results, discussion and academic relevance 9.4. The whole academic text 9.5. Creating the whole text

4. Methodology and Techniques

- Class presentation
- Discussion
- Group work/pair work

- Project work
- Self-study

5. Evaluation Scheme

- Internal   40%
- External   60%

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

l) Attendance
m) Class participation
n) Class presentation: 2 presentations on topics assigned by the teacher
o) Project/Assignment I: 2 academic reading assignments.
p) Project/Assignment II: 2 writing projects.
q) Mid-term exam

7. References

4. Glendenning, E. H. and Holmstrom, B. (2004). *Study Reading*. Cambridge. Cambridge University Press*.(Units I - III)*
5. Hamp-Lyons, L. and Heasley, B. (2006).*Study Writing.* Cambridge. Cambridge University Press. *(Unit IV - IX)*

Dictionary

6. Hornby. A.S. (2010). Eighth Edition. Oxford Advanced Learner's Dictionary. Oxford: Oxford University Press.

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Course Title: **Poetry and Drama**   Semester: Second

Course No. : Eng.Ed.231   Full marks: 50

Credit Hour: 3 (45 hours)   Pass marks: 45

1. Course Introduction

This course is designed with a view to orient the students with poetry and drama for developing their linguistic competence, helping them to take pleasure from reading as well as developing critical thinking in them through reading and appreciating the texts. The course is divided into four units. The first unit deals with general introduction to poetry in terms of types and characteristics that should be taken into consideration while reading a poem. The second unit mentions selected poems from different aspects of life. The selection offers variety in terms of writers themes and ages. The third unit deals with the introduction of dramas in terms genres, elements and forms. The fourth unit presents selected dramas for reading.

2. General Objectives

General objectives of this course are to:

m) introduce students to basic elements and types of poetry
n) develop skills for reading and interpreting poetry
o) familiarize students with the basic concept, elements and genres of drama
p) enable students to read, enjoy and appreciate dramas

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
• Discuss different forms of poetry. • Be familiar with word games qualities and tact in poetry • Be familiar with the mode of poetic presentation • Develop understanding of the language of animation and personification in poetry	**Unit One: The Elements of Poetry** 1.1 Classification of poetry (Epic, Lyric, Ballad, Ode, Elegy, Sonnet, Free verse, Shape/concrete poem, slam poetry, haiku, and limerick) 1.3 The poetry game 1.4 The qualities of poetry 1.5 Tact 1.6 Drama and narration 1.7 Description and meditation 1.8 Word games (Simile, metaphor, the conceit, the symbol) 1.9 The language of animation and personification. 1.10 Metrics
• Read and appreciate poetry. • Write poems on subject of own interest.	**Unit Two: Poetry Study** *The Bold Bad Bus* Wilma Horsbrugh *Smile* Mathew Sweeny *The Lonely Scarecrow* by James Kirkup

	Friends by Elizabeth Jennings *To Every Thing there is a Season* by Ecclesiastes *Stop all the Clocks, Cut off the Telephone* by W.H. Auden *Soldier! Soldier! Will you Marry Me* Anonymous *The Spider and Fly by* Mary Howit *Matilda* by Hilaire Belloc *I had a Dove* by John Keats *My Mother Said* Anonymous *Dis Fighting* by Benjamin Zephaniah *All the World's a Stage* by William Shakespeare *Bright Star* by John Keats *Tears, Idle Tears* by Alfred Lord Tennyson *Stopping by Woods on a Snowy Evening* by Robert Frost *Harlem* by Langston Hughes *Dreamer*s by Keshar Lal *Your Nobelest Dreams are Power* by Laxmi Prasad Devkota *May be* By V.S Rai

• Discuss different contexts, elements, and types of drama.
• Analyze the structure and forms of drama.
	Unit Three: Introduction to Drama
	
	3.5. Contexts of Drama
	     3.1.1 Drama Literature and Representational Art
	     3.1.2 Drama and Theatrical Performance
	     3.1.3 Drama and Other Literary Forms
	     3.1.4 Drama and Narration
	     3.1.5 Drama and Meditation
	     3.1.6 Drama and Persuasion
	3.6. Genres of Drama
	     3.2.1 Tragedy
	
	     3.2.2 Comedy
	
	     3.2.3 Tragicomedy
	
	     3.2.4 Absurdist Drama
	
	3.7. Elements of Drama
	     3.3.1 Dialogue
	
	     3.3.2 Plot
	
	     3.3.3 Character (characterization)
	
	     3.3.4 Setting
	
	     3.3.5 Music
	
	     3.3.6 Theme

	3.3.7 Movement
• Read and appreciate dramas	**Unit Four: Drama Study** 4.6. *Life is a Dream* by Pedro Calderon de la Barca 4.7. *Cat on a Hot Teen Roof* by Tennessee Williams 4.8. *Death of a Salesman* by Arthur Miller 4.9. *The Cherry Orchard* by Anton Chekov 4.10. *The Tempest* by William Shakespeare

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: 1   10%

6. References

a) Devkota, L. P. (2006). *Bapu and Other Sonnets*. Kathmandu: Mahakavi Laxmi Prasad Devkota Study and Research Centre. (Unit II)

b) Devkota, P. (2006). *Harishchandra. Kathmandu*: Akshar Prakashak Network Pvt. Ltd (Unit II)

c) Elias, M. (2009). *Plays in one act*. Hyderabed: Orient Blackswan Prvate Limited

d) Jacobus, L.A (2009). *The Bedford Introduction to Drama (5th ed)*. New York: Bedford/St. Martin's (Unit III and IV)

e) Lal, K. (2000). *The girl with meaningless name: A collection of essays and poems*. Kathmandu: Adarsh books

f) Lyon,T. (2003). *Forms of poetry*. Pittsburgh: TeaLemon Publications. (Unit I)

g) Morpurgo, M. (2001). *Because a fire was in my head: 101 poems to remember*. London: Faber and Faber Limited.

h) Scholes, R, Comely, N.R, Klaus C.H. and Silverman, M (Eds.) (1991). *Elements of Literature* (4th Ed). Oxford: Oxford University Press. (Unit I, II and III)

Course Title: **Introduction to Second Language Acquisition (SLA)**

Semester: Third   Course No. : Eng.Ed.232

Credit Hour: 3 (45 hours)   Full marks: 100

                                                  Pass marks: 45

1. Course Introduction

This is an introductory course on second language acquisition. The aim of the course is to introduce the students the basic concepts of SLA and engage them in the thinking process of second language study through a series of activities and tasks on the various aspects of second language acquisition.

2. Objectives

General objectives of this course are to:

q) introduce the students to the basic concepts of second language acquisition
r) make them familiar with the foundations of SLA
s) expose them to the various theories of SLA
t) provide them exposure to the social context of SLA
u) familiarize them with the second language learning and teaching

3. Contents with Specific Objectives

Specific Objectives	Contents in Detail
• explain the basic concepts of SLA • differentiate first and second language acquisition • describe the goals of SLA	**Unit One: Introduction** 1.4. Defining SLA 1.5. First and second language 1.6. Goals of SLA 1.7. Diversity in learning and learners
• be familiar with the foundations of SLA • identify errors in SLA • mention the developmental patterns in SLA • explain the variability in SLS	**Unit Two: Foundations of SLA** 2.1. The world of second languages 2.2. The nature of language learning 2.3. L1 versus L2 learning 2.4. Errors and error analysis 2.5. Developmental patterns 2.6. Variability in learner language
• describe the nature of language • talk about universal grammar • present the approaches to SLA	**Unit Three: The Linguistics of Second Language Acquisition** 3.1. The nature of language 3.2. Early approaches to SLA 3.3. Universal Grammar 3.4. Functional approaches
• describe the connection of language and brain • describe the learning process • talk about the differences in learners • mention the effects of multilingualism	**Unit Four: The Psychology of Second Language Acquisition** 4.1. Languages and the brain 4.2. Learning processes 4.3. Differences in learners 4.4. The effects of multilingualism
• be familiar with the interlanguage • analyze interlanguage • use acculturation model to explain SLA • talk about the communicative competence	**Unit Five: Social contexts of Second Language Acquisition** 5.1. Interlanguage as a stylistic continuum 5.2. Discourse aspects of interlanguage

• explain micro and macro social factors in SLA	5.3. The acculturation model of L2 acquisition 5.4. Social identity and investment in L2 learning 5.5. Communicative competence 5.6. Microsocial factors 5.7. Macrosocial factors
• explain the competence and use in SLS • differentiate between academic and interpersonal competence • talk about receptive and productive activities in SLA	**Unit Six: Acquiring knowledge for L2 use** 6.1. Competence and use 6.2. Academic vs. interpersonal competence 6.3. Components of language knowledge 6.4. Receptive activities 6.5. Productive activities
• integrate the perspectives of SLA • be familiar with the form focused instruction • be familiar with the strategy training	**Unit Seven: Second Language Learning and Teaching** 7.1. Integrating perspectives 7.2. Approaching near-native competence 7.3. Form-focused instruction 7.4. Learner-instruction matching 7.5. Strategy training 7.6. Implications for L2 learning and teaching

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

a) Ellis, R. (1997). *Second language acquisition*. Oxford. Oxford University Press.

b) Saville-Troike, M. (2010). *Introducing second language acquisition*. Delhi. Cambridge University Press.

7. References

a) Ellis, R. (1986). *Understanding second language acquisition*. Oxford: OUP.

b) Mitchell, R. & Myles, F. (2004). *Second language learning theories*. Britain: Hodder Arnold.

c) Ortega, L. (2009). *Understanding second language acquisition*. London. Hodder Education.

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<p style="text-align:center">**Faculty of Education**</p>

<p style="text-align:center">**B.Ed. in English Education**</p>

Course Title: **Advanced Reading and Writing**   Semester: Fourth

Course No. : Eng.Ed.241   Full marks: 100

Credit Hour: 3 (45 hours)   Pass marks: 45

1. Course Introduction

With a view to expose the students to the wide range of reading and writing experience, this course offers strategic information on how to read and write effectively. By reading the cross-cultural texts and analyzing them, students are expected to develop critical thinking skills and writing academic papers. Students will critique arguments, analyze fiction and engage in research activities in order to develop the higher order thinking skills. The course consists of five units. The first unit talks about responding to reading and clustering ideas while reading. The second unit helps students to read and write from their experience. In the third unit the students will analyze the essays and fictions. The last two units will help students research for writing.

2. General Objectives

General objectives of this course are to:

- v) introduce students the strategies for responding to reading
- w) enable them to relate reading to experience
- x) help them write from their experience
- y) engage them in analyzing the essays and fiction
- z) offer them the ways of finding resources for writing
- aa) encourage them to write effectively

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
- Respond to reading - Guess meaning - Annotate reading - Cluster ideas from reading - Write journal entry	**Unit One: Responding to Reading** 1.11 Generating background knowledge 1.12 Guessing meaning 1.13 Annotating 1.14 Clustering ideas from a reading 1.15 Taking notes while reading 1.16 Writing a journal entry from reading

- Relate reading to experience - Write from experience	**Unit Two: Experiential Reading and Writing**
	
	2.7. Relating reading to experience
	    2.1.1. Exploring a topic
	
	    2.1.2. Focusing ideas
	
	    2.1.3. Structuring the essay

	2.1.4. Writing the essay
	2.8. Writing from experience
	2.2.1. Exploring a topic
	2.2.2. Focusing ideas
	2.2.3. Structuring the essay
	2.2.4. Writing the essay

• Analyze essays
• Analyze fiction genre of drama
	Unit Three: Analyzing Essays and Fictions
	
	3.8. Analyzing essays
	  3.1.7 Exploring a topic
	  3.1.8 Focusing ideas
	  3.1.9 Structuring the essay
	  3.1.10 Writing the essay
	3.9.Analyzing fiction Genres of Drama
	  3.2.1Exploring a topic
	
	  3.2.2 Focusing ideas
	
	  3.2.3Structuring the essay
	
	  3.2.4 Writing the essay

• Write from field research
• Write from library research
• Write from web-based research
	Unit Four: Writing and Researching
	
	4.11. Writing from field research
	  4.11.1. Selecting the topic from the field
	  4.11.2. Gathering information from the field
	  4.11.3. Structuring the essay
	  4.11.4. Writing the essay
	4.12. Writing from library and web-based research
	  4.12.1. Selecting a topic
	  4.12.2. Writing a research proposal
	  4.12.3. Conducting library research
	  4.12.4. Conducting web-based research
	  4.12.5. Evaluating sources
	  4.12.6. Taking notes
	  4.12.7. Writing progress report
	  4.12.8. Focusing ideas
	  4.12.9. Writing outlines
	  4.12.10. Structuring the essay
	  4.12.11. Presenting the report
	  4.12.12. Writing the essay

• Follow a specific format in writing • Cite appropriately • Locate and correct errors	**Unit Five: Writing in Action** 5.1. Citing, incorporating and documenting sources

	5.2. Drafting, exchanging feedback and revising
	5.3. Locating errors
	5.4. Correcting errors

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 Text

i) Spack, R. (2012). *Guidelines*. Cambridge: Cambridge University Press

Far-western University
Faculty of Education
B.Ed. in English Education

Course Title: **Introduction to Literary Studies**   Semester: Fourth

Course No. : Eng.Ed.242   Full marks: 100

Credit Hour: 3 (45 hours)   Pass marks: 45

1. Course Introduction

This course is an introductory course in English literature. The course begins with the basic concepts of English literature. Familiarizing the students with the literary terms and discussing the different genres of literature, the course presents a brief review of the history of English literature along with the major highlights of the age. The course consists of eight units. The first unit is about the fundamentals of literature, basic concepts of literature and the literary terms. The second unit is about the beginning of English literature. The third unit talks about the renaissance literature. The fourth and fifth units present the literature of the restoration and the romantic period. The last three units are about the modern and contemporary literature.

2. General Objectives

General objectives of this course are to:

bb) introduce students to the basic concepts of literary study
cc) expose students to the early English literature
dd) familiarize them with the literature of different ages
ee) enable them to appreciate the literature of the different periods
ff) engage them in reading and appreciate the literature of various times
gg) encourage them to discuss the key features of the literature of different times

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail

• Define literature and classify literature into different genres.
• Describe the language of literature
• Explore and exemplify various features and devices of literature
	Unit I: Fundamentals of Literature
	
	1.1 Definition of literature
	
	1.2 Literary genres and their features: poetry, prose and drama
	
	    1.2.1 Poetic features
	
	    1.2.2 Prose: fiction and non-fiction
	
	    1.2.3 Drama and its features
	
	1.3 Literature and use of language
	
	1.4. Figures of speech: Metaphor and simile, Metonymy, Personification, Euphemism, Hyperbole, Allegory, Irony, Metonymy, Onomatopoeia,

	Paradox, Parody, Pun, Sarcasm, Satire, Alliteration, Assonance 1.5. Prosodic features; rhyme and rhythm
• Explain the contexts and conditions of the English in the beginning • Discuss personal and religious voices • Distinguish language from dialect in literature • Appreciate the authors of the early period	**Unit Two: The Beginnings of English** 2.9. Context and conditions 2.10. Personal and religious voices 2.11. French influence and English affirmation 2.12. Language and dialect 2.13. Individualism 2.14. Women's voices 2.15. Key authors of the age
• Identify the literary genres of the Renaissance period • Read and appreciate the authors of the Renaissance period	**Unit Three: The Renaissance** 3.10. Contexts and conditions 3.11. The Renaissance poetry and prose 3.12. Drama in the Renaissance 3.13. Key authors of the age
• Discuss the key features of the literature of the restoration period • Talk about eh poetry after Pope • Talk about melancholy, madness and nature	**Unit Four: Restoration to Romanticism** 4.13. Contexts and conditions 4.14. Restoration drama 4.15. Drama after 1737 4.16. Poetry after Pope 4.17. Melancholy, madness and nature 4.18. The Gothic and the sublime
• Mention the key features of the literature of the romantic period • Argue for the rights and voices of poetry • Describe the romantic prose and its features • Read and appreciate the novels of the romantic period	**Unit Five: The Romantic Period** 5.1. Contexts and conditions 5.2. Blake, Wordsworth and Coleridge 5.3. Keats, Shelly and Byron 5.4. Rights and voices of poetry 5.5. Romantic prose 5.6. Novels of the romantic period
• Discuss the literature of the Victorian age • Describe the features of the Victorian literature • Read and appreciate the Victorian poetry and drama	**Unit Six: The Nineteenth Century** 6.1. Contexts and conditions 6.2. Dickens 6.3. Victorian thought and Victorian novels 6.4. Victorian fantasy 6.5. Victorian poetry and drama
• Differentiate classical poems	**Unit Seven: Early Twentieth Century**

from modern poems • Talk about the poets in the thirties • Describe the novels and their features after 1945 • Analyze the war literature	7.1. Contexts and conditions 7.2. Modern poetry 7.3. Thirties poets 7.4. Irish drama 7.5. The novel to 1945 7.6. Novel of the First World War
• Describe the features of modern drama after 1945 • Discuss the poems of the Second World War • Identify the writing for children • Talk about internationalism • Discuss the new modes of modern writing • Mention the contemporary Irish and Scottish novels	**Unit Eight: The Twentieth Century** 8.1. Contexts and conditions 8.2. Drama since 1945 8.3. Poetry of the Second World War 8.4. The novel since 1945 8.5. Children's literature 8.6. Internationalism 8.7. New modes of modern writing 8.9. Contemporary Irish and Scottish novel

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) Regularity and class participation   5%
w) Quizzes: 3   5%
x) Class presentation: 1   20%
y) Term paper/assignment: 1   20%
z) Mid-term Exam   20%
aa) Investigative Project Work: 1   20%
bb) Group Work and Pair Work/Group Project: 1   10%

6. Prescribed Textbook

Abrams, M.H. and Harpham, G.G. (2009). *A glossary of literary terms*. Ninth Edition. Boston: Wadsworth Cengage Learning. (For unit I)

Carter, R. and McRae, J. (2013). *The routledge history of literature in english*. Delhi: Routledge.

6. References

Awasthi, J. R., Bhattarai, G. R. &Khaniya, T. R. (Eds.) (2010). Explorations in English. Kathmandu.

Cudden, J. A. (1992). The Penguin dictionary of literary terms and literary theories (3rd edition). India: Penguin.

Maley, A. (2006). English through literature. Beijing: Central Radio & TV University.

Nayar, P.K. (2009). A short history of English literature. Delhi: Foundation Books.

Course Title: **Fiction and Prose Studies**   Semester: Fourth

Course No. : Eng.Ed.243   Full marks: 50

Credit Hour: 3 (45 hours)   Pass marks: 45

1. Course Description

This course intends to expose the students to a wide variety of fictions and prose so as to help them to take pleasure from reading as well as develop the skill of literary appreciation. It also aims to develop skills of literary criticism of novels as well as writing in students. The course consists of four units. The first unit deals with the basic elements of a novel and the second unit offers selection of various novels that are thought to be stimulating to the learners. Similarly, the third unit offers some theories of literary criticism and the last unit presents wider selection of prose readings related to different walks of life.

2. Course Objectives

The objectives of the course are as follows:

- To acquaint the students with basic elements of novels.
- To introduce them to different novels for helping them take pleasure from reading as well as develop critical thinking.
- To enable them to make literary criticisms of the novels.
- To develop reading as well as writing skills in the students.

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
• Discuss different elements of novels. • Analyze the novels in terms of these elements.	**Unit 1: Introduction to Novels** 1.1 Narrator / narrative voice 1.2 Setting 1.3 Plot & plot structure 1.4 Character / characterization 1.5 Atmosphere (mood) 1.6 Tone 1.7 Style 1.9 Authorial purpose / intent – theme 1.10 Irony 1.11 Dialogue

	1. 12 Odd & ends
• Read the novels and take pleasure from reading. • Think critically about the issues raised in the novel.	**Unit Two: Selected Fictions** 2.1 Five on a Treasure Island by *Enid Blyton* 2.3 A Long Way Home by *Saroo Brierley* 2.4 Things Fall Apart by *Chinua Achebe* 2.5 The Alchemist by *Paulo Coelho*
• Apply these literary theories in reading novels.	**Unit three: Literary Criticism** 3.1 Psychoanalytic criticism 3.2 Feminist criticism 3.3 Marxist criticism 3.4 Reader Response Criticism 3.5 Structural criticism
• Read the essays and reflect on the relevance of them in real life. • Discusses the ideas presented in the essays and evaluate their significance in their own context.	**Unit Three: Selected Prose** 4.1 Of Truth, Of Revenge, Of Boldness and Of Innovations by *Sir Francis Bacon* 3.2 The sources of Happiness by *HH Dalai Lama* 3.3 Relationship Between Mind Body and Health by *Osho* 3.4 Taking about our Troubles *by Mark Rutherford* 3.5 To Err is Human *by Lewis Thomas* 3.6 On Knowing What Gives us Pleasure *by Samuel Butler* 3.7 The Essentials of Education *by Richard Livingstone* 3.8 The Right Kind of Education by *J Krishnamurti* 3.9 ICT or I see tea? Modernity, Technology and Education in Nepal by *Robin Shields* 3.10 Women and Peace *by Hellen Keller* 3.11 The Legacy of Nepal's Failed Development *by Devendra Raj Pandey* 3.12 On Buying and Selling *by Khalil Gibran* 3.13 Men are from Mars and Women are From Venus *by John Gary* 3.14 Daily Work *by Louise L. Hay* 3.15 A Free Man's Worship *by Bertrand Russel* 3.16 Who you are Makes a Difference *by Helic Bridges* 3.17 A Simple Gesture *by John W Schaltter* 3.18 The Rules for Being Human *by Cherie Carter-Scott*

| | 3.19 Live your Dream *by Dan Clark* |
| | 3.20 Failure! No Just Temporary Setbacks *by Dottie Walters* |

4. Methodology and Techniques

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

5. Evaluation Scheme

- Internal   40%
- External   60%

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

r) Attendance
s) Class participation
t) Class presentation: 2 presentations on topics assigned by the teacher
u) Project/Assignment I: 2 academic reading assignments.
v) Project/Assignment II: 2 writing projects.
w) Mid-term exam

6. References

Achebe, C. (1958). *Things fall apart*. London: Penguin (Unit 2)

Awasthi, et al. (2010) (Eds.). *New paradigm*. Kathmandu: Ratna Pustak Bhandar. (Unit 1)

Bhatia, R. K. (eds) (1975). *Essays, short stories and one act plays.* Oxford: Oxford University Press. (Unit 4)

Blyton, E. (1942). *Five on a treasure island.* London: Hodder & Stoughton. (Unit 2)

Brierley, S. (2013). *A long way home.* New York: Penguin. (Unit 2)

Coelho, P. (1995). *The alchemist*. Noida: Harper Collins Publishers. (Unit 2)

Gary, J. (2004). *Men arre from mars and women are from venus* . New York: Harper Collins. (Unit 4)

Gibran, K. (1923). *The prophet*. United States: Alfred A. Knopf

Gross, J. (1991). *The Oxford book of essays.* Oxford: Oxford Univrsity Press. (Unit 4)

Hallett, D. (n.d.). *http://www.montgomerycollege.edu/~wjefjac/elementsoffictionbw.pdf.* Retrieved from www.montgomerycollege.edu. (Unit 1)

Hanson, J. C. (1993). *Chicken soup for the soul.* Conecticut: HCI. (Unit 2)

Hay, L. L. (2004). *You can heal your life.* London : Hay House Inc. (Unit 2)

Krishnamurti, J. (2010). *Education and significance of life* . London: Harper ONe. (Unit 2)

Lama, H. D. (1999). *The art of happiness.* London: Coronet Books. (Unit 2)

Osho. (2005). *From medication to meditation.* Cambridge: Osho International Foundation. (Unit 2)

Pandey, D.V. (2012). The legacy of Nepal's failed development. In *Nepal in transition: From people's war to fragile peace*. Einsiedel, S.V. Malone, D.M and Suman, P (eds).

Tyson, L. (2008). *Critical theory today*. New York: Routledge. (Unit 2)

Course Title: **Introduction to Discourse Analysis**
Semester: Fifth   Course No. : Eng.Ed.351
Credit Hour: 3 (45 hours)   Full marks: 100
                                                   Pass marks: 45

1. Course Introduction

This is an introductory course on Discourse Analysis. This course aims to explain the theory of discourse analysis and to demonstrate its practical relevance to language learning and teaching. It also introduces the students the basic concepts of discourse analysis and involves them in analyzing different types of discourses. It provides insights into the problems and processes of language use and language learning.

2. Objectives
General objectives of this course are to:

hh) introduce the students to the basic concepts of discourse analysis.
ii) make them familiar with approaches to discourse processing.
jj) expose them to the various techniques of analyzing discourse.
kk) provide them exposure to the aspects of discourse analysis.
ll) enable them to various approaches to developing discourse skills.
mm)   Introduce them to the basic concepts of critical discourse analysis

3. Contents with Specific Objectives

Specific Objectives	Contents in Detail
• explain the basic concepts of discourse analysis • familiarize them with the origin of discourse analysis • explain them the scope of discourse analysis	**Unit One: Concepts of Discourse** 1.8. Introduction 1.9. Discourse and Sentence 1.10. The Origin of DA 1.11. Discourse and Text 1.12. The scope of DA 1.13. Text and Interpretation 1.14. Discourse as product and discourse as process
• be familiar with the techniques of analyzing discourse • understand the concept of coherence and cohesion • use tools for maintaining cohesion	**Unit Two: Discourse Analysis** 2.1. Introduction 2.2. Components of DA 2.3. Techniques of Analyzing Discourse 2.4. Cohesion and Its types 2.5. Tools for Maintaining Cohesion 2.6. Coherence
•	**Unit Three: Types of Discourse** 3.1. Spoken Discourse 3.1.1. Conversational Analysis 3.1.2.Conversation as a discourse 3.2. Written Discourse 3.2.1 Text types: Speech 3.2.2. Speech vs. Writing 3.2. 3. Units in Written Discourse 3.2.4. Culture and Rhetoric 3.3. Formal vs. Informal

	Unit Four: Discourse in Language teaching and learning
• describe different approaches to DA • manage spoken and written discourses •	4.1. Approaches to developing discourse skills 4.1.1. Top Down Approach 4.1.2. Atomistic and Holistic Approach 4.2. Managing Conversation 4.2.1.Spoken and written Discourse 4.2.2. Teaching Conversation 4.2.3. An Approach to Conversation Development
	Unit 5: Knowledge in Discourse 5.1 : Introduction 5.2: Knowledge Structures: Schemata 5.3 : Evidence For Schemata 5.4: Complex Schemata 5.5: Relevance 5.6: Discourse Deviation
• Define critical discourse analysis • Sketch historical overview of CDA • Identify different approaches to CDA •	Unit six 6: Critical Discourse Analysis 6.1: What is critical discourse analysis? 6.2 :Historical Overview of CDA 6.3:Approaches to CDA 6.2.1: Norman Fairclough: Discourse as Social Practice 6.2.2: Teun Van Dijk: A Socio-cognitive model 6.2.3:Ruth Wodak: Sociological and historical approaches to CDA
Project work : Analysis of different types of discourses	

4. Methodology and Techniques

Modes of instruction:

- Lecture
- 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:

cc)	Regularity and class participation	5%
dd)	Quizzes: 3	5%
ee)	Class presentation: 1	20%
ff)	Term paper/assignment: 1	20%
gg)	Mid-term Exam	20%
hh)	Assignment 2	20%
ii)	Group Work and Pair Work/Group Project: 1	10%

6. Prescribed Texts
    c) Cook, G. Discourse.(1989).Oxford university Press. Oxford.

7. References
    d) Gee, J. P.(2014). How to do Discourse Analysis.

    e) Gee, J.P. (2010). An Introduction to discourse analysis: Theory and method.

    f) Mills, S.(2004). Discourse. Routledge…

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Course Title: **Introduction to Language Testing**
Semester: Fifth   Course No. : Eng.Ed.352
Credit Hour: 3 (45 hours)   Full marks: 100
                                                                          Pass marks: 45

1. Course Introduction

This is an introductory course on Language Testing. The aim of the course is to introduce the students the basic concepts of language testing and involve them in designing the tests. This course gives them orientation on language testing terminologies and qualities of the tests.

2. Objectives

General objectives of this course are to:

nn) introduce the students to the basic concepts of language testing
oo) make them familiar with approaches and qualities of language testing.
pp) expose them to the various types of tests
qq) provide them exposure to the aspects of language testing
rr) enable the students to construct test items to measure language skills.

3. Contents with Specific Objectives

Specific Objectives	Contents in Detail
• explain the basic concepts of language Testing • differentiate between Testing and Evaluation • define language testing as a separate discipline	**Unit One: Introduction to Language Testing** 1.15. Testing and Teaching 1.16. Language Testing as a Separate Discipline 1.17. What is to be tested a changing concept 1.18. Testing, Evaluation, Assessment and Examination
• be familiar with the Approaches to language testing • discriminate between different approaches to language testing • differentiate between subjective and objective testing	**Unit Two: Approach to Language Testing** 2.1. Background 2.2. The Essay Translation Approach 2.3. The Structural Approach 2.4. The Integrative Approach 2.5. The Functional Approach 2.6. The Communicative Approach 2.7. Subjective vs. Objective Testing
• Classify language tests •	**Unit Three: Classification of Tests** 3.1. Goal Based Tests 3.2. Mode Based Tests 3.3. Medium Based Tests 3.4. Aspect Based Tests 3.5. Reference Based Tests
• describe the sub-skills of language skills • Design language tests to measure different skills •	**Unit Four: Testing Language Skills** 4.1. Sub Skills of Language Skills 4.2. Testing Listening 4.3. Testing Speaking 4.4. Testing Reading 4.5 Testing Writing
• Assignment 1 :	**Design the test items to measure different language skills**

• distinguish different types of validity • explain different types of reliability and ways measuring reliability • talk about the qualities of language tests	**Unit Five: Qualities of Language Tests** 5.1. Reliability 5.2. Validity 5.3. Washback Validity 5.4. Practicality 5.5. Scoreability 5.6. Administrability
• familiar with the techniques of testing grammar vocabulary and pronunciation • devise tests to test grammar vocabulary and pronunciation.	**Unit Six: Testing Language Aspects** 6.1. Testing Grammar 6.2. Testing Vocabulary 6.3. Testing Pronunciation
• Assignment 2 :	**Design test items to measure language Aspects**
• develop skills in scoring tests • be familiar with scoring techniques	**Unit Seven: Scoring Tests** 7.1. Scoring Subjective Tests 7.2. Scoring Objective Tests 7.3. Scoring Techniques

4. Methodology and Techniques

Modes of instruction:
- Lecture
- 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:

jj)	Regularity and class participation	5%
kk)	Quizzes: 3	5%
ll)	Class presentation: 1	20%
mm)	Term paper/assignment: 1	20%
nn)	Mid-term Exam	20%
oo)	Assignment 2	20%
pp)	Group Work and Pair Work/Group Project: 1	10%

6. Prescribed Texts

a) J.B. Heaton.(1988). Writing English Language Tests: A practical Guide for Teachers of English as a Second or foreign Language. Longman.

b) Hughes, A. Testing for Language Teachers. Delhi. Cambridge University Press.

c) Khania, T.R. Examination for Enhanced Learning.

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Course Title: **Creative Writing**   Semester: Fifth
Course No. : Eng.Ed.353   Full marks: 100
Credit Hour: 3 (45 hours)   Pass marks: 45

1. Course Introduction

This course introduces students to a wide range of poems and poetic techniques with the aim of enabling them to gain an appreciation of how poetry works, and confidence in deploying such devices as metre, rhyme, figurative language. It also introduces them to write simple short stories. This course is practical in nature and students are expected to write their poems and short stories of different length. The course also aims to help them use creative writing to help their students develop their English competency.

2. General Objectives

General objectives of this course are to:
   a) Expose the students to a wide range of verse forms and structures and the components of short story
   b) Help them experience techniques that can be used to use creative writing in ELT
   c) Build their confidence in writing in a wide range of verse forms
   d) Provide them an opportunity to show their ability torecognize and experiment with different poetic structures and techniques
   e) Enable them to gain confidence in writing short stories
   f) Enable them to engage their students in creative writing activities to improve their English.

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
• Be familiar with and explain what's creative writing • Describe the differences between creative writing and other kinds of writing • Discuss and describe the significance of creative writing in ELT particularly in reference to Nepal	**Unit One: Introduction to Creative writing** 1.19. What's creative writing? 1.20. Why creative writing? 1.21. Literature and Language Teaching
• Discuss and use rhyme, rhythm and meter (iamb, trochee, dactyl, anapest) • Be familiar with and use the figures of speech (simile, metaphor, imagery, alliteration, personification,) • Be familiar with and compose different from poetry (haiku, couplets, acrostics, sonnet, lyric) • Write different kinds of poems and plan lessons to teach language through literature	**Unit Two: Poetry** 2.5. Rhyme, rhythm and metre 2.6. Figurative language 2.7. Form Poetry 2.8. Free Verse 2.9. Poetry for Language Development 2.10. Practical Works
• Describe different components of short story (plot, theme, dialogue, character, conflict) • Write short stories (mini-saga, stories of 600 words, stories of 1500 [and more] words)	**Unit Three: Fiction** 3.6. Components of short story 3.7. Write short story 3.8. Telling story 3.9. Story for language development 3.10. Practical works

• Design lesson plan to teach language through story • Write different kinds of stories	
• Be familiar with different kinds of essays (reflective, argumentative, personal), and write them • Talk about the difference between travelogue and fiction, and write some travelogues • Be familiar with haibun, and write them • Design lesson plans to teach language through essays, travelogue and haibun. • Write different kinds of non-fictional prose.	**Unit Four: Non-fictional Prose** 4.9. Essays 4.10. Travelogue 4.11. Haibun 4.12. Non-fiction prose for ELT 4.13. Practical work

4. Methodology and Techniques

- guided reading;
- guided writing tasks;
- short demonstration by the tutors
- classroom presentations by the students
- guided use of relevant websites;
- use of tutor notes and handouts;
- writing trips

5. Evaluation Scheme

- Internal   40%
- External   60%

Internal

- Attendance and class participation   5%
- Project paper/term paper 1   10 %
- Project work/term paper 2   10%
- Mid term exam   15%

Students will be deemed to have completed the course on the basis of satisfactory engagement with the writing tasks set in each unit.They will be deemed to be worthy of credit if, in addition to satisfactory engagement with the writing tasks, they, as project work 1 and 2 submit a portfolio of four poems comprising approximately 130 lines of verse, two short stories of 2,000 words each a travelogue of about 3000 words, and an essay or a haibun of at least 1500 words. In the mid-term exam, they would either sit for a writing test or do some project works.

External evaluation: 60%

Recommended reading

a) Alan, D. &Maley, A. (2009) Literature. Oxford University Press.
b) Maley, A. (2006). English Through Literature. Beijing: Central Radio and TV university Press.
c) Maley, A., JayakaranMukundan& Vishnu S Rai (Eds.) (2012). Life in words and words in Life: Poems and Stories for Asian Students Vol I and II: BhundipuranPrakashan.
d) Matthews, P. (1994) Sing Me the Creation. Stroud: Hawthorne Press.
e) Rai, V.S. (2013). A Handbook for Teaching English at the Secondary Schools of Nepal. Birgunj: NELTA Birgunj& American Embassy, Nepal
f) Spiro, J. (2004). Creative Poetry Writing. Oxford: Oxford University Press.
g) Strand, Mark, and Eavan Boland, (2001). The Making of a Poem: A Norton Anthology of Poetic Forms, New York: W. W. Norton & Co. Ltd,.
h) Wright, A. and David S. Hill. (2009). Writing Stories. Innsbruck: Helbling

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Course Title: ELT Methods and Techniques   Semester: Fifth

Course No. : Eng.Ed.354   Full marks: 100

Credit Hour: 3 (45 hours)   Pass marks: 45

1. Course Introduction

This is an introductory course in English language teaching primarily meant for prospective secondary level English teachers. The course aims at orienting the students to the essentials of English language teaching thereby enabling them to design tasks and activities for successful delivery of English language lessons. The course consists of five units. The first unit familiarizes them with the basic concepts of language learners, teachers and language teaching. The second unit presents the overview of English language methods and techniques. The third unit engages the students in designing tasks and activities for teaching language system and skills. The fourth unit prepares them to plan lessons, manage class and deliver lesson sequence in class. Finally, the last unit enables them to design language tests, administer them and assess the language performance of the students.

2. General Objectives
General objectives of this course are to:
- ss) orient the students to the essentials of language teaching
- tt) familiarize them with various methods and techniques of language teaching
- uu) help them design language tasks and activities
- vv) enable them to plan and deliver lessons effectively
- ww) assist them to design and administer language tests.

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
• Discuss the context for language learning • Realize and reflect on the good characteristics of good language teachers • Create environment for successful language learning	**Unit One: Language learners and teachers** 1.17 Language learners 1.1.1. Reasons and contexts for learning 1.1.2. Learner differences 1.1.3. Student motivation 1.1.4. Responsibility for learning 1.18 Language teachers 1.2.1. Good teachers 1.2.2. Rapport building 1.2.3. Teacher knowledge, skills and tasks 1.19 Describing learning and teaching 1.3.1. Children and language 1.3.2. Acquisition and learning 1.3.3. Successful language learning
• Assess the various ELT methods and	**Unit Two: Overview of ELT methods and**

	techniques
techniques in terms of their relevance, merits and demerits • Adapt the features of various language teaching methods for their classroom purposes	2.16. Introduction to English language pedagogy 2.17. The Grammar-Translation Method 2.18. The Direct Method 2.19. The Audio-lingual Method 2.20. The Silent Way 2.21. Desuggestopedia 2.22. Community Language Learning 2.23. Total Physical Response 2.24. Communicative Language Teaching 2.25. Content-based Instruction 2.26. Task-based Language Teaching 2.27. The Political Dimensions of Language Teaching and Participatory Approach 2.28. Learning Strategy Training, Cooperative learning, and Multiple Intelligences 2.29. Emerging Uses of Technology in Language Teaching and Learning
• Design tasks and activities for teaching language system and skills • Present model lessons and get feedback from peers • Design activities integrating various language aspects and skills	**Unit Three: Teaching the language system and skills** 3.14. Teaching the language system 3.15. Teaching listening 3.16. Teaching speaking 3.17. Teaching reading 3.18. Teaching writing
• Plan language lessons in a sequential order • Manage classes appropriate to the lesson objectives • Select and use appropriate activities from the reference into the lesson	**Unit Four: Planning lessons and classroom management** 4.19. Planning lessons 4.20. Planning sequence of lessons 4.21. Planning activities for a language lesson 4.22. Classroom dynamics 4.23. Materials and tools in language teaching 4.24. Activities in the language classroom
• Explain the qualities of good tests • Design and administer the tests • Assess the language performance	**Unit Five: Language testing** 5.1. Reasons for testing 5.2. Qualities of good tests 5.3. Test types 5.4. Designing and marking tests

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:

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

6. Prescribed Texts

1) Harmer, J. (2008). *How to teach English*. London: Pearson Longman.
2) Larsen-Freeman, D and Anderson, M. (2011) *Techniques and principles in language teaching.* Oxford. OUP
3) Lindstromberg, S. (Ed.) (1999). *The standby book: Activities for the language classroom.* Cambridge: CUP.

7. References

1) Brown, D. (1994). *Principles of language learning and teaching.* London: Prentice Hall.
2) Doff, A. (1988). *Teach English- A training course for teachers*(Trainers' Handbook and Teachers' Book). Cambridge: CUP.
3) Huges, A. (2008). *Testing for language teachers*. Cambridge: CUP.
4) Nunan, D. (1998*).Language teaching methodology*. New York: Prentice Hall.
5) Richards, J.C. &Rodgers, T.S. (2005).*Approaches and methods in language teaching.* Cambridge: CUP.
6) Scrivener, J. (2005). *Learning teaching.* Oxford. Macmillan.

Far-western University
Faculty of Education
B.Ed. in English Education

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

Semester: Sixth
Credit Hour: 3 (45 hours)

Course No. : Eng.Ed.361
Full marks: 100
Pass marks: 45

1. Course Introduction

This is an introductory course on Curriculum and materials in ELT. The aim of the course is to introduce the students the basic concepts of curriculum, syllabus and the course. It involves them in designing different type of materials for classroom teaching purpose. This course gives them orientation on designing different types of materials and implementing them in classroom setting.

2. Objectives

General objectives of this course are to:

xx) acquaint the students with the basic concepts of curriculum, syllabus and course.
yy) provide them exposure to the principles and processes of syllabus designing.
zz) make them familiar with the various types of materials and their use for classroom purpose.
aaa)   enable the students to construct teaching materials.

3. Contents with Specific Objectives

Specific Objectives	Contents in Detail

• Explain the basic concepts of curriculum, syllabus and course.
• Differentiate among curriculum, syllabus and course.
• Define different types of syllabuses.
• Identify principles and processes of syllabus designing.
	Unit One: Curriculum and Syllabus 10
	1.22. Definition of syllabus
	1.23. Curriculum, syllabus and course
	1.24. Elements of a syllabus
	1.25. Types of syllabus
	1.25.1. Approach based syllabus
	           Structural syllabus
	           Communicative syllabus
	1.25.2. Arrangement based syllabus
	           Linear syllabus
	           Spiral syllabus
	1.26. Principles and processes of syllabus designing
	       -Need Analysis
	       - Situation analysis
	       - Setting up of goals and objectives
	       - Course planning and syllabus deign
	       -Providing for effective teaching
	       - The role and design of instructional materials
	       - Approaches to evaluation.

• define visual aids and its importance • Differentiate different types of visual aids. • Construct and design different types of visual materials. • Create different types of supplementary materials.	**Unit Two: Language Teaching Materials (12)** 2.1. Introduction 2.2 Importance of teaching materials in language teaching. 2.3.Types of teaching materials and construction 2.3.1. Display devices -chalkboard ,flannel board, corkboard, magnet board, pocket chart 2.3.2. Visual Materials Realia, pictures, and models, flashcards, picture cards, match stick figures, magazine cut outs. 2.3.3. Supplementary Materials. Songs and Rhymes Games and puzzles.
• **Practical work:**	**Design different types of visual aids.**
• Define lesson plan and its components • Define micro teaching and steps of microteaching. • Involving them in micro teaching and commenting.	**Unit Three: Planning Lessons and Teaching Practice 12** 3.1. Why Lesson Plan? 3.2. Parts of a Lesson Plan 3.3. Micro Teaching 3.3.1.Definition 3.3.2.Steps of micro teaching -briefing -teaching -commenting -re teaching -practical work.
• Practical work	**Prepare five mini lesson plans and present three of them.**
• Different types of technology in language teaching. • Search for online resources. • Practical work: create online classes.	**Unit Four: Use of Technology in Language Teaching 11** **Introduction** • 4.1. CALL • 4.2 TV, DVD and Video 4.3. Web Based Classes 4.4. Online Resources 4.5. Power Point Presentations 4.6.Interactive web tools: google, word press, eduBlogs, WikiSpaces 4.7. Classroom Innovation: Online sources: Khan Academy, EdX, TED- Ed, Edmodo, Nicenet.

4. Methodology and Techniques

Modes of instruction:

- Lecture
- 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:

xx)	Regularity and class participation	5%
yy)	Quizzes: 3	5%
zz)	Class presentation: 1	20%
aaa)	Term paper/assignment: 1	20%
bbb)	Mid-term Exam	20%
ccc)	Assignment 2	20%
ddd)	Group Work and Pair Work/Group Project: 1	10%

6. Prescribed Texts

a) Richards, J.C.(2010).Curriculum Development in Language Teaching.CUP.

b.) Scrivener, J. (2011) Learning Teaching. Oxford. Macmillan.

c) Classroom innovations for educators.

Far-western University
Faculty of Education
B.Ed. in English Education

Course Title: English for Mass Communication

Semester: Sixth   Course No. : Eng.Ed.362

Credit Hour: 3 (45 hours)   Full marks: 100

                                             Pass marks: 45

1. Course Introduction

This is an introductory course on English for Media. The course aims at developing the students ability to analyze the English language used in different forms of mass media. This course comprises seven units The first unit focuses on the types of communication and the role of mass communication at the present world. The second unit concentrates on the print media. Likewise the third unit introduces the language used in the electronic media or radio and forth unit deals with the language of television. Unit five and six deals with films and advertising and language used in them respectively. The last unit deals with digital media.

2. Course Objectives

 The General objectives of this course are to:

bbb)   Introduce the students to the concepts and types of mass communication.

ccc)   Familiarize the students   with key concepts in language and media.

ddd)   Acquaint learners with the language used in different forms of mass media like Radio Newspaper, Television.

eee)   Orient learners on the preparing the basic documentary for the media.

fff) Prepare students to make different types of advertisement

ggg)   Expose the learners with the digital media.

3. Contents with Specific Objectives

Specific Objectives	Contents in Detail

• Describe the concept of communication and its types along with their special features.
• Involve themselves in online and group communication
• Discuss the features of language used in group discussion
• Discuss the concept of mass communication
• Mention the role of mass communication at the present day world.
	Unit One: Introduction
	1.27. What is Mass communication
	1.28. Types Communication
	  a) Personal communication
	  b) Group communication
	  c) Mass communication
	  d) International communication
	1.29. Communication Chain
	1.30. Role of mass communication in the present day world.

• Be familiar with language used in newspaper
• Write different types of headlines and analyze the language used on them.
• Analyze and write different types of news stories.
• Develop the interview skill in media.
• Write true life stories in the media and use
	Unit Two: Newspaper and Magazines
	 2.1. What is a Newspaper
	2.2. What is News
	 2.3 Headlines
	  • What is a headline
	  • The language of Headlines
	  • Writing Headlines
	2.2 Analyzing Newspaper Articles

photos and caption on them.	2.3 Planning and writing a Newspaper Article 2.4.Practising interview Skills 2.5 Composing Magazine covers 2.6. Planning and giving instruction for a photo shoot 2.7 Planning and writing a true life stories
• Make them acquaint with language of radio • Be able to understand the process of materials production for the radio • Planning a news list • Develop the skill for giving feedback.	**Unit Three: Radio** 3.1. Understanding the language of Radio Presenters 3.2. Understanding the production Process 3.3 Planning a Newslist 3.4 Giving post production feedback
• Analyze the media language in terms of television • Be familiar with the concept of material production for television • Editing the TV documentary	**Unit Four: Television** 4.1 What is Television 4.2 Understanding the preproduction process 4.3. Organizing a filming Schedule 4.4. Filming on location 4.5 Live and Represented Talk 4.6 Editing a TV Documentary
• Be familiar and analyze the language of film. • Analyze and write film review	**Unit Five: Film** 5.1. Writing a Screenplay 5.3. Pitching Successfully 5.4. Organizing a Shoot 5.5. Writing a Film Review
• Identify the language and purpose of advertisement • Mention the elements of advertising • Be familiar with the language techniques used in advertisement • Prepare advertisements for print and electronic media.	**Unit Six: Advertising** 6.1 Introduction 6.2 Elements of Advertising 6.3. Language Techniques 6.4 Creating a Print and Screen Advert
• Discuss different forms of digital media. • Define web blog and create blog in the internet.	**Unit Seven: Digital Media** 7.1 Introduction 7.2 Digital Media 7.3 Writing For the Web 7.4 Headlines and Blurbs 7.5 Profile Writing, Blogs 7.6 Editing for Digital Media 7.7. Writing Effectively for the Social Media 7.8. Podcasting

4. Methodology and Techniques

Modes of instruction:

- Lecture
- 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:

eee)	Regularity and class participation	5%
fff) Quizzes: 3	5%	
ggg)	Class presentation: 1	20%
hhh)	Term paper/assignment: 1	20%
iii) Mid-term Exam	20%	
jjj) Assignment 2	20%	
kkk)	Group Work and Pair Work/Group	
Project: 1	10%	

6. Prescribed Texts

Ceramella, N.(2009). *Cambridge English for the Media*.CUP: London

Nair L.(2014). *English for the Media.* Foundation Books: New Delhi

Marshall J. and Werndly A(2002) *The Language of Television* Routledge: London

Reah D.(2002) *The Language of Newspaper* Routledge: London

Course Title: **Literature and Language Teaching**
Semester: Sixth   Course No. : Eng.Ed.363
Credit Hour: 3 (45 hours)   Full marks: 100
                                                          Pass marks: 45

1. Course Introduction

This introductory course provides basic information about how to teach literature in Language classrooms. The aim of the course is to introduce the students the basic concepts of teaching literature and involve them in designing and planning for teaching literature. It also focuses on creating and using materials in teaching literature.

2. Objectives

General objectives of this course are to:

hhh)   introduce the students to the basic concepts of teaching literature
iii) make them familiar with approaches and techniques of teaching literature.
jjj) expose them to the various types of genres of literature
kkk)   enable them to design and prepare plans for teaching poetry, short stories, novel and play
lll) enable them prepare materials for teaching poetry, short stories, novel and play

3. Contents with Specific Objectives

Specific Objectives	Contents in Detail
• Familiarize with the concept of literature. • List down the use of literature in language learning	**Unit One: Using Literature in the language classroom (7)** 1.31. What is Literature 1.32. Features of Literary Language 1.33. Literary Competence and the Language Classroom 1.34. Why to use Literature in the Language Classroom 1.35. The Reader and the Text
• To expose the students with various approaches to using literature. • To familiarize them with the role of metalanguage in teaching literature.	**Unit Two: Approaches to using Literature with the Language Learner (7)** 2.1. An Overview 2.2. A Language based Approach to Using Literature 2.3. Stylistics in the Classroom 2.4. Literature as content: how far to go? 2.5. Literature for Personal Enrichment: Involving Students 2.6. The Role of Metalanguage
• To encourage students for selecting the texts. • To orient them on the framework for evaluating the materials.	**Unit Three: Selecting and Evaluating Materials(5)** 3.1. Selecting Texts 3.2 Criteria for selecting texts 3.3. Evaluating Learning Materials which make use of Literary Texts

• To expose the students with the features of play • To design the activities for presenting the plays in the classroom.	**Unit Four: Material design and lesson Planning: Plays (8)** 4.1. Distinctive features of Plays 4.2. The language of Play 4.3. Using Plays in the Language Classroom 4.4. Use of Plays for Language Development 4.5 Activities for teaching play
• To familiarize them with the distinctive features of Novels and Short Stories • Planning lesson for teaching short stories and novels • Design the materials for teaching short stories and Novels	**Unit Five: Materials Design and Lesson Planning: Novels and Short Stories(10)** 5.1. Writing your own story 5.2. Distinctive features of a short story 5.3. Planning a Lesson for use with a Short Story 5.4. Tasks and Activities with for teaching short story 5.5. Designing your own materials for teaching short story 5.6. Using novels in the Language Classroom
• .Design lesson plan and materials for teaching poetry. • Orient them towards the figurative language.	**Unit Six: Materials Design and Lesson Planning: Poetry (8)** 6.1. Features of poetry 6.2. Why use poetry with the language learner? 6.3. Helping students with figurative meaning 6.4. Using poetry with lower levels 6.5. Using poetry to develop oral skills

4. Methodology and Techniques

Modes of instruction:

- Lecture
- 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:

    lll) Regularity and class participation   5%
    mmm)   Quizzes: 3   5%
    nnn)   Class presentation: 1   20%
    ooo)   Term paper/assignment: 1   20%
    ppp)   Mid-term Exam   20%
    qqq)   Assignment 2   20%
    rrr) Group Work and Pair Work/Group Project: 1   10%

6. Prescribed Texts

    Lazar, G.(2010) Literature for Language Teaching. CUP.

Far-western University
Faculty of Education
B.Ed. in English Education

Course Title: **Teaching English to Young Learners**

Semester: Sixth　　　　　　　　　　　　Course No. : Eng.Ed.364

Credit Hour: 3 (45 hours)　　　　　　　Full marks: 100

　　　　　　　　　　　　　　　　　　Pass marks: 45

1. Course Introduction

This course aims at developing the skills for teaching young learners. The course is designed to address the dire need of activities for teaching young learners in schools. It also focuses on enriching the teacher with the ideas on activities for transferring language skills. The aim of the course is to introduce the students the basic concepts of language teaching to the young learners. This course gives them orientation on language teaching activities for young learners.

2. Objectives

General objectives of this course are to:

mmm)　　introduce the students to the basic concepts of language learning theories.

nnn)　　expose them with the various aspects of language learning.

ooo)　　Acquaint learners with different skills on language literacy .

ppp)　　Orient learners on theme based language teaching and design theme based activities for teaching

qqq)　　Prepare different types of activities for young learners.

3. Contents with Specific Objectives

Specific Objectives	Contents in Detail
• explain the basic concepts of language learning theories • Perform and design different types of tasks and activities for language teaching •	**Unit One: Language Learning Theories** 1.36.　What is Learning and Language Learning 1.37.　Language Learning Theories and Implications 1.37.1. Piaget's Theory 1.37.2. Vygotsky's Theory 1.37.3. Bruner's Theory of Scaffolding 1.38.　The Foreign Language and Describing Indivisible 1.39.　Activities for Language Learning 1.39.1. Tasks as an Environment for Learning 1.39.2. Task Demands 1.39.3. Task Support 　　　　1.4.1. Defining Tasks for Young learners 　　　　1.4.2. Stages in a Classroom Task.
• Be familiar with language learning aspects. • Explore different techniques of learning vocabulary • Find out different strategies for learning grammar. • Explain and implement different approaches of teaching grammar in	**Unit Two: Learning Language Aspects:** 2.1. Learning Vocabulary 2.1.1.Word And Vocabulary 2.1.2.Vocabulary Development in Children's Language Learning 2.1.3. Organization of Words in a Language 2.1.4. Learning and Teaching Vocabulary. 2.1.5. Children's Vocabulary Learning Strategies 2.2. Learning Grammar

language classroom.. • Explore the organization of words in a language •	2.2.1. Meaning of grammar 2.2.2.Development of Internal Grammar 2.2.3. Approaches of Teaching Grammar: Learner Centered 2.2.4. Techniques for Grammar Learning
• Make them acquaint with literary skills in English. • Make list of the factors affecting learning to read • Developing discourse skills	**Unit Three: Learning literary Skills** 3.1. Literary Skills in English 3.2. Factors Affecting Learning to Read 3.3.Starting to read and write in English as a foreign language 3.4. Developing reading and writing as discourse skills.
• Be familiar with theme based teaching. • Design the lesson based on theme. • Designing the activities based on theme.	**Unit Four: Theme- Based Teaching and Learning** 4.1. Issues around the theme based teaching 4.2. Theme based teaching of a foreign language 4.4 Planning theme based teaching 4.5. Learning language through theme based teaching. 4.6 Increasing target language use in theme based teaching.
• Assignment:1	**Design various activities based on a theme for young learners**
• Design activities for teaching language skills and aspects.	**Unit Five: Teaching Activities for young learners** 5.1. Activities for teaching listening 5.2. Activities for teaching Speaking 5.3. Activities for teaching Reading 5.4. Activities for teaching Writing 5.5. Activities for Vocabulary and Grammar 5.6. Activities for Songs and Chants
• Assignment 2 :	**Prepare any five activities for teaching young learners.**

4. Methodology and Techniques

Modes of instruction:
- Lecture
- 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:

sss)		Regularity and class participation 5%
ttt) Quizzes: 3		5%
uuu)		Class presentation: 1 20%
vvv)		Term paper/assignment: 1 20%
www)		Mid-term Exam 20%
xxx)		Assignment 2 20%
yyy)		Group Work and Pair Work/Group
Project: 1		10%

6. Prescribed Texts

a) Cameron,L.(2010). Teaching Languages to Young Learners. CUP.

b) Philips S.(2003) Young Learners: resource book for teachers.OUP.

Course Title: Professional Development in ELT   Course No. : Eng.Ed.471
Credit Hours: 3
Nature of the course: Theoretical   Teaching hours: 45
Semester: VII

1. Course Description

This course aims at exposing the students to the professional development of English language teachers. The course consists of five units. The first unit presents the nature of teacher education. The second unit exposes the students to the various strategies of teacher development. The third unit presents the mentoring and peer coaching strategies. The fourth unit introduces the students to the collaborative action research procedures. The last unit discusses as to how to develop the English teachers.

2. General Objectives

General objectives of this course are as follows:

a) To familiarize the students with the nature of teacher education
b) To acquaint them with the various teacher learning strategies
c) To enable them to do mentoring and peer coaching
d) To help them carry out collaborative action research
e) To help them develop as English language teachers

3. Course Contents in Detail

Specific Objectives	Contents

• Define the concepts of teacher training and teacher development
• Discuss the teacher learning perspectives
• Explain how teachers are developed
	Unit One: Nature of Teacher Education(5hrs)
	1.1. Teacher training and teacher development
	1.2. Teacher learning
	    1.2.1 Understanding teacher learning
	       - Novices and experts
	       - Individual and institutional perspectives
	       - Collective and self-directed learning
	  1.3 Implementing teacher development

•
• Discuss various teacher learning strategies and use them for their own learning purposes
•
• Net work with the teachers associations in the region
	Unit Two: Teacher Learning Strategies(20hrs)
	
	2.1. Teacher learning Strategies
	   2.1.1 Workshops
	  2.1.2 Self-monitoring
	   2.1.3 Keeping teaching journal
	  2.1.4 Peer-observation
	  2.1.5Teaching portfolio
	  2.1.6 Case analysis
	  2. 1.7Team teaching
	   2.1.8Teacher support Groups
	
	2.2 Teachers' Professional associations
	   - NELTA, BELTA, SLELTA, ELTAI, SPELT

• Explain the process and models of mentoring	**Unit Three: Mentoring and Peer Coaching (10 hrs)** 3.1. Mentoring 3.1.1 Defining the process

•
 •
 •
 • Observe peer classes and provide suggestions
 •
	3.1.2 Choosing a mentor
	 3.1.3 Models of mentoring
	 3.2 Peer coaching
	    3.2.1 classroom observation
	    3.2.2 Methods of observation
	    3.2.3 Reflection

• Differentiate between individual and collaborative action research • Carry out collaborative action research	**Unit Four: Collaborative Action Research(10 hrs)** 4.1. Collective vs individual action research 4.1.1 Process 4.1.2 Steps 4.2 Practical work

• Discuss how English teachers develop continuously	**Unit Five: Developing English Teachers**
	 5.1 Coping with transition
	    5.1.1 Student to teacher
	 5.1.2 School –based teacher education
	   5.1.3 English teachers and continuous development
	     - Personal and professional characteristics
	     - Subject knowledge
	 - Planning and review
	 - Assessment and recording
	     - Relationship with students and colleagues
	     - Management skills
	     - Reflection

4. Prescribed Texts

1) Goodwyn, A. (1997.) Development English Teachers. Philadelphia: Open University Press **(For Unit Five)**
2) Diaz-Maggioli G. (2004). Teacher-Centered Professional Development. USA: Associate for Supervision and Curriculum Development. **(For Units Three and Four)**
3) Richards, J.C.& T.S.C.Farrell (2010).Professional Development of Language Teachers. Cambridge: CUP. **(Units One and Two)**

<p style="text-align:center">**Far-western University**</p>
<p style="text-align:center">**Faculty of Education**</p>
<p style="text-align:center">**B.Ed. in English Education**</p>

Course Title: **Action Research in ELT**   Semester: Seventh

Course No. : Eng.Ed.472   Full marks: 100

Credit Hour: 3 (45 hours)   Pass marks: 45

1. Course Introduction

This is an introductory course on action research. It encompasses both theoretical and practical aspects of action research. The course consists of four units. The first unit introduces the students to the basics of action research that include introduction, purpose and assumptions. The second unit provides them the step-wise procedures involved in the action research project. The third unit helps them to prepare action research report and disseminate it. Finally, the last unit engages them in the action research cycle in the areas of their interest.

2. General Objectives

General objectives of this course are as follows:

f) To familiarize the students with the nature of action research.

g) To acquaint them with the process of doing action research.

h) To enable them to produce action research report and share it to the wider audience.

i) To engage them in the action research process.

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
• Define action research • Explain the important and purpose of action research • Mention the assumptions of action research • Trace the origin of action research	**Unit One: Introduction to Action Research** 1.20 Definition, purpose and practitioners of action research 1.21 Approaches to action research 1.22 Assumptions of action research 1.23 Origin of action research 1.24 Importance of action research
• Plan action research • Carry out action research • Generate evidences in action research	**Unit Two: Doing Action Research** 2.30. Feasibility planning 2.31. Action planning

| | 2.32. Carrying out action plan |
	2.33. Evidence generation
• Conclude action research • Write a report of action research • Share action research	**Unit Three: Concluding and Sharing Action Research** 3.19. Concluding action research 3.20. Reporting action research 3.21. Disseminating research findings
• Engage in action research • Reflect on action research • Modify action research plan • Act on action research	**Unit Four: Practical Work on Action Research** 4.25. Plan 4.26. Act 4.27. Observe 4.28. Reflect

4. Methodology and Techniques

Modes of instruction:

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

Modes of learning:

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

5. Evaluation Scheme

- Internal   40%
- External   60%

The internal examination will be conducted as follow:

zzz)   Regularity and class participation   5%

aaaa)	Quizzes: 3 5%
bbbb)	Class presentation 20%
cccc)	Mid-term Exam 20%
dddd)	Doing an action and presenting it in
class	50%

6. Prescribed Texts

Burns, A. (2010).Doing Action Research in English Language Teaching. New York: Routledge**(For Unit IV)**

McNiff, J. & Whitehead, J. (2006). Action Research: An Introduction. London. SAGE Publication**(For Unit I, II and III)**

Faculty of Education

B.Ed. in English Education

Course Title: Language in Society   Semester: Seventh

Course No. : **Eng.Ed.473**   Full marks: 100

Credit Hour: 3 (45 hours)   Pass marks: 45

1. Course Introduction

This course covers concepts relating to language in society. It is designed for students who are interested in pursuing an undergraduate 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 the relation of language and society. They will also develop ideas on bilingualism and multilingualism. They will develop basic concept about language change, language policy in multilingual situation of Nepal. The learners will be familiarized with the current issues in socio linguistics like linguistic imperialism, global competence and intercultural competence. Final unit deals with different sociolinguistic patterns; language and social class.

2. General Objectives

General objectives of this course are to:

rrr) Investigate the relationship between language, culture and society
sss) Understand and interpret sociolinguistic variables such as dialect, register and style
ttt) Discuss language policy and planning in society
uuu) Examine the relationship between language, gender and age
vvv) Analyze the characteristic of bilingualism and multilingualism in context of Nepal.
www)   Discuss about code switching and code mixing
xxx) Identify the current issues of linguistic imperialism
yyy) Describe various sociolinguistic patterns.

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
• define sociolinguistics • distinguish among language, dialect and register • mention characteristics of dialect and registers • view the relations between language society and reality	**Unit One: language and society** 1.25 What is sociolinguistics 1.26 Language and Society 1.27 Sociolinguistics and sociology of language 1.28 Language vs Dialect 1.29 Accent vs Dialect 1.30 Register and Style 1.31 Language ,society and Reality: Different words ,Different worlds
• Define bilingualism and multilingualism	**Unit Two: Bilingualism and Multilingualism**

• List reasons of code switching and mixing
• Define language change and reasons for change
• Orient on language families in NEPAL
• List the mother tongues of Nepal
	2.1 Bilingualism
	    2.1.1 Types of Bilingualism
	    2.1.2 Diaglossia
	    2.1.3 language shift , Death and revitalization
	2.2 Multilingualism
	    2.2.1 Societal Multilingualism
	    2.2.2 Code Switching and Code Mixing
	    2.2.3 Language change
	    2.2.4 Language Policy and language Planning in Multilingual Society
	2.3 Sociolinguistic Situation of Nepal
	
	    2.3.1 Mother Tongues in Nepal
	
	    2.3.2 Language Families in Nepal
	
	    2.3.3 Bilingualism and Multilingualism in Nepal
	
	    2.3.4 NLRC(1994) and Its recommendations to promote the minorities languages in Nepal

• Mention current issues in sociolinguistics
• Mention the aspects of linguistics imperialism.
• Discuss on global and intercultural competences
	Unit Three: Current issues in Sociolinguistics
	
	  3.22. Linguistic Imperialism
	      3.1.11 Aspects of Linguistic Imperialism :
	          Language Dominance, Hegemony and power
	      3.1.12 English in Core and English in Periphery
	      3.1.13 Linguistic imperialism and ELT
	  3.2 Global Competence
	  3.3 Intercultural competences

• Review the relationship between language and social class • Examine the relationship of language and gender and age • Describe language in the context of social class • Familiarize with the process of language standardization	**Unit Four: Sociolinguistic Patterns** **4.1** Language and social class 4.2 Language and Style 4.3 Language and Gender 4.5 Language and Age 4.6 Language and Social Network 4.7 Standardization 4.8 Language and Identity

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:

eeee)	Regularity and class participation 5%
ffff)	Quizzes: 3 5%
gggg)	Class presentation: 1 20%
hhhh)	Term paper/assignment: 1 20%
iiii)Mid-term Exam	20%
jjjj)Investigative Project Work: 1	20%
kkkk)	Group Work and Pair Work/Group
Project: 1	10%

6. Prescribed Text

j)   Romaine , S . (2009). Language in Society . Oxford: OUP
k) Meyerhoff,M. (2011). Introducing Sociolinguistics. Rutledge
l) Green, M.F. and Olason, C. (2003). Internalizing the campus; a user's guide. Washington: American Council on Education.

References

1) Holmes,J (2008). An Introduction to sociolinguistics. Harlow, UK: Pearson Education Limited
2) Wardhough, R. (2010).An Introduction to Sociolinguistics . (6th ed) Malden,M.A. Blackwell Publishing.
3) Global competence is a 21st century imperative. NEA education policy and practice department/ centre for great public school. Washington
4) Intercultural competence Framework/model

Far-western University
Faculty of Education
B.Ed. in English Education

Course Title: Interdisciplinary Reading   Semester: 8*th*

Course No. : **Eng.Ed.481**   Full marks: 100

Credit Hour: 3 (45 hours)   Pass marks: 45

1. Course Introduction

This course is designed with a view to enhance the students' horizons of knowledge through the reading of interdisciplinary texts in English. The course includes broader themes such as intercultural communication, humanities and social sciences, science and environment, creative and critical thinking, and so on.

2. General Objectives

General objectives of this course are as follows:

- to acquaint the students with various issues related to humanities and social sciences
- to expose the students with intercultural communication
- to familiarize the students with the concept of language and globalization
- to enhance the students reading skills in the themes of science and environment.
- to enhance the students' creative and critical thinking abilities

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
read comprehend and enhance the intercultural awareness	**Unit One: Intercultural Communication (10)** 1.32 American Values and Assumptions 1.33 Where Do we Stand? 1.34 Time Talks with an Accent 1.35 Polite But Thirsty 1.36 Friends and Strangers 1.37 Cultural Diversity and Cultural differences Source : New Directions
read comprehend and review the texts from humanities and social sciences	**Unit Two: Humanities and Social sciences (10)** 2.1 The necessity of Religion 2.2 Literary Colonialism; books in the third world 2.3 Civilization in history and today 2.4 Psychoanalysis Today 2.5. Opening Keynote address

	Source: Expanding Horizons in English
• identify and review the characteristics of globalization • acquaint with the Fairclough's approach to globalization	**Unit Three: Language and Globalization(10)** 3.23. Globalization and language; review of academic literature 3.24. Fairclough's approach to globalization and language 3.25. Discourses of globalization Source: Language and Globalization Fairclough, N. 2006
• read and interpret the texts on science and environment	**Unit Four: Science and Environment (8)** 4.1 The Birth of Sex Harmon 4.2 The Science of Heredity 4.3 Ecological Imperialism 4.4 Our Picture of the Universe 4.5 Return of the Rhino Source: Expanding Horizon's in English
• develop creativity through critical thinking	**Unit Five: Creative and Critical Thinking (7)** 5.1 Marriage is a private affair 5.2 The Savage Male 5.3 King John and the Abbot of Canterbury 5.4 The Burden of Skepticism 5.5 Mr. Know All Source: Adventures in English

4. Methodology and Techniques

Modes of instruction:

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- Seminar
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pppp)	Mid-term Exam 20%
qqqq)	Investigative Project Work: 1 20%
rrrr)	Group Work and Pair Work/Group
Project: 1	10%

References

5) Awasthi et al. (2010). *Expanding Horizons in English*. Kathmandu: Vidyarthi Prakashan Pvt.Ltd.

6) Awasthi et al.(2011).*Reading beyond the Borders*. Kathmandu: Vidyarthi Prakashan Pvt .Ltd.

7) Fairclough, N. (2006). *Language and Globalization.* New York: Routledge.

8) Gardner, S.P.(2005). *New Directions*. Cambridge: CUP.

9) Nissani M. and Lohani S.(2006). *Adventures in English*. Kathmandu: Ekta Books.