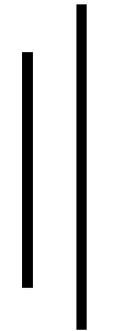


Mid-Western University  
Faculty of Education  
Surkhet, Nepal



**Bachelor of Education**  
**B.Ed.**  
**(4 Years Program)**



**ENGLISH EDUCATION**  
**Curriculum 2012**

Bachelor of Education (B.Ed.) English



**SEMESTER-WISE BREAKDOWN OF THE COURSES**

<b>Semester I</b>
1. COMP 311: English Language Proficiency I 2. COMP 312: Compulsory Nepali I 3. EDU 313: Socio-Philosophical Foundations of Education 4. EDU: 314: Human Development 5. ENG 315: Language and Linguistics 6. ENG: 316: Study Skills and Academic Writing
<b>Semester II</b>
7. COMP 321: English Language Proficiency II 8. COMP: 322: Readings in Nepali Language 9. EDU: 323: Emerging Theories of learning 10. EDU: 324: Curriculum and Assessment 11. ENG: 325: Fiction Study 12. ENG: 326: English for Academic Purposes
<b>Semester III</b>
13. EDU 331: Educational Development in Nepal 14. EDU 332: Guidance and Counseling 15. ENG 333: World English 16. ENG 334: Writing Workshop 17. ENG 335: Listening and Speaking for Academic Purposes 18. ENG 336: Introduction to Translation Studies
<b>Semester IV</b>
19. EDU 341: Social Justice and Education 20. EDU 342: Fundamentals of Research in Education 21. ENG 343: Creative Writing Seminar 22. ENG 344: Media English 23. ENG 345: Poetry Study 24. ENG 346: Introduction to English Language Teaching
<b>Semester V</b>
25. ENG 451: Teaching Listening and Speaking 26. ENG 452: Teaching Vocabulary and Grammar 27. ENG 453: Teaching Reading and Writing 28. ENG 454: Researching English Language 29. ENG 455: Bilingualism and Multilingualism 30. ENG 456: English for Business Communication

Bachelor of Education (B.Ed.) English

<b>Semester VI</b>
31. ENG 461: Using Literature for Language Development 32. ENG 462: Teaching English to Young Learners 33. ENG 463: Interdisciplinary Reading 34. ENG 464: Writing English Language Tests 35. ENG 465: Drama Study 36. ENG 466: Critical Reading and Writing
<b>Semester VII</b>
37. ENG 471: English Teacher Professional Development 38. ENG 472: ELT Materials Design Seminar 39. ENG 473: Introduction to SLA 40. ENG 474: Reading, Writing and Critical Thinking 41. ENG 475: Phonetics and Phonology 42. ENG 476: Language and Power
<b>Semester VIII</b>
43. ENG 481: Planning in ELT 44. ENG 482: Student Teaching: on-campus 45. ENG 483: Student Teaching: off-campus

Course Title: **English Proficiency I**  
Nature of course: Theory and Practice  
Level: B.Ed.  
Course No: COMP 311

Credit hours: 3  
Teaching hours: 45  
Semester: I

### 1. Course Introduction

This is a general English language proficiency course for B.Ed. first semester students. The course aims at developing basic conversational skill in English. It also makes an attempt to enhance the students' reading, writing and basic grammar skills. Additionally, through the wide exposure of the varied reading materials, students are also encouraged to promote their critical thinking skills.

### 2. Course Objectives

The objectives of the course are:

- a) To expose the students to the variety of academic listening texts.
- b) To enhance students' spoken English for academic conversation.
- c) To expose the students to the variety of academic reading texts.
- d) To develop in students the ability to write in English.
- e) To familiarize the students with the academic vocabulary items.
- f) To sharpen students' grammatical ability to write and speak correct English.
- g) To promote critical thinking skills among the students.

### 3. Contents

<b>Unit One: Listening</b>	<b>8</b>
1.1. Listen for main ideas	
1.2. Listen for details	
1.3. Make inferences	
1.4. Listen for opinions	
1.5. Follow a summary	
1.6. Listen for specific information	
1.7. Understand figurative expressions to interpret speaker's intention	
1.8. Listen for signposts to understand the structure of the text	
1.9. Listening for rhetorical questions to understand the structure of a lecture	
<b>Unit Two: Speaking</b>	<b>6</b>
2.1. Participate in a conversation	
2.2. Make notes to prepare for a presentation or group discussion	
2.3. Take turns to make conversation go smoothly	
2.4. Give advice, ask for clarification, express reasons, ask for reasons, ask questions and use the language functions that are used in a day-to-day communication in academic settings	
2.5. Lead discussions in groups	
2.6. Prepare dialogues with a partner for various conversations	
<b>Unit Three: Reading</b>	<b>6</b>
3.1. Preview text using a variety of strategies	
3.2. Read for main ideas	

- 3.3. Read for details
- 3.4. Read and recognize different text types
- 3.5. Scan text to find specific information
- 3.6. Make prediction about texts

### Unit Four: Writing

6

- 4.1. Write paragraphs of different genres
- 4.2. Plan, write, revise, edit and rewrite
- 4.3. Make outline for writing
- 4.4. Write a summary
- 4.5. Write personal response to the texts
- 4.6. Write letter to the editor
- 4.7. Write essays

### Unit Five: Vocabulary

6

- 5.1. Dictionary skills
- 5.2. Understanding idiomatic meaning
- 5.3. Increase vocabulary understanding word families
- 5.4. Understanding phrasal verbs
- 5.5. Understanding meaning from context
- 5.6. Understanding pre-fixes and suffixes to increase comprehension

### Unit Six: Grammar

7

- 6.1. Tenses
- 6.2. Modals
- 6.3. Questions, multi-word verbs and verb structure
- 6.4. Determiners and preposition
- 6.5. Adjectives, adverbs, the passive and conditionals
- 6.6. Word formation and sentences
- 6.7. Tag questions
- 6.8. Gerund and infinitives

### Unit Seven: Critical Thinking

6

- 7.1. Relate personal experience to the topic
- 7.2. Integrate information from multiple sources
- 7.3. Reflect on experiences to take risks
- 7.4. Analyze personal experiences
- 7.5. Evaluate experiences and events
- 7.6. Consider social responsibility on various levels

### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

**5. Evaluation Scheme**

- 6.1. Internal: 40%
- 6.2. External: 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10% (1 essay each of descriptive, narrative and argumentative in nature)
- Project Work/Assignment/Essay II 10% (2 reflective writing based on their classroom experiences of learning the course)
- Mid-term Exam/Project 15% (2 reading writing projects that address the critical thinking skills given in the course)

**6. External evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

**7. Prescribed Texts**

Craven, M. and Sherman, K.D. (2011). *Q: skills for success (listening and speaking)* – 3. New York. Oxford University Press.  
 Davis, F. and Rimmer, W. (2012). *Active grammar level 2*. Cambridge. Cambridge University Press.  
 Gramer, M.F. and Ward, C. S. (2011). *Q: skills for success (reading and writing)* – 3. New York. Oxford University Press.

**8. References**

Hornby. A.S. (2010). (8<sup>th</sup> Edition). *Oxford advanced learner's dictionary*. Oxford: Oxford University Press.

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Course Title: **Socio-Philosophical Foundations of Education**

Nature of course: Theory and Practice

Credit hours: 3

Level: B.Ed.

Teaching hours: 45

Course No: EDU 313

Semester: I

**1. Course Description**

This course is a core course designed for the students of Bachelor in Education. The course has categorized into two parts. The first part of this course is philosophical foundation which deals with the concept and fields of philosophy; and importance of philosophy in education. Along with this, philosophical part also incorporates basic and educational philosophies with their introduction, major premises and educational implications. The second part of this course is sociological foundation which attempts to develop understanding of community, society, sociology, educational sociology, sociology of education and their implication in education. Similarly, this part also deals with concept of socialization, agencies and modes of socialization, cultural diversity in education, and education for national integration. Thus, the overall focus of this course is to inform students about how the philosophy and society directly and indirectly influence on education.

**2. Course objectives**

At the end of this course, the students will be able to:

- Introduce concept and the fields of philosophy in brief.
- Explain the relationship between philosophy and education.
- Clarify the importance of philosophy in education.
- Introduce the basic philosophies in concise form.
- Synthesize the major premises of basic philosophies.
- Apply the ideology of basic philosophies in the field of education.
- List out the types of educational philosophies with brief introduction.
- Elucidate the major tenets of educational philosophies in brief.
- Draw the educational implications of educational philosophies.
- Give brief introduction to Hindu and Buddhist philosophies.
- Explain the major principles of these religious philosophies.
- Use basic principles of religious philosophies in the field of education.
- Distinguish between society and community with short introduction.
- Illuminate the meaning and importance of socialization.
- Specify the agencies and modes of socialization.
- Describe the meaning of national integration in brief.
- Elaborate the measures, importance, and obstacles of national integration.
- Analyze the role of education for national integration.

**3. Content Specifications**

**Unit I: Introduction to philosophy**

**6**

- 1.1 Concept of Philosophy
- 1.2 Fields of Philosophy (Brief review)
  - Epistemology
  - Ontology
  - Axiology

- 1.3 Relationship between Philosophy and Education
- 1.4 Importance of Philosophy in Education

**Unit II: Basic Philosophies** **10**

- 2.1 Idealism (Introduction, Major premises, Influence on education)
- 2.2 Realism (Introduction, Major premises, Influence on education)
- 2.3 Naturalism (Introduction, Major premises, Influence on education)
- 2.4 Pragmatism (Introduction, Major premises, Influence on education)

**Unit III: Educational Philosophies** **10**

- 3.1 Perennialism (Introduction, Major tenets, Educational implications)
- 3.2 Essentialism (Introduction, Major tenets, Educational implications)
- 3.3 Progressivism (Introduction, Major tenets, Educational implications)
- 3.4 Reconstructionism (Introduction, Major tenets, Educational implications)

**Unit IV: Religious Philosophies** **3**

- 4.1 Hindu Philosophy (Introduction only)
- 4.2 Buddhist Philosophy (Introduction only)

**Unit V: Society and Education** **10**

- 5.1 Concept of Society and Community
- 5.2 Meaning and Importance of Socialization
- 5.3 Agencies of Socialization
  - Formal agencies (School, college, university)
  - Informal agencies (Family, peer group, society, and channels of communication)
- 5.4 Modes of Socialization and their Impact on Education

**Unit VI: Education for National Integration** **6**

- 6.1 Concept of National Integration
- 6.2 Measures of National Integration
- 6.3 Importance of National Integration
- 6.4 Obstacles of National Integration
- 6.5 The Integrating Forces and the Role of Education

**Instructional Techniques**

Lecture, questionnaire, demonstration, discussion, individual study, buzz session, and project method with seminar session will be used to clarify the suggested contents within this course.

**Evaluation Procedures**

There will be two types of evaluation techniques – 40% internal and 60% external. The knowledge, skills and attitudes of the students will be evaluated during academic session through classroom participation, content presentation, project work, seminar, and written tests which will be formative in nature. Continuous feedback will be provided to the students on the basis of results obtained from the employed evaluation tools and techniques to improve their knowledge, skills and attitudes. The overall achievement in the course will be assessed through annual examination conducted by the Office of the Controller of Examination established under Mid- Western University.

**References**

- Brannigan, M. C. (2000). *The pulse of wisdom: The philosophies of India, China, and Japan (2<sup>nd</sup> ed.)*. Belmont, CA: Thomson Learning, Inc.
- Chaube, S. P. and Chaube, A. (2002). *Foundations of education (2<sup>nd</sup> ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Kneller, G. F. (1971). *Foundations of education*. New York: John Wiley and Sons, Inc.
- Morrish, I. (1978). *The sociology of education: An introduction*. London: George Allen and Unwin.
- Ozmon, A. H. and Craver, S. M. (1999). *Philosophical Foundations of Education (6<sup>th</sup> ed.)*. New Jersey: Prentice Hall, Inc.
- Purkait, B. R. (2004). *Principles and practices of education*. India: New Central Book Agency (P.) Ltd.

Course Title: Title: **Human Development in Education**

Nature of course: Theory and Practice

Level: B.Ed.

Course No: EDU 314

Credit hours: 3

Teaching Hours: 45

Semester: I

### 1. Course Introduction

This course deals with concept, different issues and approaches to human development, and brief review of life span from conception to death. It further intends to widen understanding of human development for fostering growth and development of the children in their perspective fields. Taking the major focus of the course on puberty and adolescence into consideration, it discusses the puberty and adolescence in the light of its implication to the planners, decision makers, parents and teachers in their related fields.

### 2. Course objectives

On completion of this course the students will be able;

- To enable the students to grasp the meaning and concept of growth and development.
- To identify the determining factors of growth and development.
- To list the influencing factors of human development with their explanations.
- To enable students to compare critically with different issues of human development
- To familiarize the students with basic assumption of major approaches to human development.
- To review the developmental stages with their concept, characteristics and developmental tasks.
- To enable students to acquaint with characteristics and nature of physical growth and development during puberty.
- To become able to grasp the distinctive characteristics of puberty.
- To assess the social relation of children and their major social characteristics.
- To enable to clarify the concept of emotion and list out their characteristics.
- To make the students familiarize with pubertal children's recreational activities and games.
- To analyze the major hazards of children during puberty.
- To list out the annoying and satisfying factors of during puberty.
- To draw conclusions of overall changes and developments happening during puberty for educational purpose.
- To enable students to prepare the list of major physical characteristics and their impacts on psychology, health and sexual behavior of adolescence.
- To trace out the mental characteristics as a major development during adolescence.
- To enable students to familiarize with adolescent's involvement in major recreational and games.
- To make the students aware of the potent hazards that influence overall development of adolescence.
- To explore factors lading adolescents to be happy and unhappy during adolescence.

- To draw conclusions based on developmental characteristics and changes during adolescence for sound educational achievement.

### 3. Content specifications

#### Unit 1. Meaning and Definition of Human Development

8

1.1 Concept of Growth and Development

1.2 Influencing Factors of Human Development

1.3 Determinants of Growth and Development

- Genetics
- Environment factors
  - ✓ Psycho-social environment
  - ✓ Economic and educational factor

#### Unit 2. Approaches to Human Development

12

2.1 Issues of Human Development

- Nurture Vs Nurture
- Maturation Vs Learning
- Continuity Vs Discontinuity

2.2 Major Theories of Human Development

- Psychoanalytical Approach- Freud's View
- Cognitive Approach-Piaget's View
- Humanistic Approach-Maslow's View

#### Unit 3. A Brief overview of lifespan

5

(Conception to Old Age)

- Concept
- Characteristics
- Developmental Task

#### Unit 4. Puberty: Understanding and Implication

10

4.1 Physical Growth and Development

4.2 Mental Growth and Development

4.3 Social Relation and Development

4.4 Emotional Development

4.5 Entertainment and Play

4.6 Hazards and Happiness

4.7 Implication: Role of Parents and School Teacher

#### Unit 5. Adolescence: Understanding and implication

10

5.1 Physical Characteristics/Development

- ❖ Psychological Effects of Physical Changes
- ❖ Effect of Physical Changes on Health and Sexual Behaviors

5.2 Mental Characteristics/Development

5.3 Emotional Characteristics/Development

- ❖ Heightened Emotionality

5.4 Entertainment and Play

5.5 Hazards and Happiness

5.6 Implication: Role of Parents and School Teachers

**Suggested methodologies**

**Modes of instruction:** Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work

**Types of learning activities:** Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, group study and peer discussion.

**Assessment:**

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

**External evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

**References**

- Baron, R. (2005 ). *Psychology*. India: Pearson Education.  
 Ciccarelli, S. K. & Meyer. G. E. (2007). *Psychology*. India: Pearson Education.  
 Hurlock, E.B. (2002). *Developmental psychology: A life span approach*. New Delhi: Tata McGraw-Hill Publishing Company LTD.  
 Grace J. C. (1976). *Human development*. NJ: Prentice Hall.  
 Jersild, A.T., Telford, C.W., & Sawrey, J.M. (1997). *Child psychology*. New Delhi: Prentice Hall.  
 Rogers, D. (1972). *The psychology of adolescence*. NJ: Appleton-century-Crofts

**ENG 315: LANGUAGE AND LINGUISTICS**

Mid-Western University  
 Faculty of Education  
 B.Ed. in English Education

Course Title: **LANGUAGE AND LINGUISTICS** Credit Hours: 3  
 Course No: **ENG 315** Full Marks:  
 Semester: **First** Pass Marks:

**1. Course Introduction**

This is a general course on linguistics for language teacher that aims at providing basic knowledge about language and linguistics in general and its relation to many other pertinent areas like semantics, grammar, syntax and so on. The learners will be familiar with sounds of knowledge and be well aware of the schools and movements in the field of linguistics. The learners will also be able to closely look at the relationship between language and mind; language and society; and language and culture.

**2. Course Objectives**

The objectives of this course are to:

- a) introduce the students to the basics of language and linguistics
- b) make them familiar with the sounds of the English language
- c) introduce them to the concept of semantics and make them aware of the language change
- d) expose them to the modern schools and movements in linguistics
- e) help them see the relation between language and mind, language and society and language and culture.

**3. Course Contents****Unit One. Language**

- 1.1. Definitions of 'language'
- 1.2. Language-behavior and language-systems
- 1.3. Language and speech
- 1.4. The semiotic point of view

**Unit Two. Linguistics**

- 2.1. Branches of linguistics
- 2.2. Linguistics as a science
- 2.3. Structure and system

**Unit Three. Phonology**

- 3.1. The phonic medium
- 3.2. Phonetic and orthographic representation
- 3.3. Articulatory phonetics
- 3.4. Phonemes and allophones
- 3.5. Distinctive features and suprasegmental phonology
- 3.6. Phonological Structure

**Unit Four. Grammar**

- 4.1. Syntax, inflection and morphology
- 4.2. Grammaticality, productivity and arbitrariness
- 4.3. Parts of speech, form-classes and grammatical categories
- 4.4. Some additional grammatical concepts
- 4.5. Constituent-structure
- 4.6. Generative Grammar

**Unit Five. Semantics**

- 5.1. The diversity of meaning
- 5.2. Lexical meaning: homonymy, polysemy, synonymy
- 5.3. Lexical meaning: sense and denotation
- 5.4. Semantics and grammar
- 5.5. Sentence-meaning and utterance-meaning
- 5.6. Formal semantics

**Unit Six. Language-change**

- 6.1. Historical linguistics
- 6.2. Language-families
- 6.3. The comparative method
- 6.4. Analogy and borrowing
- 6.5. The causes of language change

**Unit Seven. Some modern schools and movements**

- 7.1. Historicism
- 7.2. Structuralism
- 7.3. Functionalism
- 7.4. Generativism

**Unit Eight. Language and mind**

- 8.1. Universal grammar and its relevance
- 8.2. Mentalism, rationalism and innateness

- 8.3. Language and the brain
- 8.4. Language-acquisition
- 8.5. Cognitive science and artificial intelligence

**Unit Nine. Language and society**

- 9.1. Sociolinguistics, ethnolinguistics and psycholinguistics
- 9.2. Accent, dialect and idiolect
- 9.3. Standards and vernaculars
- 9.4. Bilingualism, code-switching and diglossia
- 9.5. Stylistic variation and stylistics
- 9.6. Practical applications

**Unit Ten. Language and culture**

- 10.1. Definition of culture
- 10.2. The Sapir-Whorf hypothesis
- 10.3. Color-terms
- 10.4. Pronouns of address
- 10.5. Cultural overlap, cultural diffusion and translability

**4. Instructional Techniques**

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

**5. Evaluation Scheme**

Internal - 40%  
External - 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10%
- Project Work/Assignment/Essay II 10%
- Mid-term Exam/Project 15%

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

### 6. Prescribed Texts

Lyons, J. (2009). *Language and Linguistics*. Cambridge. Cambridge University Press.

Radford et. al. (2002). *Linguistics*. Cambridge. Cambridge University Press.

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

### 7. References

Hornby, A.S. (2010). (8th Edition). *Oxford advanced learner's dictionary*. Oxford: Oxford University Press.

## ENG: 316: STUDY SKILLS AND ACADEMIC WRITING

Mid-Western University

Faculty of Education

B.Ed. in English Education

Course Title: **STUDY SKILLS AND ACADEMIC WRITING** Credit Hours: 3

Course No: **ENG 316**

Full Marks:

Semester: **First**

Pass Marks:

### 1. Course Introduction

This course is aimed at inculcating in students practical ways to improve their study habits. It will focus on reading, writing and vocabulary and the academic convention of writing course papers and essays.

### 2. Course Objectives:

The objectives of this course are as follows:

- a) to develop awareness and habits of managing personal and student life
- b) to introduce students to the academic conventions

### 3. Course Contents

#### Unit One: Managing Study

- 1.1. Portfolio
- 1.2. Reflecting writing
- 1.3. Managing schedules
- 1.4. Homework record-keeping
- 1.5. Concentrating
- 1.6. Study Groups
- 1.7. Selecting what to study

#### Unit Two: Book Review

- 2.1. What is book review?
- 2.2. How to write a book review?

#### Unit Three: Developing Reading Skill1

- 3.1. Finding a Book Different
- 3.2. Ways of surveying a book
- 3.3. Scanning and Skimming

**Unit Four: Note taking and note making**

- 4.1. The importance of note taking and note making
- 4.2. Different techniques for notemaking and note taking

**Unit Five: Developing Writing Skills**

- 5.1. Basic Pattern of Organization
- 5.2. Writing a Paragraph
- 5.3. Writing an Essay on Given Topic
- 5.4. Types of essays
- 5.5. Writing Timeline

**Unit Six: Words used in the academic writing**

- 6.1. Every Day Words and Academic Use
- 6.2. Vocabulary and Academic Style

**Unit Seven: Writing convention**

- APA Style

**4. Instructional Techniques**

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

**5. Evaluation Scheme**

Internal - 40%  
External - 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10%
- Project Work/Assignment/Essay II 10%
- Mid-term Exam/Project 15%

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

**6. Prescribed Textbooks**

American Psychological Association (2010). Publication Manual of American Psychological Association. Washington, DC: American Psychological Association  
 Hornby, A.S. (2010). Eighth Edition. Oxford Advanced Learner's Dictionary. Oxford:Oxford University Press.  
 Leki, E. (2002) Strategies and Processes of Academic Writing. New Delhi: Orient Longman.  
 Wallace, M. (2003) Study Skills in English. Cambridge: Cambridge University Press

Course Title: **Title: English Proficiency II**

Nature of course: Theory and Practice

Level: B.Ed.

Course No: ENG 321

Credit hours: 3

Teaching Hours: 45

Semester: II

### 1. Course Introduction

The English Proficiency Course – II is a continuation of English Proficiency Course – I of the first semester and it also focuses on basic conversational skill, reading and writing skills and basic grammar skills. These skills are introduced in context through varieties of reading materials. In addition to this, it also aims to develop students' vocabulary of general use required for reading, writing and everyday communication.

### 2. Course Objectives

The objectives of this course are as follows:

- a) to develop vocabulary knowledge of different thematic field
- b) to expose the students to the variety of academic listening texts.
- c) to enhance students' spoken English for academic conversation.
- d) to expose the students to the variety of academic reading texts.
- e) to develop in students the ability to write in English.
- f) to promote critical thinking skills among the students.

### 3. Contents

#### Unit One: Listening

- 1.1. General listening
- 1.2. Micro-listening
- 1.3. Drawing inferences
- 1.4. Make opinions from the listening texts
- 1.5. Listen and summarize
- 1.6. Comprehending figurative expressions to interpret speaker's intention
- 1.7. Guided listening
- 1.8. Listening to a lecture

#### Unit Two: Speaking

- 2.1. Communicating with friends
- 2.2. Use of language functions in different academic settings
- 2.3. Turn taking in conversation
- 2.4. Participating in discussion
- 2.5. Presenting information to the audience

#### Unit Three: Reading

- 3.1. Previewing skills
- 3.2. Prediction skills
- 3.3. Micro-reading skills
- 3.4. Macro-reading skills
- 3.5. Reading different genres
- 3.6. Reading for detail comprehension
- 3.7. Reading with strategies

### Unit Four: Writing

- 4.1. Writing different genres
- 4.2. Process writing
- 4.3. Writing letters
- 4.4. Essay writing

### Unit Five. Vocabulary

Vocabulary related to the following themes:

- 5.1. Countries, nationalities and languages
- 5.2. The weather
- 5.3. Describing people
- 5.4. Relationships
- 5.5. At home
- 5.6. Everyday problems
- 5.7. Global problems
- 5.8. Education
- 5.9. Work
- 5.10. Sport
- 5.11. The arts
- 5.12. Food
- 5.13. The Environment
- 5.14. Town s
- 5.15. The natural world
- 5.16. Clothes
- 5.17. Health and Medicine
- 5.18. Travel
- 5.19. Number and shapes
- 5.20. Science and Technology
- 5.21. The press and media
- 5.22. Politics and Public institutions
- 5.23. Crime
- 5.24. Money – buying, selling and paying

### Unit Six. Critical Thinking

- 7.1. Relate personal experience to the topic
- 7.2. Integrate information from multiple sources
- 7.3. Reflect on experiences to take risks
- 7.4. Analyze personal experiences
- 7.5. Evaluate experiences and events
- 7.6. Consider social responsibility on various levels

### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

**5. Evaluation Scheme**

- 6.1. Internal: 40%
- 6.2. External: 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10% (1 essay)
- Project Work/Assignment/Essay II 10% (2 reflective writing based on their classroom experiences of learning the course)
- Mid-term Exam/Project 15% (2 reading writing projects that address the critical thinking skills given in the course)

**6. External evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

**7. Prescribed Textbooks**

- Daise, D., Norloff, C. and Carne, P. (2011). Q: Skills for Success (Reading and Writing) – 4. New York. Oxford University Press.
- Freire, R. and Jones, T. (2011). Q: Skills for Success (Listening and Speaking) – 4. New York. Oxford University Press.
- McCarthy, M. & O'Dell F. (1994) English Vocabulary in Use, Upper Intermediate and Advanced . Cambridge: Cambridge University Press

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Course Title: **Title: Emerging Theories of learning**

Nature of course: Theory and Practice

Level: B.Ed.

Course No: EDU 323

Credit hours: 3

Teaching Hours: 45

Semester: II

### 1. Course Description

This course is designed as a core educational course of Bachelor in Education. The overall goal of this course is to acquaint the students with various theories that explain how an individual learns within their real-life environment. This course includes the content areas including learning theories and paradigms ranging from the behaviouristic to cognitivist theoretical models. As a requirement for the implementation of these theories for teaching and professional development, this course enables the students to use these theories in their everyday teaching learning practices.

### 2. Course objectives

- To acquaint the students with meaning and concepts of learning theory
- To develop understanding of empiricism and rationalism of learning in relation to the origin of learning theories
- To specify different types of learning theories
- To discuss the importance of learning theories in education and teaching
- To introduce the meaning of classical conditioning theory
- To understand the process and mechanism of classical conditioning theory
- To use the operant conditioning theory in teaching learning practices
- To familiarize the students with meaning and concept of operant conditioning
- To explain the acquisition process of operant conditioning
- To develop the concept of reinforcement and its application to change behaviors of learners
- To use the operant conditioning in classroom teaching and learning
- To clarify the concept of phi-phenomenon in productive thinking
- To list the principles of perception with explanation
- To discuss the implication of productive thinking in classroom practices
- To explain the meaning of purposive behavior
- To explain the Tolman's experiments and draw the conclusion from them
- To derive implication of Tolman's learning theories for teaching and learning practices
- To acquaint with, and develop critical insight of, the premises of individual constructivism
- To explain the basic features of individual constructivism
- To draw educational implications of individual constructivism
- To define social constructivism and its premise
- To discuss the concept of Zo - Ped (Zone of proximal development and Totem in relation to knowledge construction)
- To draw educational implications of social constructivism

### 3. Content Specifications

#### Unit I: Introduction to Learning Theories 7

- 1.1 Meaning and Issues of Learning
- 1.2 Origin of learning theories
  - 1.2.1 Empiricism – Behaviorism

- 1.2.2 Rationalism – Cognitivism
- 1.3 Major Types of Theories (Introduction only)
  - 1.3.1 Behaviorisms
    - Pavlov's Classical Conditioning
    - Skinner's Operant Conditioning
    - Thorndike's Connectionism
    - Hull's Systematic Behavior Theory
    - Guthrie's Contiguous Theory
  - 1.3.2 Cognitive Theories
    - Gestalt Theories
    - Tolman's Sign learning Theory
- 1.4 Importance and Use of Learning Theories in classroom teaching

#### Unit II: Classical Conditioning Learning Theory 7

- 2.1 Introduction
- 2.2 Process and Mechanism of Classical Conditioning
- 2.3 Implication in Classroom Teaching

#### Unit III: Operant Conditioning Learning Theory 7

- 3.1 Meaning and Concept
- 3.2 Acquisition of Operant Behavior (Principles and Mechanism)
- 3.3 Concept and Application of Reinforcement
- 3.4 Implication for Teaching and Learning

#### Unit IV: Wertheimer's Phi-Phenomenon Theory 7

- 4.1 Basic Concept of Phi-Phenomenon/Productive thinking
- 4.2 Principles of Perception
- 4.3 Educational Implication of Productive Thinking

#### Unit V: Tolman's Sign Learning/Purposive Behaviorism 7

- 5.1 Introduction
- 5.2 Reward Expectancy Learning
- 5.3 Place Learning/Alternative Path Learning
- 5.4 Latent Learning
- 5.5 Educational Implications of Sign Learning Theory

#### Unit VI: Constructivism 10

- 6.1 Piaget's Individual constructivism (5)
  - 6.1.1 Philosophical Premises
  - 6.1.2 Basic Features (Scheme, Adaptation, Assimilation, Accommodation, and equilibration)
  - 6.1.3 Educational Implications of Piaget's Theory
- 6.2 Vygotsky's Social Constructivism (5)
  - 6.2.1 Introduction
  - 6.2.2 Basic Premises (Situated Cognition)
  - 6.2.3 Fundamental Entities of Social Constructivist Theory
  - 6.2.4 Zone of Proximal Development (Zo-Ped)

- 6.2.5 Cultural Tool (Totem)
- 6.2.6 Process of Knowledge Construction
- 6.2.7 Educational Implications of Vygotsky's Theory

#### 4. Suggested methodology

Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work

Types of learning activities: attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, group study and peer discussion

#### Assessment

External: 60%

Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

#### External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

#### References

- Grace, J.C. (1976). *Human Development*. New York, NY
- Hill, W.F. (1973) *Learning: A survey of psychological interpretation*. London: Lowe & Brydone
- Hildgard, E.R., & Bower, H.G. (1975). *Theories of Learning*. Delhi: Prentice Hall
- Hurlock, E.B. (2002). *Developmental psychology: A life-span approach*. New Delhi: Tata McGraw Hill
- Klein, S.B. (1996). *Learning: Principle and application*. McGraw Hill. Inc
- Rogers, D. (1972). *Psychology of adolescence*. New York
- Schunk, H.D. (1996). *Learning theories*. Englewood Cliffs, NJ: Prentice Hall
- Woolfolk, A. (2008). *Educational Psychology*. New Delhi: Pearson Education

Course Title: **Title: Curriculum and Assessment**

Nature of course: Theory and Practice

Level: B.Ed.

Course No: EDU 324

Credit hours: 3

Teaching hours: 45

Semester: II

#### 1. Course introduction

This course is one of the core courses in education which aims to provide the students with learning opportunities to grasp meaning and concept of curriculum and help them develop understanding of assessment with reference to classroom teaching. It intends to acquaint the students with the meaning of curriculum, elements of curriculum and difference between curriculum and course of study. It then provides them with learning opportunities to understand curriculum development models, curriculum framework and taxonomy of educational objectives, In addition, this course intends to acquaint students with the basic concepts of measurement and assessment, types of assessment, principles of assessment and norm-referenced and criterion-referenced assessment. It further provides the concept and understanding of reliability and validity, test construction and appraisal, and non-testing devices of assessment.

#### 2. Objectives

On the completion of this course the students will be able to

- Conceptualize and understand the meaning and concept of curriculum.
- Distinguish between curriculum and course of study.
- Specify and illustrate the elements of curriculum.
- Understand and reflect on the various models of curriculum development.
- Acquaint with subject-cantered, activity-centred and core curriculum.
- Develop various types of learning objectives based on the taxonomies of educational objectives.
- Differentiate between measurement and assessment.
- Understand and appraise various types of assessment.
- Use assessment in academic purpose.
- Acquaint the students with the concept of reliability and validity of measuring instrument and be able to estimate reliability and validity of classroom tests.
- Differentiate between standardised and classroom tests.
- Construct various kinds of subjective and objective tests.
- Appraise scoring techniques of subjective and objective tests.
- Calculate difficulty level and discrimination index of objective test using item analysis techniques.
- Acquaint the students with various non-testing devices and techniques of assessment.

#### 3. Content specifications

##### Unit I Introduction to curriculum

5

1. Meaning of curriculum
  - Etymological meaning
  - Narrow meaning
  - Wider meaning

2. Distinctions between curriculum and course of study
3. Elements of curriculum
  - Objectives
  - Contents
  - Teaching-learning strategies
  - Evaluation
4. Needs and importance of curriculum

**Unit II : Curriculum development models and process 6**

1. Tylor's model of curriculum development
2. Taba's model of curriculum development
3. Nicholls and Nicholls's models of curriculum development
4. Walker's models of curriculum development
5. Strengths and weaknesses of these models
6. Curriculum development process in Nepal

**Unit III: Curriculum framework 5**

1. Subject curriculum
2. Activity-centred curriculum
3. Core curriculum

**Unit IV : Taxonomy of Educational objectives 6**

1. Bloom's taxonomy
  - Cognitive domain
  - Affective domain
  - Psychomotor domain
2. New taxonomy (introduction only)
  - Theoretical basis
  - Three domains of knowledge
  - Six levels of new taxonomy

**Unit V : Measurement and Assessment 6**

1. Meaning and concept of test, measurement, assessment and evaluation
2. The role of measurement and assessment in teaching
3. General principles of assessment
4. Types of evaluation
  - Placement
  - Formative
  - Diagnostic
  - Summative
5. Norm-referenced and criterion-referenced assessment
6. Assessment system in school education in Nepal

**Unit VI : Reliability and validity 6**

1. Meaning and definition of reliability
2. Types and methods of estimating reliability
  - Test-retest method
  - Parallel form method

- Split-half method
3. Meaning and definition of validity
  4. Types validity
    - Content validity
    - Criterion-related validity
    - Construct validity

**Unit VII : Test construction and appraisal 6**

1. Standardised test
2. Teacher made test
  - Subjective test
  - Objective test
3. Scoring of subjective and objective test
4. Analysis of test results
  - Difficulty level
  - Discrimination index
  - Power of distracters

**Unit VIII: Non-testing devices of assessment 5**

1. Rating scale and check list
2. Portfolio
3. Peer-appraisal
4. Anecdotal records
5. Self-report techniques

**4. Suggested methodology**

Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work

Types of learning activities: attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, group study and peer discussion

**5. Assessment**

External: 60%

Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

**6. External evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

## 7. References

- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and assessment in teaching* (8<sup>th</sup> ed.) Delhi: Pearson Education
- Marzano, R.J. and Kendall, J.S. (2007). *The new taxonomy of educational objectives* (2<sup>nd</sup> ed.) California: Carwin Press
- Ornstein, A. & Hunkins, F. (2004). *Curriculum: foundation, principles and issues* (4<sup>th</sup> ed.). Boston: Allyn and Bacon
- Print, M. (1993) *Curriculum development and design*. Sydney: Allen

## ENG: 325: FICTION STUDY

Mid-Western University  
Faculty of Education  
B.Ed. in English Education

Course Title: **Fiction Study**  
Course No: **ENG 325**  
Semester: **Second**

Credit Hours: 3  
Full Marks:  
Pass Marks:

### 1. Course Introduction

This course intends to expose the students to a wide variety of long and short fiction. The course consists of three units. The first units introduce the students with the elements of teaching fiction. The second unit presents the selection of short stories. The third units present the selection of long fictions.

### 2. Course Objectives

The objectives of the course are as follows:

- a) To acquaint the students with different elements of fiction.
- b) To help them enjoy reading short stories as well as develop reading skills in them.
- c) To expose the students to different novels.
- d) To enable them to teach novels in the classroom.

### 3. Course Contents

#### Unit One: Introduction

- 1.1. Types of Fiction
- 1.2. The elements of fiction
  - 1.2.1. Plot
  - 1.2.2. character
  - 1.2.3. Setting
  - 1.2.4. Point of view
  - 1.2.5. Style and voice
  - 1.2.6. Symbolism and allegory
  - 1.2.7. Theme

#### Unit Two: Short Stories

- a) *Adventure of the black fisherman by Washington Irving*
- b) *An Unforgettable by Guy De Maupassant*
- c) *And then there were none by Richa Bhattarai, Fifteen and Three quarters*

- d) Everything that rises must converge by Flannery O'Connor
- e) Filling the bottle of oil Retold by S.N. Goenka, *The art of living*
- f) He by Katherine Ann Porter
- g) My double and how he undid me by Edward Everett Hale
- h) Nice people by Henry Cuyler Bunner
- i) Real time Amit Chaudhari, *Stories of ourselves*
- j) The angle of the odd by Edgar Allan Poe
- k) The cooking poet by Samrat Upadhyay, *Arresting God in Kathmandu*
- l) The Embers that Remained by Amod Bhattarai
- m) The fall of the house of Usher Edgar Allan Poe, *Stories of ourselves*
- n) The hotel experience of Mr. Pink Fluker by Richard Malcolm Johnston
- o) The invisible eye by Erkmann Chatrian
- p) The lady with the pet dog by Anton Chekov
- q) The Light in the Darkness by sir Author Conan Doyle
- r) The Management of Grief by Bharati Mukharji
- s) The Overcoat by Nikolai Gogol
- t) The Reader Maxim Gorky, Five Russian Masters
- u) The rocking horse winner by D.H Lawrence
- v) The Wrist Watch by Premchand
- w) To walk on the path Retold by S.N. Goenka, *The art of living*

**Project work 1: Choose a story that you enjoy. Make a close reading of the story.  
Write a critical essay about the story as per the sample provided to you. Make presentation in the class.**

#### Unit Three: Long Fictions

- 3.1 The Alchemist by Paulo Coelho
- 3.3 Siddhartha by Hermann Hesse
- 3.4 Jonathan Livingstone Seagull by Richard Bach
- 3.5 The Thousand Cranes by Yasunari Kawawata
- 3.6 Nothing to Declare by Rabi Thapa
- 3.7 The fragile Mountain by M.K Limbu

**Project work 2: Choose a novel that you enjoy. Make a close reading of the novel.  
Write a critical essay about the novel and present it in class.**

#### 4. Instructional Techniques

- Class discussion
- Presentation

- Group work/pair work
- Project work
- Self-study

#### 5. Evaluation Scheme

Internal - 40%  
External - 60%

#### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10%
- Project Work/Assignment/Essay II 10%
- Mid-term Exam/Project 15%

#### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

#### 6. Prescribed Textbooks

Charter, A (1995). *The story and its writer* (4th ed). Boston: Bedford Books  
 Coelho, P. (1995). *The alchemist*. Noida: Harper Collins Publishers.  
 Hesse, H. (2008). *Siddhartha*. New Delhi: Mahaveer Publisher  
 Woolf, V. (2011). *The room of one's own*. Broadview Press Limited: North America

## ENG: 326: ENGLISH FOR ACADEMIC PURPOSES

Mid-Western University

Faculty of Education

B.Ed. in English Education

Course Title: **English for Academic purposes** Credit Hours: 3

Course No: **ENG 326** Full Marks:

Semester: **Second** Pass Marks:

### 1. Course Introduction

This short course aims to enhance students' academic reading and writing skills in English language that they may need in order to study other subjects in English. The course is divided into two parts: academic reading and academic writing. Wherever possible, the course requires students to reflect on their current academic reading and writing experiences and broader topics they study in other subject areas.

### 2. Course objectives

By the end of this course, students are expected to develop the following knowledge and skills:

- a) read and understand that all texts have specific purposes and audiences
- b) develop a number of reading strategies that suit a particular purpose
- c) select information from different sources for a specific purpose
- d) synthesise information from reading texts
- e) understand the design and structure of a text which differ according to purpose
- f) develop skills and knowledge about different genres (e.g., reports and essays) used in their academic studies
- g) produce coherent texts
- h) write academic texts such as essays and reports effectively

### 3. Course Contents

#### Unit One: Academic reading

1. Getting to know your text
  - 1.1. Parts of a textbook
  - 1.2. Scanning
  - 1.3. Textbook structure

- 1.4. Vocabulary building: words which substitute for other words
2. Choosing what to read
  - 2.1. Reading with a purpose
  - 2.2. Prediction
  - 2.3. Chapter structure
  - 2.4. Vocabulary building: dealing with unfamiliar words
3. The spirit of enquiry
  - 3.1. Surveying a text
  - 3.2. Linking words
  - 3.3. Vocabulary building: immediate context and collocations
4. The developing world
  - 4.1. Reading for important points
  - 4.2. Signpost expressions
  - 4.3. Vocabulary building: building academic vocabulary
5. The natural world
  - 5.1. Making inferences
  - 5.2. Note-taking: linear notes
  - 5.3. Identifying text structure
  - 5.4. Building academic vocabulary
6. The physical world
  - 6.1. Reading graphics
  - 6.2. Marking text structure
  - 6.3. Spider notes
  - 6.4. Using wider context, academic words and related forms
7. Into the future
  - 7.1. Comparing sources
  - 7.2. Identifying view points
  - 7.3. Vocabulary building: Word structure
8. The individual and society
  - 8.1. Critical reading
  - 8.2. Forms of argument (1)
  - 8.3. Building vocabulary: maximisers and minimisers
9. Work
  - 9.1. Critical reading: comparing view points
  - 9.2. Forms and argument (2)
  - 9.3. Building vocabulary: emphasising and distancing

#### Unit Two: Academic writing

1. Writing a paragraph
  - 1.1. Paragraph structure

- 1.2. Unity and coherence
- 1.3. Supporting details: facts, quotations and statistics
2. Writing an essay
  - 2.1. From paragraph to essay
  - 2.2. Chronological order: process essays
  - 2.3. Cause and effect essays
  - 2.4. Comparison and contrast essays
  - 2.5. Paraphrase and summary
  - 2.6. Argumentative essays
3. The process of academic writing
  - 3.1. Creating (pre-writing)
  - 3.2. Planning (outlining)
  - 3.3. Writing
  - 3.4. Polishing
  - 3.5. Editing

#### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

#### 5. Evaluation Scheme

Internal - 40%

External - 60%

#### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10%
- Project Work/Assignment/Essay II 10%
- Mid-term Exam/Project 15%

#### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

#### 6. Prescribed Texts

Glendinning, Eric H. & Holmström, Beverly (2004, 2nd Edition). *Study reading: A course in reading skills for academic purposes*. Cambridge: Cambridge University Press.

Oshima, Alice & Hogue, Ann (2006). *Writing academic English*. White Plains, NY: Pearson Longman

Course Title: **Title: Educational development in Nepal**

Nature of course: Theory and Practice

Level: B.Ed.

Course No: EDU 331

Credit hours: 3

Teaching hours: 45

Semester: III

### 1. Course description

This course is designed for the students of B.Ed. level of MWU. This course intends to acquaint the student with various aspect of system and structure of education in Nepal. It also deals different educational projects and role of institution have also been included in this course to indicated development practice of the education system over the year.

### 2. Course objectives

- To make the students familiar with the historical development of education in Nepal.
- To enable the student in describing the educational policies, structure and system of Neal
- To orient the various university of Nepal
- To impart the knowledge on NFE and CTEVT

#### Unit 1: Education in Nepal 5

- 1.1 Historical development of education in Nepal
- 1.2 Pre- democratic period (indigenous, negligence, opposition period)
- 1.3 Post democratic period 2007-2027
- 1.4 Developmental period 2028 to 062
- 1.5 Curriculum prarup 2062 to on ward

#### Unit 2: Pre-primary level Education 5

- 1.1 Evolution
- 1.2 Objectives
- 1.3 Curriculum
- 1.4 Policy suggested by HLNEC 1998
- 1.5 Role of NGOs and INGOs in promoting pre-primary education
- 1.6 Problem and issues in primary education

#### Unit 3: School Level Education in Nepal 5

- 3.1 Historical development of primary, lower secondary, secondary and higher secondary school education
- 3.2 Objectives of primary, lower secondary, secondary and higher secondary school education
- 3.3 Existing curriculum, structure and evaluation system of primary, lower secondary, secondary and higher secondary school education
- 3.4 Problem and issues of school education in Nepal

#### Unit 4: Higher Education in Nepal 5

- 4.1 Evolution
- 4.2 Objectives
- 4.3 General introduction of different universities (TU, NSU, PU, KU, Pok U.....)

#### UNIT 5: Non- formal Education in Nepal 8

- 5.1 Evolution of NFE in Nepal
- 5.2 Types/ different programme of NFE in Nepal ( basic concept only)
  - Adult education
  - Out of school children ( OSP)
  - Flexible schooling program (FSP)
  - School out teach program( SOP)
  - Community learning centre ( CLC)
  - Extension primary education program
- 5.3 Open and distance education in Nepal
- 5.4 Problem and issues of NFE in Nepal

#### Unit 6: Major Recommendation of Commission, Plans in their application School system 6

- 6.1 NNEPC 1951
- 6.2 ARNEC 1961
- 6.3 NESP 1971
- 6.4 NEC 1991
- 6.5 HLNEC 1998

#### Unit 7: Efforts of Educational Movement in Nepal ( basic concept only) 6

- 7.1 Lahachok experiment
- 7.2 Seti education for rural development
- 7.3 PEP 1984 and BPEP 1992, 1999
- 7.4 EFA 2001-2015
- 7.5 SSRP 2010-2015

#### Unit 8: Vocational and Technical Education in Nepal 5

- 8.1 Evolution
- 8.2 Objectives
- 8.3 Role
- 8.4 Problem and issues

#### Assessment

External: 60%

Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

#### External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

## References

- ARNEC (1961). Report of ARNEC. Kathmandu: MOE.  
Government of Nepal (2009). SSRP 2009-O15. Kathmandu: Author.  
HLNEC (1998). Report of HLNEC. Kathmandu: Author.  
MOE (2003). Education in Nepal. Kathmandu: Author.  
Mohanty and Mohanty (1996). Early child care and Education. New Delhi: Deep and Deep Publication.  
MOE (1971). NESP 2028-032. Kathmandu: Author.  
NNEPC (1956). Nepal ma Shiksha. Kathmandu: Author.

Course Title: **Guidance and Counseling**

Level: B.Ed.

Course No.: EDU 332

Credit hours: 3

Teaching hours: 45

### Course description

This course is designed for Bachelor of Education (B.Ed.) in MWU. This course is the core course of B.Ed. which intends to acquaint students with the general background of education with reference to the meaning of guidance and counseling and its need, importance and implication in the different fields in Nepal.

### Course objectives

The general objectives of the course are as below:

- Generalize the needs of guidance and counseling and educational guidance and counseling.
- Enumerate the different educational guidance and counseling.
- Explain the types, approaches and process of guidance and counseling.
- Describe the implication of guidance and counseling in the field of education.

#### Unit 1. Concept of Guidance

5

- Meaning and definition of guidance
- Philosophy of guidance
- Need and importance of guidance
- Types of guidance
- Services of guidance

#### Unit 2. Concept of Counseling

6

- Meaning and Definition of counseling
- Need and importance of counseling
- Types of counseling
- Function of counseling

#### Unit 3. Guidance and counseling in the educational setting

8

- Concept of educational guidance
- Guidance needs related to education
- Aptitude and interest
- Guidance at secondary school

#### 3.2 Concept of educational counseling

- Counseling at secondary school child
- Role of present teachers in counseling
- Educational curriculum and counseling

#### Unit 4. Emergence and growth of guidance and counseling psychology

12

- Factors contributing the emergence of counseling
- Moral and philosophical issues
- Economic changes and challenges
- Educational Aspects

- Mental measurement
- The mental hygienic movement
- Progress in psychology
- Social Theories, important period in development of counseling
- Philosophical concern

**Unit 5. Approaches of counseling** 7

- Directive approach (Psychoanalytic)
- Non directive approach
- Humanistic Approach
- Elective Approach

**Unit 6. Process of counseling preparation of counseling** 7

- Counseling relatives
- Counseling interactions
- Variables affecting the counseling process
- Counselor skills
- Portrait of an affective counselor
- Counselor factors

Note: Figures indicate the approximate periods for the respective unit.

**1. Teaching Method/instructional techniques**

The methods of instruction will mostly lectures discussion & question answer.

**Assessment**

External: 60%

Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

**6. External evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

**References**

Rao, S. Narayan (2011). Counseling & guidance, New Delhi; Tata McGraw hill Companies  
 Deck, CE (1963). Philosophical Foundation and Guidance N.G. printice Hall  
 Welfel, Eligabeth R. & patterson lewis E. (2005) the counseling process a multicultural integration approach, Australia Thompson Brooks/ cole  
 Kochhar SK ( ) Educational & vocational guidance in secondary schools, New Delhi sterling published Pvt.  
 SND sister marry Ushila (2008), Guidance & counseling, New Delhi, S. Chandra & company Ltd.

**ENG 333: WORLD ENGLISH**

**Mid-Western University**

Faculty of Education

B.Ed. in English Education

Course Title: **World English**

Course No: **ENG 333**

Semester: **Third**

Credit Hours: 3

Full Marks:

Pass Marks:

**1. Course Introduction**

This course is designed to introduce the students to the global aspect of the English language. The course begins with the key concepts of the world English and the issues emerged through the globalization of English in the world. The course engages the students in the debate of the world Englishes and exposes them to the varieties of English that exist around the globe.

**2. Course Objectives**

The objectives of the course are:

- to introduce the students to the key topics in world Englishes.
- to familiarize the students with the issues and implications of the world Englishes.
- to engage the students in the current debates in the world Englishes.
- to expose the students to the reading in the world Englishes.

**3. Course Contents**

**Unit One: A. Introduction: key topics in World Englishes**

- The historical, social and political context
- The origins of pidgin and creole languages
- Who speaks English today?
- Variation across Outer Circle Englishes
- Standard language ideology in the Inner Circle
- The spread of English as an international lingua franca
- The roles of English in Asia and Europe
- The future of World Englishes

**Unit Two: Development: Implication and Issues**

- The legacy of colonialism
- Characteristics of pidgins and creoles

- 2.3. The English Today debate
- 2.4. The legitimate and illegitimate offspring of English
- 2.5. Standards across space
- 2.6. Native and non-native speakers of English
- 2.7. En route to new standard Englishes
- 2.8. Possible future scenarios

C. Exploration: current debates in World Englishes

3. Post colonial America and Africa
4. Creole developments in the UK and US
5. Teaching and testing World Englishes
6. Emerging 'sub'-varieties
7. Standards across channels
8. The nature of English as a Lingua Franca
9. Asian Englishes in the Outer and Expanding Circles
10. Language killer or language promoter?

**Unit Three: Extension: readings in World Englishes**

- 3.1. The discourses of post colonialism (Alastair Pennycook)
- 3.2. The status of pidgins and creoles in education (Charles Alobwede d'Epie)
- 3.3. Who owns English today? (Henry G. Widdowson)
- 3.4. From language to literature (Chinua Achebe and Ngugi wa Thiong'o)
- 3.5. Is language (still) power? (Lesley Milroy, Alfred Lee and Dennis Bloodworth)
- 3.6. Positioning English as a lingua franca (Barbara Seidlhofer)
- 3.7. Attitudes to local norms in the Expanding Circle (Hu Xiao Qiong and Ulrich Ammon)
- 3.8. Looking Ahead....(David Graddol and David Crystal)

**4. Instructional Techniques**

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

**5. Evaluation Scheme**

- 6.1. Internal: 40%
- 6.2. External: 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks)
- Mid-term Exam/Project 15 marks

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

**6. Prescribed Texts**

Jenkins, J. (2012). *World Englishes - A resource book for students*. Oxon. Routledge Publications.

## ENG 334: WRITING WORKSHOP

Mid-Western University  
Faculty of Education  
B.Ed. in English Education

Course Title: **Writing Workshop**

Course No: **ENG 334**

Semester: **Third**

Credit Hours: 3

Full Marks:

Pass Marks:

### 1. Course Introduction

This is the course designed for developing writing skills of the B.E.S. second semester students. The topics discussed in the course are from different curriculums which enable the students to link ideas from different disciplines. This is achieved through developing skills to prepare, organize, structure, write and edit paragraphs and essays on varied issues. The students are encouraged to express through their opinions through reasoned arguments. This course also focuses on writing in reflective and academic manner.

### 2. Course Objectives

The objectives of the course are:

- a) to familiarize the students on the process of writing.
- b) to expose the students to different types of writing.
- c) to enable students to connect ideas from different perspectives and disciplines.
- d) to familiarize the students on the elements of writing paragraphs and essays.
- e) To enable the students to express opinions through reasoned arguments.
- f) to introduce the students to reflective and academic writing.
- g) to develop critical thinking while expressing in written form.

### 3. Contents

#### Unit One: The Writing Process

- 1.1 pre-writing: thinking
- 1.2 Planning: organizing ideas; brainstorming, clustering, making list, questioning
- 1.3: drafting: Writing the first draft
- 1.4. Revising and editing: improving the written work

#### Unit Two: Writing Paragraphs

- 2.1. Elements of a paragraph
- 2.2. Topic and controlling idea: topic sentence
- 2.3. Main points
- 2.4. Supporting details: explanations, illustrations, statistics, examples
- 2.4. Concluding sentence
- 2.5. Expressing opinion

#### Unit Three: Strategies for writing better

- 3.1. Note taking
- 3.2. Paraphrasing
- 3.3. Hedging
- 3.4. Developing academic vocabulary
- 3.5. Avoiding redundancies
- 3.6. Maintaining topical relevance

#### Unit Four: Writing an Essay

- 4.1. Different types of essays
- 4.2. Elements of an essay
- 4.3. Planning an essay
- 4.4. Writing the essay
- 4.5. Writing introductions
- 4.6. Writing conclusions
- 4.7. Editing the essay
- 4.8. Expressing opinions
- 4.9. How not to go out of topic
- 4.10. Reflective practices
- 4.11. Critical writing

#### Unit Five: Other types of writing

- 5.1. Writing summaries
- 5.2. Writing book reviews
- 5.3. Writing letters
- 5.4. Writing reflections

#### Unit Six: Extended Essay

- 6.1. Selecting the topic
- 6.2. Background and introduction
- 6.3. Literature review

- 6.4. Methodology
- 6.5. Data collection, analysis and interpretation
- 6.6 Findings and conclusion

**4. Instructional Techniques**

The following instructional techniques are to be adopted during the delivery of the course:

- a) Explanation/ lecture
- b) Class discussion
- c) Pair work/ Group work
- d) Presentation
- e) Use of multimedia
- f) Independent study
- g) Project work
- h) Mini research
- i) Extended essay

**5. Evaluation Scheme.**

- a) Internal: 40%
- b) External: 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks)
- Mid-term Exam/Project 15 marks

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

**6. Prescribed Texts**

The students draw the content for writing from cross disciplinary areas. All the books prescribed in other subjects can be valid source of information. The students should also make a habit of updating their knowledge on the current affairs and trends both at local and global level.

**ENG 335: LISTENING AND SPEAKING FOR ACADEMIC PURPOSES**  
**Mid-Western University**  
 Faculty of Education  
 B.Ed. in English Education

Course Title: **Listening and Speaking for Academic Purposes**

Course No: **ENG 335**  
 Semester: **Third**

Credit Hours: 3  
 Full Marks:  
 Pass Marks:

**1. Course Introduction**

This course is designed to provide students with the skills they require in academic listening and speaking. The course focuses on listening to lectures, taking notes, speaking in academic settings and doing academic presentations including the classroom seminars. The first unit prepares the students for academic listening and the second and third unit give them practice on various types of presentations.

**2. Course Objectives**

The objectives of the course are as follows.

- a) to expose students to academic listening skills
- b) to give students practice in varieties of listening
- c) to train students in classroom seminar presentation
- d) to prepare students for academic presentation

**3. Course Contents**

**Unit One: Academic Listening**

- 1.1. Two functions of listening
- 1.2. Micro-strategies of listening
  - 1.2.1. Predicting
  - 1.2.2. Monitoring
  - 1.2.3. Responding
  - 1.2.4. Clarifying
  - 1.2.5. Inferencing
  - 1.2.6. Evaluating
- 1.3. Integrating macro-strategies

**Unit Two: Discussion Skills and Presentation Skills**

- 2.1. Work
- 2.2. Food

- 2.3. Language
- 2.4. Health
- 2.5. Environment
- 2.6. Education
- 2.7. Culture
- 2.8. Globalization

**Unit Three: Class Seminars**

- 3.1. Preparing a presentation
- 3.2. Using visual aids, handouts and notes
- 3.3. Signposts and language signals
- 3.4. Non-verbal communication
- 3.5. Asking and dealing with questions
- 3.6. Strategies for success

**4. Instructional Techniques**

- Guided reading and guided writing
- Presentation and discussion
- Project works
- Observation of classroom teaching

**5. Evaluation Scheme.**

- c) Internal: 40%
- d) External: 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks)
- Mid-term Exam/Project 15 marks

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

## 6. Prescribed Texts

Anderson, K., Maclean, J. and Lynch, T. (2013). *Study Speaking*. Cambridge. Cambridge University Press.  
Lynch, T. (2010). *Study Listening*. Cambridge. Cambridge University Press.

## ENG 336: INTRODUCTION TO TRANSLATION STUDIES

Mid-Western University  
Faculty of Education  
B.Ed. in English Education

Course Title: **Introduction to Translation Studies** Credit Hours: 3  
Course No: **ENG 336** Full Marks:  
Semester: **Third** Pass Marks:

### 1. Course Introduction

This course aims at producing the theoretically aware practice-driven translators. The course blends the knowledge component of translation with the skill component. The first two units require the students to develop critical awareness of theoretical concepts that underlie conscious translation practice while the rest require them to apply their theoretical insights to actual translation activities and English language teaching.

### 2. Course Objectives:

The objectives of the course are:

- a) To critically observe the basic theoretical concepts of translation
- b) To relate translation activities to translation studies
- c) To be familiar with various types of equivalence and relate them to the nature of texts and purpose of translation
- d) To identify different types of translation problems while translating different types of texts
- e) To choose appropriate translation procedures according to the nature of the text and purpose of translation
- f) To choose and/or design appropriate translation techniques for ESL classroom
- g) To decide on the appropriate translation tools
- h) To analyze and evaluate the quality of translation from Nepali into English and vice-versa
- i) To translate literary and non-literary texts from Nepali into English and vice versa

### 3. Course Contents:

#### Unit One: Preliminaries of Translation Studies

- 1.1. The concept of translation
- 1.2. Classification of translation

- 1.3. Introduction to translation studies
- 1.4. A brief history of translation studies
- 1.5. The concept of translation equivalence
- 1.6. The concept of translation unit
- 1.7. The concept of translation methods and strategies/procedures

### Unit Two: Translation Equivalence

- 2.1.1 Dynamic and formal equivalence
- 2.1.2 Communicative and semantic equivalence
- 2.1.3 Denotative equivalence
- 2.1.4 Pragmatic equivalence
- 2.1.5 Text-normative equivalence
- 2.1.6 Formal equivalence

#### **Project 1**

*Collect some promotional documents (brochures, booklets, pamphlets), instruction manuals, prepaid recharge cards and so on. Analyze any two of them to find the type of equivalence maintained in the translation. Present your observation in about 400 words.*

### Unit Three : Problems of Translation and Procedures of Overcoming them

- 3.1 Linguistic problems of translation
- 3.2. Cultural problems of translation
- 3.4 Procedures of translating literary texts
- 3.5 Procedures of translating non-literary/ technical texts

### Unit Four: Translation in ELT class

- 4.1 The use of translation as a technique
- 4.2. The purposes of using translation in second language class: compensatory and strategic
- 4.2. The advantages of using translation in ELT class and its limitations
- 4.3. Some useful translation activities for ESL/EFL learners

#### **Project 2**

*Observe any three classes of your colleague teaching at the primary or secondary level. How often does he/she use translation and for what purpose? Do you think his/her use of translation is justifiable? To what extent translation has facilitated students' learning? Present your result in about 500 words.*

### Unit Five: Tools for Translation

- 5.1 Electronic tools for translation
- 5.2 Linguistic tools for translation

### Unit Six : Analysis and evaluation of translated texts

- 6.1 Analysis of translated texts
  - 6.1.1 Linguistic analysis (phonological, lexical and syntactic)
  - 6.1.2 Content analysis (accuracy and clarity)
  - 6.1.3 Pragmatic analysis (contexts)
- 6.2 Evaluation of translated texts
  - 6.2.1 Anecdotal approach
  - 6.2.2 Response-based approach
  - 6.2.3 Text-based approach
  - 6.2.4 Functional-pragmatic model
- 6.3 Analysis of multiple translations

### Unit Seven: Translating different types of texts from Nepali into English and vice versa

- 7.1. Translating various types of informative texts: application forms, bid/tender announcements, advertisements, promotional brochures, pamphlets, extracts from newspapers
- 7.2. Translating various types of literary texts: fairy tales, folktales, children stories, extracts from children novels

#### **Project 3**

*Translate into English two extracts from any of the sample texts prescribed in your syllabus. Discuss the problems you faced while translating these extracts and suggest the procedures you followed to overcome them.*

### 4. Instructional Approaches

- Self-study
- Classroom lecture
- Project work
- ReDWIS (Read, Discuss, Write and Share)
- Discussion club
- Translation conference/workshop

## 5. Evaluation Scheme.

- a) Internal: 40%
- b) External: 60%

### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks
- Mid-term Exam/Project 15 marks

### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

## 6. Prescribed Textbooks

Munday, J. (2008). *Introducing translation studies: Theories and practice*. London and New York: Routledge  
Newmark, P. (1988). *A textbook of translation*. New York: Prentice Hall.

## 7. References

Adhikari, B. R. (2012, 2nd ed.). *Technical and cultural translation*. Kathmandu: Oriental Publications.  
Catford, J. C. (1965). *A linguistic theory of translation*. Oxford: OUP.  
Gentzler, A. (1993). *Contemporary translation theories*. New York: Routledge.  
Mukherjee, S. (1994). *Translation as discovery*. India: Orient Longman Limited.  
Nida, E. A. (1964) *Towards science of translating*. Leiden: E. J. Brill.  
Wilss, W. (1982). *The science of translation: Problems and methods*. Tübingen: Gunter Narr Verlag.

## Some translation samples

Bhattarai, G. R. (Trans./ed.) (2007). *Stories of conflict and war*. Kathmandu : Modern Books.  
Kamacharya, M.L. and Bhattarai, G.R. (Eds.), (2005). *Nepalese literature*. Kathmandu: The Royal Nepal Academy.  
Momila (2010). *An outsider in the court of God* (Trans. K. Nagarkoti). Kathmandu: Nepali Kalashitya Dot Com Pratisthan  
K. C. Ramchandra (2011). *Rebel: Stories of conflict and war from Nepal*. (Trans/Ed. Ramchandra K.C. Kathmandu: Educational Publishing House.  
Devkota, L. M. (2009). *The lunatic and other poems*. Kathmandu: Mahakavi Laxmi Prasad Devkota Study and Research Center.  
*The interim constitution of Nepal*. (2009). UNDP Nepal.

Course Title: **Title: Social Justice in Education**

Nature of course: Theory and Practice

Level: B.Ed.

Course No: EDU 341

Credit hours: 3

Teaching hours: 45

Semester: IV

### Course description

This course is designed to assist the students to understand the essence of education and social justice in real life situation. It aims to generate multiplier effect of education and social justice extending from the Bachelor in educational science level classroom to the realities of the households. It will also assist the students in familiarizing themselves with the issues of social justice by exploring their own assumptions and beliefs. The students are supposed to identify not only the local education and social justice but also explore their scenario at the national and global contexts.

### Course objectives

At the end of this course the students will be able:

- To identify the evolution concept of social justice education
- To enhance the knowledge of students in promoting social justice through affirmative action
- To impart the knowledge on education as a requisite for social justice
- To make the students familiar with the contribution of social justice for social development and empowerment.
- To enable the students in carrying out an enquiry into social movements as a global movement.

### Unit 1: Concept of social justice 10

- 1.1 Meaning and evolution of social justice education
- 1.2 Theoretical foundations of social justice education
- 1.3 Pedagogical framework for social justice education
- 1.4 Concept of poor law and corn laws
- 1.5 Concept of anti poor laws and anti Corn Laws.

### Unit 2: Education for social justice 7

- 2.1 Education as a conservative force to change in social justice
- 2.2 Education as a transformative force to bring change in social justice
- 2.3 Education as reformatory force for social justice
- 2.4 Curricular role for social justice
- 2.5 Pedagogical role for social justice
- 2.6 Classroom practice
- 2.7 Participation and inclusion of students in the classroom

### Unit 3: Social justice for equitable development 5

- 3.1 Social justice as political, distributive and economic justice
- 3.2 Critical domains of equity and equality
- 3.3 Poverty alleviation for social justice
- 3.4 Human rights for social development and justice

### Unit 4: Social justice through affirmative action 7

- 4.1 Affirmative action and morality relevant characteristics
- 4.2 Affirmative action compensatory justice
- 4.3 Justification of affirmative action in employment
- 4.4 Individual rights and group rights
- 4.5 Pluralism in politics

### Unit 5: Social justice and empowerment 5

- 5.1 Social defense programs
- 5.2 Employment and poverty alleviation
- 5.3 Self employment and development programs
- 5.4 Rights of persons with special needs

### Unit 6: Globalization of social movements 5

- 6.1 Nature of international and national social movements
- 6.2 Movements for diversified people in Nepal and abroad in relation to children, women, special needs people, elderly people, indigenous people and other disadvantaged groups of people.

### Unit 7: Approaches to promote social justice 6

- 7.1 Educational approaches
- 7.2 Legal approaches
- 7.3 Awareness campaign
- 7.4 Internalization process
- 7.2 Advocacy campaign
- 7.6 Rehabilitation program

### Assessment

External: 60%

Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

### 6. External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

## References

- Adams, M. (1997). *Pedagogical frameworks for social justice education*. In teaching for diversity and social justice. (Edit. Adams, Maurianne, Bell, Lee Anne and Griffin, Pat) New York: Routledge.
- Bell, L. A. (1997). *Theoretical foundations for social justice education*. In teaching for diversity and social justice. (Edit. Adams, Maurianne, Bell, Lee Anne and Griffin, Pat) New York: Routledge.
- Bourdieu, P. (1980). *The logic of practice* (English translation) translated by Richard Nice, 1990. Stanford, California: Stanford university press.
- Dumont, L. (1980). *Homo hierarchicus: the caste system and its implications*. Chicago: the university press.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury press
- Mahajan, G. (1998) (edit). *Democracy, difference and social justice*. New Delhi: Oxford University Press.
- National master plan against child labour- ministry of labor and transport management* (2001)
- Stake, R.E. (1995). *The art of case study*. California, USA: Sage publication
- United Nations (2006). *Social justice in an open world: The role of United Nations*. New York: United Nations
- Yugh, P. (2000). *Social justice and empowerment*. Delhi: Kal Paz publications
- ILO conventions: No.29 –forced labor convention (1930), No. 87- freedom of association and protection of the right to organize (1948), No.98- right to organize and collective bargaining convention (1949), No.100- equal remuneration convention (1951), No.105- abolition of forced labor convention (1957), No.111- discrimination employment and occupation convention (1958), No.138 –minimum age convention (1973) and No.182- worst forms of child labor convention (1999).

Nature of course: **Title: Fundamentals of Research Methodology in Education**

Nature: Theory and Practice

Credit hours: 3

Level: B.Ed.

Teaching hours: 45

Course No: EDU 342

Semester: IV

## Course description

This course provides students with fundamental knowledge and understanding about research methodology in education. It also enables students to develop basic skills in preparing research proposal and essential tools for collecting the data. This course includes the basic concept and terminology of research, types of research, use of action research, data collection tools, data analysis and writing reports in standardized format.

## Course objectives

- To introduce basic concepts and types of research in education
- To acquaint the students with the concept and use of action research in education
- To develop understanding about various types of data collection instruments and processes
- To enable the students to acquire basic quantitative and qualitative techniques of data collection
- To develop students' understanding and skill of writing research proposal and research report

## Contents

### Unit I Meaning and concept of research 8

- 1.1 Meaning and importance of educational research
- 1.2 Types of research
  - Quantitative and qualitative
  - Basic, Action and applied
  - Experimental and descriptive
- 1.3 Importance of research in education
- 1.4 Basic terminologies and concepts used in research
- 1.5 Hypothesis
- 1.6 Sampling

### Unit II Methods of data collection 8

- 2.1 Interview
- 2.2 Observation
- 2.3 Questionnaire
- 2.4 Rating scale and check list
- 2.5 Tests

### Chapter III Statistical data analysis 7

- 4.1 Measures of central tendency
- 4.2 Measures of dispersion
- 4.3 Correlation

<b>Chapter IV Qualitative data analysis</b>	<b>7</b>
5.1 Thematic analysis	
5.2 Constant Comparison method	
<b>Chapter V Proposal writing</b>	<b>7</b>
6.1 Need and importance of research proposal	
6.2 Essential components of research proposal	
6.3 Criteria for measuring qualities of a research proposal	
<b>Chapter VI Research report</b>	<b>8</b>
7.1 Essential components of research report	
7.2 Format of report writing	
7.3 Qualities of a good research report	

**Suggested methodology**

**Modes of instruction:** Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work.

**Types of learning activities:** attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, group study and peer discussion.

**Assessment**

- External 60%
- Internal 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

**External evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

**References**

Ary, D., Jacobs, L.C., Sorensen, C. and Razaveih, A. (2009) *Introduction to research in education*. (8<sup>th</sup> ed). Belmont, CA: Wadsworth/Thomson Learning.

B.ed.t, J.W. and Kahn (2006) *Research in education* (10<sup>th</sup> ed.), New Delhi:Prentice Hall of India.

Cohen, L., Manion, L. and Morrison, Keith (2007) *Research methods in education* (6<sup>th</sup> ed.) London: Routledge.

Punch, K.F. (2009) *Introduction to research methods in education*. London: Sage.

MacMillan (2007) *Educational research: fundamentals for the consumer*.

Wiersma, W. (2000) *Research methods in education: an introduction* (7<sup>th</sup> ed.) Boston: Allyn and Backon.



**ENG 343: CREATIVE WRITING SEMINAR**  
**Mid-Western University**  
 Faculty of Education  
 B.Ed. in English Education

Course Title: **Creative Writing Seminar** Credit Hours: 3  
 Course No: **ENG 343** Full Marks:  
 Semester: **Fourth** Pass Marks:

**1. Course Introduction**

This course is designed to demystify poetic composition, and to help students to gain the confidence to produce poems and short stories of their own. It 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. Course Objectives**

The objectives of the course are:

- a) to expose students to a wide range of verse forms and structures and the components of short story
- b) to engage them in the experience techniques that can be used to use creative writing in ELT
- c) to help students gain confidence in writing in a wide range of verse forms
- d) to show in students an ability to recognize and experiment with different poetic structures and techniques
- e) to help them gain confidence in writing short stories
- f) to develop in students an ability to engage their students in creative writing activities to improve their English.

**2. Course contents**

**Unit One: Creative writing: Introduction**

- 1.1. What's Creative writing
- 1.2. Why Creative writing
- 1.3. Literature and language teaching

**Unit Two: Poetry**

- 2.1. Rhyme, Rhythm and Metre
- 2.2. Figurative Language
- 2.3. Form poetry
- 2.4. Free verse
- 2.5. Poetry for language development
- 2.6. Practical works

**Unit Three: Fiction**

- 3.1. Components of short story
- 3.2. Development of short story
- 3.3. Finishing of short story
- 3.4. Story for language development
- 3.5. Practical works

**4. Instructional Approaches**

- a) guided reading;
- b) guided writing tasks;
- c) guided use of relevant websites;
- d) use of tutor notes and handouts;
- e) writing trips

**5. Evaluation Scheme.**

- a) Internal: 40%
- b) External: 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/Writing II 10 marks
- Mid-term Exam/Project 15 marks

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

Students will be deemed to have completed the course on the basis of satisfactory engagement with the writing tasks set in each unit. Participants 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, and two short stories of 2,000 words each or a travelogue of about 3000 words. In the mid-term exam, they would either sit for a writing test or do some project works,

### Course duration

The course will comprise of 3 seminars each one week long. The students will work for 5 hours per day.

### 6. Prescribed Textbooks

- John, D. Creating Poetry. Writers' Digest Books, Cincinnati, USA.  
Maley, A. And (2009) Literature. Oxford University Press.  
Spiro, J. (2004). Creative Poetry Writing. Oxford: Oxford University Press.  
Spiro, Jane (2007) Storybuilding. Oxford: Oxford University Press.  
Wright, A. and David S. Hill. (2009). Writing Stories. Innsbruck: Helbling

### 7. References

- Fry, S. (2007). The Ode Less Travelled. London: Arrow Books.  
Hollander, J. (2001). Rhyme's Reason: A Guide to English Verse, New Haven: Yale University Press,  
Koch, K. (1990). Rose, where did you get that red? New York: Vintage Books.  
Maley, A., Jayakaran Mukundan & Vishnu S Rai (Eds.) (2012). Life in words and words in Life: Poems and Stories for Asian Students Vol I and II: Bhundipuram Prakashan.  
Matthews, P. (1994) Sing Me the Creation. Stroud: Hawthorne Press.  
Philip, D. R. How Poetry Works. Penguin Books.  
Strand, Mark, and Eavan Boland, (2001). The Making of a Poem: A Norton Anthology of Poetic Forms, New York: W. W. Norton & Co. Ltd.,  
Whitworth, J. (2001). Writing Poetry. London: A and C Black

## ENG 344: MEDIA ENGLISH

Mid-Western University

Faculty of Education

B.Ed. in English Education

Course Title: **Media English**

Course No: **ENG 344**

Semester: **Fourth**

Credit Hours: 3

Full Marks:

Pass Marks:

### 1. Course Introduction:

This course introduces the students with basic concepts of writing and presentation modes in media outlets. The students are introduced to more communicative tasks and activities that are related to the field of study and required for conceptualizing, writing and producing oral and written reports, interviews, summaries, news stories, press releases, media fact-sheets, documentaries, PSAs and TVCs, editorials and opinion stories, feature stories, argumentative essays, reviews, letters to the editor and different media-related projects. The creative and productive skills are emphasized.

### 2. Course Objectives:

The objectives of the course are:

- to introduce the students with basic concept of communication, mass communication, mass media and media support system.
- to communicate to the students the media-society relationship with particular attention on models of communication, media content, audience diversity and language use.
- to impart in-depth knowledge on journalism and the news so as to provide students with basic concepts of special type of writing the Journalese.
- to prepare students for writing and presentation by updating them on different modes of content preparation with special focus on language usage.
- to improve students' copy writing skills on different commercials.
- to provide students an opportunity to practice and explore what they learn throughout all units.

### 3. Course Content

#### Unit 1: Introduction to Communication and Media

- 1.1 Communication, Mass Communication and Media: Concepts, Definitions and Characteristics

- 1.2 Evolution and History of Mass Media in Global and National Contexts
- 1.3 Types and Characteristics of Media
  - 1.3.1 Print Media: News Media (Newspapers and Magazines), Books, Journals and Manuals, Promotional Materials (Posters, Pamphlets, Brochures and others), Business Tools (Menus and Bills)
  - 1.3.2 Broadcast Media : Radio and Television
  - 1.3.3 Electronic Media : Online/New Media, Cinema
  - 1.3.4 Traditional Media : Outlets that deliver cultural and historical messages
- 1.4 Mass Media Support System
  - 1.4.1 Public Relations
  - 1.4.2 Advertising
  - 1.4.3 Show-biz
  - 1.4.4 Music Industry
  - 1.4.5 Distribution System
- 1.5 Media, Society and Culture : Connections and Conflicts
  - 1.5.1 Independence (two-way influence)
  - 1.5.2 Idealism (strong media influence)
  - 1.5.3 Materialism (media are dependent)
  - 1.5.4 Autonomy (no casual connection)

**Suggested Project:** Write an argumentative essay (1500 words) on media and society relationship.

### Unit 2: Functions and Operation of Mass Media

- 2.1 Models of Communication
  - 2.1.1 Transmission Model
  - 2.1.2 Publicity Model
  - 2.1.3 Reception Model
  - 2.1.4 Ritual or Expressive Model
- 2.2 Media Content, Language and the Audiences
  - 2.2.1 Studying Media Content and Language
  - 2.2.2 Media Content as Information
  - 2.2.3 Media Performance Discourse
  - 2.2.4 Audience as Market, a Group or Public
  - 2.2.5 Activity and Selectivity of the Audience
- 2.3 Media Genres and Texts
  - 2.3.1 The News Genre

- 2.3.2 Television Violence
- 2.3.3 The Cultural Text and Its Meanings

**Suggested Project/Assignment:** Organize a seminar (approx 2 hours) on appropriateness of a communication model in present day world.

### Unit 3: Principles and Practices in Journalism

- 3.1 Journalism : Concepts and Definitions
- 3.2 News Operation
  - 3.2.1 News Gathering
  - 3.2.2 News Processing
  - 3.2.3 News Writing
  - 3.2.4 News Editing : Copy Editing, Verification and Proofreading
  - 3.2.5 News Reporting
  - 3.2.6 News Dissemination
- 3.3 News Structure: Basic Elements, Formats and Styles
- 3.4 Sources of News : Dealing with 3Ps (People, Paper and Place), Types of News Sources
- 3.5 The Art of Interview : Language and Procedure, Do's and Don'ts
- 3.6 The Art and Principles of Reporting and Writing News
- 3.7 Specialized Reporting : Concepts and Types
- 3.8 Reviewing Books and Cinema

**Suggested Assignment:** Review a book and explore for publication in a daily newspaper or post in the blog.

### Unit 4: Content Preparation, Production and Dissemination in Media

- 4.1 Writing for the Print
  - 4.1.1 Writing Lead/Intro : Types and Formats
  - 4.1.2 Headline Writing : Types of Headlines and Techniques for Writing
  - 4.1.3 Writing Editorials
  - 4.1.4 Writing Opinion Story
  - 4.1.5 Feature Writing
  - 4.1.6 Principles of Newspaper/Magazine Layout and Design
- 4.2 Presentation in Broadcast Media
  - 4.2.1 Basic Principles of Broadcast Writing
  - 4.2.2 Program Production : Techniques and Stages in Radio and Television

- 4.2.3 Writing for the Radio : Language, Attribution, Leads, Clarity, Sound : Actuality and Ambient
- 4.2.4 Script Writing for Television : Dealing with Sight, Sound and Text
- 4.2.5 Language of Radio and Television : Basic Principles
- 4.2.6 Preparing News Bulletin : Formats and Styles
- 4.2.7 Producing Documentaries, TVCs, PSAs and Other Promotional Materials
- 4.2.8 Basics of News Reading in Radio and Television
- 4.2.9 Live Commentaries : Basic Principles and Practices
- 4.2.10 Recorded and Live Interviews : Basic Techniques and Preparation
- 4.3 Content Preparation for New Media
  - 4.3.1 Writing for News-portals : Sight, Sound, Text and Graphics
  - 4.3.2 Writing and Managing Blogs
- 4.4 Working for News Agency
  - 4.4.1 Practicing Journalism in News Agency
  - 4.4.2 Feed Service
- 4.5 Communicating through Photos
  - 4.5.1 Photojournalism and Photography
  - 4.5.2 Writing Captions and Cut-lines
- 4.6 Communicating and Writing for Organizations
  - 4.6.1 Writing Press Releases
  - 4.6.2 Organizing Press Conferences
  - 4.6.3 Organizing Seminars and Workshops, Event Management
  - 4.6.4 Translations and Interpretations : Textual Meaning, Language Usage and the Audience Diversity, Intra and Inter-lingual Translations
  - 4.6.5 Public Speaking : Structuring and Delivering the Speech in Different Occasions

**Suggested Exercise:**

- Organize a mock press conference with different role plays.

**Unit 5: Advertising and Copy Writing**

- 4.1 Advertising as an Art
- 4.2 Principles and Types of Advertisements and Commercials
- 4.3 Copy Writing : Principles and Steps, Purposes and Functions of Layout
- 4.4 Radio and Television Commercials : Approaches and Principles

**Suggested Exercise:**

- Prepare an advertisement on your area of interest.

**Unit 6: Project Work/Practical Exercises**

- 6.1 Publication of a Tabloid Size (8 pages) Newspaper covering all elements including news stories, op-ed, feature stories, interview, advertisement, letter to editor in a group of 3-5 students
- 6.2 Preparation/Writing of a News Bulletin (with a minimum of 10 beats) for Radio or Television in a group of 3-5 students or Launching of a Blog covering different issues including personal anecdotes, news and opinion stories, lecture notes of different subjects, photos
- 6.3 Content Analysis for two weeks in any aspect of the news coverage in the English Daily newspapers

**4. Instructional Approaches:**

- Students centered presentation and writing modality, lecture methods, group works, field visits including visits to media houses, observation and analysis of the language used by English outlets
- Equipment/Facilities: Audio player, TV/VCR, E-learning Computer lab, Availability of a daily or weekly newspaper published in English medium preferably National Dailies

**5. Evaluation Scheme.**

- a) Internal: 40%
- b) External: 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I & II 10 marks
- Project Work/Assignment/Writing III & IV 10 marks
- Mid-term Exam/Project 15 marks

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

### 6. Prescribed Texts

DeFleur, M. L. and Dennis, E. E. (1991). Understanding Mass Communication. Delhi: GOYLSaaB Publishers and Distributors.  
 McQuail, D. (2011). McQuail's Mass Communication (6th edition) Theory. New Delhi: Sage Publications India Pvt. Ltd.  
 Pant. L. D. (2009). Introduction to Journalism and Mass Communication. Kathmandu: Vidyarthi Prakashan Pvt. Ltd.

### 7. References

Hough, G.A. (1991). News Writing (4th edition). Delhi: GOYLSaaB Publishers and Distributors.  
 Kamath, M. V. (1993). Professional Journalism. New Delhi : Vikas Publishing House Pvt. Ltd.  
 Pant, N. C. (2006). Modern Journalism: Principles and Practice. New Delhi: Kanishka Publishers and Distributors.  
 Thomas, S. (1997). Writing for the Media. New Delhi : Caring Career Information and Guidance.

## ENG 345: POETRY STUDY

Mid-Western University  
 Faculty of Education  
 B.Ed. in English Education

Course Title: **Poetry Study**  
 Course No: **ENG 345**  
 Semester: **Fourth**

Credit Hours: 3  
 Full Marks:  
 Pass Marks:

### 1. Course Introduction

This course is designed with a view to orient the students with poetry for developing their linguistic competence and critical thinking through it. The course is divided into two units. Unit one deals with general introduction to poetry in terms of their classification and characteristics that should be taken into consideration while reading a poem. Unit two mentions selected poems from different aspects of life. The selection offers variety in terms of writers and their geographical location.

### 2. Course Objectives

The objectives of the course are as follows:

- a) To acquaint the students with poetry and its types.
- b) To familiarize them with different aspects of poems.
- c) To help them explore and enjoy varieties of poems for the development of language skills and aspects.
- d) To develop in them critical thinking through the interpretation of poems from different angles.

### 3. Course Contents

#### Unit One: Poetry

- 1.1 Introduction
- 1.2 Classification of poetry (Epic, Lyric, Ballad, Ode, Elegy, Sonnet, Free verse, Shape poem, slam poetry, haiku, limerick, etc.)
- 1.3 Poetry and prose
- 1.4 Poetry and morality
- 1.5 Poetry and fiction
- 1.6 Poetry and pragmatism
- 1.7 Poetic language

**Project 1: "Poetic language is different from the general language".**  
Justify this statement with the help of a poem as an example.

- 1.2 In pursuit of form
  - 3.2.1 Form versus content
  - 3.2.2 Form as transcending content
  - 3.2.3 Poetry and performance
- 1.3 How to read a poem?
  - 1.3.1 Is criticism just subjective?
  - 1.3.2 Meaning and subjectivity
  - 1.3.3 Tone mood and pitch
  - 1.3.4 Intensity and pace
  - 1.3.5 Texture
  - 3.3.6 Syntax grammar and punctuation
  - 1.3.7 Ambiguity
  - 1.3.8 Rhyme
  - 1.3.9 Rhythm and meter
  - 1.3.10 Imagery

#### Unit Two: Selected Poems

- 2.1 Poems of Inspiration
  - The road not taken *by Robert Frost*
  - If I can stop one heart from breaking *by Emily Dickinson*
  - The inner vision *by William Wordsworth*
  - Inspiration *by Henry David Thoreau*
  - The common problem *by Robert Browning*
  - A psalm to life *by Henry Wordsworth Longfellow*
  - Drop a pebble in the Water *by James W. Foley*
  - Today I.. *Anonymous*
  - Contentment *by Joshua Sylvester*
  - The Builders *by Henry Wordsworth Longfellow*
  - Giving your best *Anonymous*
  - Nobility *by Alice Cary*
  - For beauty being the best of all we know *by Robert Bridges*
  - My creed *by Edgar Guest*
- 2.2 Poems of Encouragement
  - The sin of Omission *by Margret E. Sangster*
  - Forbearance *by Ralf Waldo Emerson*
  - Tell all the truth but tell it slant *by Emily Dickinson*
  - The means to attain Happy life

- Grammar *by William De Witt Hyde*
- The Chapter of Happy Life *by Sir Henry Wotton*
- Why This Longing *by Harriet Winslow Sewall*
- We scatter Sweet *by John Keble*
- Destiny *by Sir Edwin Arnold*
- Thanatopsis *by William Cullen Bryant*
- Remember *by Christina Rossetti*
- Life's Mirror *by Madeline S. Bridges*
- A Poem to Hope *anonymous*
- Thought *by Christopher Cranach*
- The tone of voice *Anonymous*
- A Friend *Anonymous*
- 2.3 Poems of Strength
  - Life's lesson *Anonymous*
  - Prospect *by Robert Browning*
  - Terminus *by Ralf Waldo Emerson*
  - If *by Rudyard Kipling*
  - From Song of Myself *by Walt Whitman*
  - Invictus *by William Earnest Henrey*
  - I am *by John Clare*
  - Success *anonymous*
  - Lord of my Heart's elation *by Bliss Carmen*
  - My Heart is in Highlands *by Robert Burns*
  - Letters *by Ralf Waldo Emerson*
  - Farewell life *by Thomas Hood*
  - On Time *by John Milton*
  - Death Stand above Me *by Walter Savage Lander*
  - Death be not Proud *by John Donne*
  - The Onward Course *by Richard Chenevix Trench*
- 2.4 Poems of Comfort
  - Up-hill *by Christina Rossetti*
  - When to the session of sweet silent thought *by William Shakespeare*
  - Friends Far Away *by Horace Twiss*
  - To hope *by John Keats*
  - Life *by Charlotte Bronte*
  - The Loom of Time *Anonymous*
  - It's Fine Today *Anonymous*
  - Parted Friends *by James Montgomery*
  - Old Age *by Ernest Dowson*

- The Arrow and the Song *by Henry Wadsworth Longfellow*  
 Solitude *by Ella Wheeler Wilcox*  
 The Day is Done *by Henry Wadsworth Longfellow*  
 A Good-Night *by Francis Quarles*  
 The Rainy Day *by Henry Wadsworth Longfellow*  
 The Lord is My Shephard  
 In Beechwood Cemetery  
 Friends Parted by Opinion *by Arther Hugh Clough*
- 2.5 Poems of Joy  
 My Heart Leaps up When I Behold *By William Wordsworth*  
 God's World *by Edna St. Vincent Millay*  
 A Song *by James Whitcomb Riley*  
 The Dawn *by Anonymous*  
 On a Beautiful Day *by John Sterling*  
 Laos Deo *by John Greenleaf Whittier*  
 I hear America Singing *by Walt Whitman*  
 The Song My Paddle Sings *E Pauline Johnson*  
 Daffodils *William Wordsworth*  
 A Birthday *Christina Rossetti*  
 Hurrahing in the Harvest *by Gerard Manley Hopkins*  
 Over the Wintry Threshold *by Bliss Carman*  
 The Year's at the spring *by Robert Browning*  
 Cheerfulness Taught *by Reason Anonymous*
- 2.6 Poems of Motivation  
 Making life worthwhile *by George Eliot*  
 I shall not pass this way again *Anonymous*  
 Self- piety *by D.H. Lawrence*  
 Thinking *by Walter D. Wintle*  
 Time is *by Henry Van Dyke*  
 My Triumph *by John G*  
 Man *by Edward Young*  
 Insignificant existence *by Isaac Watt*  
 Enid's song *by Alfred Lord Tennyson*  
 Small Beginnings *by Charles Mackay*  
 The Quitter *Anonymous*  
 Procrastination *by Edward Young*  
 Myself *by Edgar Guest*  
 Wishing *by Ella Wheeler Wilcox*  
 At Set of Sun *by George Eliot*  
 Work *by Barrett Browning*  
 Crape Diem *by Richard Trench*

- 2.7 Poems of Faith  
 Light Shining Out of Darkness  
 It is Beauteous Evening, Calm and Free *by William Wordsworth*  
 Hope *by Emily Dickinson*  
 No Coward Soul is Mine *by Emily Bronte*  
 Spring *by Gerard Manley Hopkins*  
 Chartless *by Emily Dickinson*  
 On His Blindness *by John Milton*  
 None Other Lamb *by Christina Rossetti*  
 God's Grandeur *by Gerard Manley Hopkins*  
 Tis So Much Joy, Tis So Much Joy *by Emily Dickinson*  
 Blessed Are They That Mourn *by William Cullen Bryant*  
 Life's Lesson *by Anonymous*  
 A Prayer Found in Chester Chaderal *Anonymous*  
 Mistakes *by Ella Walter Wilcox*  
 The Evening Cloud *by John Wilson*  
 Anticipation *by Emily Bronte*  
 For Forgiveness *by John Donne*
- 2.8 Poems of Reflection  
 Leisure *by W.H. Davies*  
 We Grow Accustomed to the Dark *by Emily Dickinson*  
 Change *by Raymond Knister*  
 The Props Assist the House *by Emily Dickinson*  
 The Quiet Life *by Alexander Pope*  
 Sympathy *by Paul Laurence Dunbar*  
 On the Companionship of the Nature *by Archibald Lampman*  
 Dreams *by Paul Laurence Dunbar*  
 Fame *by Alexander Pope*  
 Fume *by James Russel Lowell*  
 Contentment *by Oliver Wendell Holmes*  
 All for the Best *by Edgar Guest*  
 The Bags of Tools *by R.L Sharp*  
 Miracles *by Walt Whitmann*
- 2.9 Love Poems  
 The Road Not Taken *by Robert Frost*  
 Love not me *by John Wilbye*  
 My true love hath my heart *by Sir Phylip Sidney*  
 The Prophet on Marriage *by Khalil Gibran*  
 I loved you once *by Alexander Pushkin*  
 May be? *by V.S. Rai*
- 2.10 Slam Poetry  
 a) What is slam poetry

- b) Key features of slam poetry
- c) Samples of slam poetry

**Project work 2:** Choose any poem that you enjoy and write a critical essay by taking all the characteristics mentioned in 1.3 into consideration. You will be provided with a sample.

#### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

#### 5. Evaluation Scheme.

- Internal: 40%
- External: 60%

#### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/Writing 10 marks
- Mid-term Exam/Project 15 marks

#### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

#### 6. Prescribed Texts

Abrams, M.H. (1998). *A glossary of literary terms*. Delhi: Macmillan.  
 Boyes, J. (eds.) (2010). *Poems that will save your life*. London: Arcturus Publishing Limited.  
 Eagleton, T. (2011). *How to read a poem*. Oxford: Blackwell Publishing Limited.  
 Edgar, M. (eds.) (2010). *Greatest love poems*. London: Arcturus Publishing Limited.  
 Lazar, G. (2010). *Literature for language teaching*. Cambridge: CUP.

## ENG 346: INTRODUCTION TO ENGLISH LANGUAGE TEACHING

Mid-Western University

Faculty of Education

B.Ed. in English Education

Course Title: **Introduction to English Language Teaching**

Credit Hours: 3

Course No: **ENG 346**

Full Marks:

Semester: **Fourth**

Pass Marks:

### 1. Course Introduction

This course introduces the students to the basics of English language teaching. The course begins with the terms used in English language teaching and learning followed by the main approaches and methods used in ELT. Similarly, the course will also introduce the students to the current ELT pedagogical practices. The students will also learn some classroom management skills in this course.

### 2. Course Objectives

The objectives of the course are as follows:

- a) to familiarize them to the characteristics of good language learners
- b) to make them able to describe the good learning context
- c) to offer classroom management skills
- d) to expose them to the different approaches and methods of English language teaching
- e) to offer students classroom management skills in language classrooms.

### 3. Course Contents

#### Unit One: Good Language Learners and Good Language Teachers

- 1.1. Characteristics of good language learner
- 1.2. Learning context
- 1.3. Motivation and learning
- 1.4. Characteristics of good language teacher
- 1.5. Teacher and teaching
- 1.6. Rapport building and teaching skills

#### Unit Two: Management of Learning and Teaching

- 2.1. Classroom Management
- 2.2. Dealing with the learners

- 2.3. Managing talking time
- 2.4. Successful language learning
- 2.5. Lesson sequences

**Unit Three: Language Teaching Approaches and Methods**

- 3.1. Historical Overview of the Methods
  - 3.1.1. The Grammar-Translation Method
  - 3.1.2. The Direct Method
  - 3.1.3. The Audio-lingual Method
  - 3.1.4. The Silent Way
  - 3.1.5. Total Physical Response
  - 3.1.6. Community language learning
- 3.2. Recent Trends of the Methods
  - 3.2.1. Communicative language teaching
  - 3.2.2. Content-based, Task-based, and Participatory Approaches
  - 3.2.3. Learning Strategy Training, Cooperative Learning, and Multiple Intelligences

**Unit Four: Beginning Teaching**

- 1.1. The subject matter of language teaching
- 1.2. First lessons - hints and strategies
- 1.3. Method? What Method?

**Unit Five: Classroom Activities**

- 5.1. Running an activity
- 5.2. Exploiting an activity
- 5.3. Pairwork information gaps
- 5.4. Small-group discussions
- 5.5. Pairwork grammar activities

**Unit Six: Classroom Management**

- 6.1. What is classroom management?
- 6.2. Classroom interaction
- 6.3. Seating
- 6.4. Giving instructions
- 6.5. Participate, monitor or vanish?
- 6.6. Gestures
- 6.7. Using the board well
- 6.8. Board drawing
- 6.9. Eliciting
- 6.10. Students using their own language
- 6.11. Intuition

**4. Instructional Techniques**

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

**5. Evaluation Scheme.**

- Internal: 40%
- External: 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/Writing 10 marks
- Mid-term Exam/Project 15 marks

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

**6. Prescribed Texts**

Larsen-Freeman, D. (2006). *Techniques and principles in language teaching*. Oxford: OUP. (Unit III)  
 Harmer, J. (2008). *How to teach English*. London: Pearson Longman. (Unit I & II)  
 Scrivener, J. (2005) *Learning teaching*. Oxford. Macmillan Books for Teachers. (Unit IV, V & VI)

**7. References:**

Brown, D. (1994). *Principles of language learning and teaching*. London: Prentice Hall.

## ENG 451: TEACHING LISTENING AND SPEAKING

Mid-Western University  
Faculty of Education  
B.Ed. in English Education

Course Title: **Teaching Listening and Speaking** Credit Hours: 3  
Course No: **ENG 451** Full Marks:  
Semester: **Fifth** Pass Marks:

### 1. Course Introduction:

This course primarily focuses students on general methodology that can be adopted while teaching listening and speaking. It first characterizes the skills, and deals with classroom activities and plans. It is divided into six units. The first unit familiarizes students with one of the two skills, i.e. listening. The second unit deals with teaching methodology for listening, while unit three focuses on listening from the perspective of learning. The fourth unit is concerned with basic understanding of speaking, and the fifth one is concerned with teaching of the speaking skill. Finally, the sixth unit focuses the students on the practice of designing plans for the listening and speaking classes.

### 2. Course Objectives:

The objectives of the course will be to enable the students:

- a) to express their understandings about listening and speaking skills from recent perspectives.
- b) to design and adopt listening and speaking tasks for I2 english classes.
- c) to explain different approaches to learning I2 listening and speaking.
- d) to plan lessons for listening and speaking classes.

### 3. Course Contents

#### Unit One: Understanding listening

- 1.1 Listening: 21st century perspectives
  - 1.1.1 Introduction
  - 1.1.2 Listeners
  - 1.1.3 Technologies
  - 1.1.4 Theories

- 1.2 Listening process
  - 1.2.1 Recognition
  - 1.2.2 Interpretation
  - 1.2.3 Participation

#### Unit Two: Teaching Listening

- 2.1. Listening in the world and in language learning
- 2.2. Listening texts, strategies and skills
- 2.3. Listening sources, listening tasks
- 2.4. Pre-listening skills and activities
- 2.5. While-listening skills and activities
- 2.6. Post-listening skills and activities
- 2.7. Preparation and planning
- 2.8. Listening in wider context
- 2.9. Integrating listening with other skills
- 2.10. Assessment of listening comprehension

**Project 1:** *Materials and tasks design (Students will prepare different materials and tasks required for at least 5 listening lessons.)*

#### Unit 3: Learning L2 listening

- 1.1 Lerner-centered listening
- 1.2 Listening beyond the class

#### Unit 4: Understanding Speaking

- 4.1 Characteristics of spoken language
- 4.2 Learners' perceptions of spoken language
- 4.3 Speaking and writing

#### Unit 5: Teaching Speaking

- 5.1. Interpreting a spoken discourse
  - 5.1.1 Top down approach
  - 5.1.2 Bottom up approach
- 5.2. What speakers do
- 5.3. What speakers know
- 5.4. Speaking in another language
- 5.5. Awareness raising activities
- 5.6. Appropriation activities
- 5.7. Toward autonomy
- 5.8. Speaking activities in the ESL classroom

**Project 2:** *designing teaching activities (Students will design at least 15 different activities which can be adopted in the speaking classes.)*

**Unit 6: Planning and Assessing**

- 6.1 Planning and assessing listening
- 6.2 Planning and assessing speaking

**Project 3:** *designing lesson plans (Students will design the lesson plans for listening and speaking classes. The required number of lesson plans will be at least 10 of each skill teaching They are also required to prepare the teaching materials needed for the respective lessons)*

**4. Instructional Techniques**

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

**5. Evaluation Scheme.**

- Internal: 40%
- External: 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

**6. Prescribed texts**

Lynch, T. (2009). *Teaching second language listening*. Oxford: OUP.  
 Thornbury, S. (2005). *How to teach speaking*. London. Pearson Longman. (Unit V and VI)  
 Wilson, J. J. (2008). *How to teach listening*. London. Pearson Longman. (Unit II and VI)

**7. References**

Harmer, J. (2007). *How to teach English*. London: Pearson.  
 Ur, P. (2010). *Teaching listening comprehension*. Cambridge: CUP.  
 Ur, P. (2005). *A course in language teaching*. Cambridge: CUP.

## ENG 452: TEACHING VOCABULARY AND GRAMMAR

Mid-Western University

Faculty of Education

B.Ed. in English Education

Course Title: **Teaching Vocabulary and Grammar** Credit Hours: 3

Course No: **ENG 452**

Semester: **Fifth**

Full Marks:

Pass Marks:

### 1. Course Introduction

This course primarily focuses students on general methodology that can be adopted while teaching vocabulary and grammar. It first characterizes these aspects in terms of theory, and deals with classroom practices, including activities and plans. It is divided into six units. The first unit familiarizes students with one of the two aspects, i.e. vocabulary. The second and third units deal with teaching methodology for vocabulary. The fourth unit is concerned with basic understanding of grammar, and the fifth one is concerned with teaching of grammar. Finally, the sixth unit focuses the students on the practice of designing plans for the vocabulary and grammar classes.

### 2. Course Objectives:

The objectives of the course are:

- a) To build up and express an understanding about teaching vocabulary and grammar.
- b) To express the ways of presenting vocabulary in the class.
- c) To explain different approaches to teaching writing.
- d) To design lesson plans for vocabulary and writing classes.

### 3. Course Contents

#### Unit One: Introduction to teaching vocabulary

- 1.1 What's in a word?
  - 1.1.1 Identifying words
  - 1.1.2 Word classes, families, and formation
  - 1.1.3 Multi-word units
  - 1.1.4 Sense relations (collocations, homonyms, synonyms, antonyms, polysemes,...)
  - 1.1.5 Style and connotation

- 1.2 how words are learned
  - 1.2.1 What does it mean to 'know a word'?
  - 1.2.2 How is vocabulary learned?
  - 1.2.3 What kind of mistakes do learners make?
  - 1.2.4 What are implications for teaching?
- 1.3 Classroom sources of words
  - 1.3.1 Lists, course books, vocabulary books
  - 1.3.2 The teacher and other students

#### Unit 2: How to present vocabulary?

- 2.1 Presenting vocabulary
- 2.2 Using translation
- 2.3 Illustrating and explaining meaning
- 2.4 Involving the learners
- 2.5 Integrating new knowledge into old
- 2.6 Decision making tasks and production tasks

**Project 1:** *Students will prepare at least 10 different classroom activities that reflect the strategies for presenting vocabulary.*

#### Unit 3: Teaching word parts and word chunks

- 3.1. Teaching word formation and combination
- 3.2. A lexical approach
- 3.3. Teaching lexical chunks, word grammar, and phrases

#### Unit 4: Teaching Grammar

- 4.1 What is grammar?
- 4.2 Why teach grammar?

#### Unit 5: Approaches to teaching grammar

- 5.1 Teaching grammar from rules
- 5.2 Teaching grammar from examples
- 5.3 Teaching grammar from texts

**Project 2:** *Students will prepare at least 5 different classroom activities based on each of the approaches to teaching grammar.*

#### Unit 6: Planning

- 6.1 Designing plans for vocabulary lessons
- 6.2 Designing plans for grammar lessons

**Project 3:** Students will design 10 different lesson plans for vocabulary and grammar lessons. They are required to prepare the teaching materials needed for the respective lessons.

#### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

#### 5. Evaluation Scheme.

- Internal: 40%
- External: 60%

#### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

#### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 arks

#### 6. Prescribed Texts

Thornbury, S. (2004). *How to teach grammar*. London: Pearson.  
 Thornbury, S. (2004). *How to teach vocabulary*. London: Pearson.

#### 7. References

Harmer, J. (2007). *The practice of English languageteaching*. London: Pearson.  
 Ur, P. (2005). *A course in language teaching*. Cambridge : CUP.

### ENG 453: TEACHING READING AND WRITING Mid-Western University Faculty of Education B.Ed. in English Education

Course Title: **Teaching Reading and Writing** Credit Hours: 3  
 Course No: **ENG 453** Full Marks:  
 Semester: **Fifth** Pass Marks:

#### 1. Course Introduction:

This course primarily focuses students on general methodology that can be adopted while teaching reading and writing. It first characterizes the skills, and deals with classroom activities and plans. It is divided into five units. The first unit familiarizes students with one of the two skills, i.e. reading. The second unit deals with teaching methodology for reading, and the third for writing. The fourth unit is concerned with the understanding of writing in the specific EFL context, and the fifth one is concerned with designing plans for the reading and writing classes.

#### 2. Course Objectives:

The objectives of the course are:

- To express their understanding about the reading and writing skills.
- To design and write about different tasks and activities for reading and writing lessons.
- To describe writing process.
- To plan lessons for L2 reading and writing classes.

#### 3. Course Contents

##### Unit 1: Understanding Reading

- 1.1 Reasons for reading
- 1.2 Types of reading
- 1.3 Reading levels and skills
- 1.4 Reading principles

##### Unit 2: Teaching Reading

- 2.1 Reading activities in the ESL classroom
- 2.2 Encouraging students to read extensively
- 2.3 General phases of reading class

- Pre-reading
- While-reading
- Post-reading

**Project 1:** Students will design different reading activities for at least 5 lessons.  
OR  
Students will carry out a case study on the effectiveness of extensive reading, and write a report based on the study.

### Unit 3: Teaching Writing

- 3.1. Writing as a process
- 3.2. Describing written texts
- 3.3. Purposes
- 3.4. Text construction, cohesion, and coherence
- 3.5. Implications for teaching and learning
- 3.6. The mechanics of writing (handwriting, spelling, punctuation...)

### Unit 4: Writing in the ESL Classroom

- 4.1 Writing for learning, and writing for writing
- 4.2 Teacher tasks in writing
- 4.3 Building writing habit
- 4.4 Responding, correcting and guiding
- 4.5 journal writing

**Project 2:** Students will prepare a sample journal article in at least 1500 words focusing on the issues of teaching writing.

### Unit 5: Planning

- 5.1 Designing plans for reading lessons
- 5.2 Designing plans for writing lessons

**Project 3:** Students will prepare at least 10 lesson plans for the reading and the writing classes. They are required to prepare the teaching materials needed for the respective lessons.

### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

### 5. Evaluation Scheme.

- Internal: 40%
- External: 60%

#### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

#### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

### 6. Prescribed texts

Harmer, J. (2007). *How to teach reading*. London: Pearson.  
Harmer, J. (2004). *How to teach writing*. London: Pearson.

### 7. References

Harmer, J. (2007). *The practice of English languageteaching*. London: Pearson.  
Ur, P. (2005). *A course in language teaching*. Cambridge : CUP.

**ENG 454: RESEARCHING ENGLISH LANGUAGE**  
**Mid-Western University**  
Faculty of Education  
B.Ed. in English Education

Course Title: **Researching English Language** Credit Hours: 3  
Course No: **ENG 454** Full Marks:  
Semester: **Fifth** Pass Marks:

### 1. Course Introduction

This course is about the basics of researching English language which is expected to provide students comprehensive support for tackling their independent research projects. It also offers advice about research methods and guides the students step-by-step through the research process. The course also provides students an opportunity to practice research activities during the research process.

### 2. Course Objectives

The objectives of the course are:

- a) to provide students the basics of researching English language
- b) to guide students through the research process
- c) to provide them practical experiences in the English language research process
- d) to enable students to analyze the data in the English language research process

### 3. Course Contents

#### Unit One: Introduction: The Basics of Researching English Language

2. The first stages: getting started and setting on a topic
3. Reading around your topic
4. What do you want to know?
5. Ways of finding out what you want to know
6. Possibilities and pitfalls
7. Doing the research: collecting data
8. Clarifying what you have found out
9. Writing and reporting
10. Beyond the dissertation

#### Unit Two: Development: The How and Why of Researching English Language

- The how and why of getting started and choosing a research topic

- The how and why of the literature review: joining a 'community of practice'
- The how and why of clarifying research questions
- The how and why of choosing research methods
- The how and why of sorting out the details
- The how and why of data collection
- The how and why of data analysis
- The how and why of writing up your project
- The how and why of taking it further

#### Unit Three: Exploration: Issues and Debates in Researching English Language

- 3.1. Language research topics
- 3.2. The literature review
- 3.3. Research questions
- 3.4. Research methods
- 3.5. Details
- 3.6. Data collection
- 3.7. Data analysis and interpretation
- 3.8. Writing up your project
- 3.9. Looking back, looking ahead

#### Unit Four: Extension: Readings in Researching English Language

11. The origins of some research projects in English Language
12. Reviewing previous English Language literature for research
13. Questions in English Language research
14. Methods in English Language research
15. Problems in English Language research
16. Collecting English Language data
17. Analyzing English Language data
18. Writing about English Language research
19. Moving on from doing English Language research

### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

## 5. Evaluation Scheme.

- Internal: 40%
- External: 60%

### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

## 6. Prescribed Texts

Sealy, A. (2012). *Researching English Language*. Oxon. Routledge Publications.

## ENG 455: BILINGUALISM AND MULTI-LINGUALISAM

Mid-Western University

Faculty of Education

B.Ed. in English Education

Course Title: **Bilingualism and Multilingualism** Credit Hours: 3

Course No: **ENG 455**

Full Marks:

Semester: **Fifth**

Pass Marks:

### 1. Course Introduction

This course is an attempt to provide students an opportunity to understand the bilingual and multi-lingual world from the perspectives of the learners so as to create linguistic harmony and solidarity among the languages in Nepal. The course begins with the concepts of bilingualism and multi-lingualism and then talks about how such linguistic diversity can be incorporated into the education system. The course also draws some pedagogic lessons from the studies carried out in the field in Nepal and abroad.

### 2. Course Objectives

The objectives of the course are:

- a) to familiarize students with the key concepts of bilingualism and multi-lingualism
- b) to make them aware of the endangered languages of Nepal
- c) to introduce them to the bilingual and multi-lingual education system
- d) to engage students in the bilingual and multi-lingual discussion for enhanced students knowledge

### 3. Course Contents

#### Unit One: Bilingualism and multilingualism: Key concepts

- 1.1. Multilingual world
- 1.2. Classifying multilingualism
- 1.3. Dealing with multilingual realities
- 1.4. Personal fluencies
- 1.5. Bilingual or multilingual individual
- 1.6. Perspective of theory and practice

#### Unit Two: Multilingualism, endangered languages and media

- 2.1. Language variation and the spread of global languages

- 2.2. Revitalization of endangered languages with reference to Nepal: Turin (2007)
- 2.3. Societal and individual multilingualism
- 2.4. Language and identities
- 2.5. Flexible vs. fixed multilingualism
- 2.6. Institutional discourses on language and migration
- 2.7. Media representations of multilingualism
- 2.8. Linguistic landscape

**Unit Three: Bilingualism and multilingualism research: Conceptual and methodological issues**

- 3.1. Fundamentals of bilingualism and multilingualism
- 3.2. Linguistic diversity
- 3.3. Language contact
- 3.4. Learning, using and managing multiple languages
- 3.5. Research traditions and methodological perspectives
  - Psycholinguistic approaches
  - Linguistic approaches
  - Sociolinguistic approaches
  - Transdisciplinarity approach

**Unit Four: Bilingual and multilingual education**

- 4.1. Mother tongue education or literacy bridges
- 4.2. Language rights and bilingual education: Tove Skutnabb-Kangas
- 4.3. Linguistic diversity, multilingual education and biodiversity: Tove-Skutnabb-Kangas
- 4.4. From language education policy to a pedagogy of the possible: C. Helot and M. O. Laoire
  - Multilingual and pedagogy of possible
  - Rethinking language policies for multilingual schools
  - Moving beyond top-down approaches
  - Notions of ecology and agency
- 4.5. Multilingual education (MLE) in Nepal
  - Key dimensions
  - Relevance of the program
  - MLE frame work
  - Enhancing quality education for all in Nepal through indigenised MLE (Iina Nurmela, Lava Deo Awasthi and Tove Skutnabb-Kangas, 2011)

- Privileging Indigenous Knowledges: Empowering Multilingual Education in Nepal (David A. Hough, Ram Bahadur Thapa Magar and Amrit Yonjan-Tamang, 2012)

- 4.6. Challenges and opportunities (Prem Phyak, 2012, a report submitted to Asian Development Bank/MOE for the SSRP project; Vishnu S. Rai, Maya Rai, Prem Phyak and Navina Rai (2012), a report submitted to UNESCO Nepal)

**Unit Five: Bilingual/multilingual education from global perspectives: Lessons for Nepal**

- 5.1. Enabling biliteracy among young children in southern Africa : realities, visions and strategies by Carole Bloch in Mari? a E. Torres-Guzma?n and Joel Go?mez (2009)
- 5.2. Multilingual education in Ethiopia (Kathleen Heugh et al. 2012)
- 5.3. Children's literature and multilingual books for multilingual literacy acquisition ( C Helot, 2011)
- 5.4. Negotiating multilingualism in an Irish Primary school context (B. O Rourke, 2011)

**4. Instructional Techniques**

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

**5. Evaluation Scheme.**

- Internal: 40%
- External: 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

## 6. Prescribed texts

- Bialystok, E. (2003). *Bilingualism in development*. Cambridge. Cambridge University Press.  
 Mills, R. W. and Mills, J. (2003). *Bilingualism in the primary school*. London. Routledge.

## ENG 456: ENGLISH FOR BUSINESS COMMUNICATION

Mid-Western University  
 Faculty of Education  
 B.Ed. in English Education

Course Title: **English for Business Communication** Credit Hours: 3  
 Course No: **ENG 456** Full Marks:  
 Semester: **Fifth** Pass Marks:

### 1. Course Introduction

The course offers students the language of business communication. The course introduces the students to the different forms of communication. The course also highlights the role of effective communication in business and presents the samples of effective and ineffective communication modes in business correspondence. It is also expected that the students will learn business presentation skills and report writing skills after the completion of this course.

### 2. Course Objectives

The objectives of the course are:

- a) to provide students an exposure to the language business communication
- b) to make them able to communicate in business settings
- c) to enable them to handle business correspondence
- d) to help them write business reports

### 3. Course Contents

#### Unit One: Building Rapport

- 1.1. Language of business socialization
- 1.2. Understanding each other in business setting
- 1.3. Understanding the business culture

#### Unit Two: Business communication

- 2.1. Telephone communication
- 2.2. Calling and responding to the calls
- 2.3. Setting up appointments and asking for apology

#### Unit Three: Written Communication

- 3.1. Communication through letters
- 3.2. Communication through memo
- 3.3. E-communication

#### Unit Four: Business Negotiations

- 4.1. Organizing meetings
- 4.2. Making decisions
- 4.3. Keeping minutes
- 4.4. Handling meeting issues
- 4.5. Negotiating effectively

#### Unit Five: Presentation Skills

- 5.1. Promoting a product
- 5.2. Highlighting a product
- 5.3. Making business presentations
- 5.4. Presentation etiquette

#### Unit Six: Business Letters and Reports

- 6.1. Job application and a resume
- 6.2. Interview skills
- 6.3. Letters of acceptance and refusals
- 6.4. Writing business reports

#### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

#### 5. Evaluation Scheme.

- Internal: 40%
- External: 60%

#### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

#### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

#### 6. Prescribed Texts

Jones L. & Alexander, R. (2003). *New international business English: A course in communication skills* (students' book). Cambridge: CUP.  
Sweeney, S. (2008). *English for business communication*. Cambridge: CUP.

#### 7. References

Carrier, M. & Sheyd, M. (1992). *Business connections*. Surrey: Nelson.  
Comfort, J. et al. (1983). *Business reports in English*. Cambridge: CUP.  
Naterop, B.J. & Revell, R. (1997). *Telephoning in English*. Cambridge: CUP.

**ENG 461: USING LITERATURE FOR LANGUAGE DEVELOPMENT**  
**Mid-Western University**  
Faculty of Education  
B.Ed. in English Education

Course Title: **Using Literature for Language Development**

Course No: **ENG 461**  
Semester: **Sixth**

Credit Hours: 3  
Full Marks:  
Pass Marks:

**1. Course Introduction**

This course presents the techniques and activities of using literary genres for language development. The course begins with the introduction to the literature and its connection to language learning. The pedagogy of literature is presented using the various literary genres and the students are also taught how they can develop lessons from the literary texts.

**2. Course Objectives**

The objectives of the course are:

- a) to familiarize the students with the fundamentals of literature
- b) to offer students the various approaches of using literary texts in language classes
- c) to train students in developing the materials and activities for using literature in language class

**3. Course Contents:**

**Unit One: Using Literature in the Language Classroom: The Issues**

- 1.1. What is literature?
- 1.2. What is distinctive about the language of literature?
- 1.3. The reader and the text
- 1.4. Literacy competence and the language classroom
- 1.5. Why use literature in the language classroom?

**Unit Two: Approaches to Using Literature with the Language Learner**

- 2.1. A language-based approach to using literature
- 2.2. Stylistics in the classroom
- 2.3. Literature as content: How far to go?
- 2.4. Literature for personal enrichment: Involving students
- 2.5. The role of metalanguage

**Unit Three: Selecting and Evaluating Materials**

- 3.1. Selecting texts
- 3.2. Evaluating learning materials which make use of literary texts

**Unit Four: Reading Literature Cross-Culturally**

- 4.1. Being a student
- 4.2. A consideration of cultural aspects in texts
- 4.3. Strategies for overcoming cultural problems

**Unit Five: materials Design and Lesson Planning: Novels and Short Stories**

- 5.1. Writing your own story
- 5.2. Distinctive features of a short story
- 5.3. Anticipating student problems when using a short story
- 5.4. Planning a lesson for use with a short story
- 5.5. Further tasks and activities for use with a short story
- 5.6. Designing your own materials for use with a short story
- 5.7. Using novels in the language classroom

**Unit Six: Materials Design and Lesson Planning: Poetry**

- 6.1. Putting a poem back together again
- 6.2. What is distinctive about poetry?
- 6.3. Why use poetry with the language learner?
- 6.4. Exploiting unusual language features
- 6.5. Helping students with figurative meanings
- 6.6. Using poetry with lower levels
- 6.7. Using poetry to develop oral skills
- 6.8. Using a poem with students at higher levels
- 6.9. Anticipating student problems

**Unit Seven: Materials Design and Lesson Planning: Plays**

- 7.1. What is distinctive about plays?
- 7.2. The language of a play
- 7.3. The performance of a play
- 7.4. Why use plays in the language learning classroom?
- 7.5. Using play extracts to think about language in conversation
- 7.6. Using play extracts with lower levels
- 7.7. Anticipating student problems
- 7.8. Further activities for play extracts
- 7.9. Using a whole play with students

**Unit Eight: Reflecting on the Literature Lesson**

- 8.1. Thinking about observation

- 8.2. General observation of the literature lesson
- 8.3. Micro-tasks for reflecting on specific areas of teaching
- 8.4. Observing a student
- 8.5. Other ways of monitoring your teaching

#### Unit Nine: Literature and Self-Access

- 9.1. What is a literature self-access center?
- 9.2. Why have a literature self-access center?
- 9.3. A simulation: First meeting for planning and setting up a literature self-access center
- 9.4. Second meeting for setting up a literature self-access center
- 9.5. Setting up a literature self-access center: A case study
- 9.6. Worksheets to guide students in their reading

#### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

#### 5. Evaluation Scheme.

- Internal: 40%
- External: 60%

#### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

#### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

#### 6. Prescribed Texts

- Abrams, M.H. (1998). *A glossary of literary terms*. Delhi: Macmillan.
- Lazar, G. (2010). *Literature for language teaching*. Cambridge: CUP. (For units II-III)
- Maley, A. (2006). *English through literature*. Beijing: Central Radio & TV University.
- Rai, V.S. & Gautam, G.R. (eds.) (2010). *Language through literature*. Kathmandu: Bhundipuran Prakashan.

## ENG 462: TEACHING ENGLISH TO YOUNG LEARNERS

Mid-Western University

Faculty of Education

B.Ed. in English Education

Course Title: **Teaching English to Young Learners** Credit Hours: 3

Course No: **ENG 462** Full Marks:

Semester: **Sixth** Pass Marks:

### 1. Course Introduction

This course is designed to help teachers teach language to the young and very young learners. The course begins with the concept of early language development in young children. Then it talks about the factors that influence language learning. The course presents the strategies, techniques and activities for teaching language to the young and very young children. Finally, the course talks about how the assessment is carried out to find out the performance of the young language learners.

### 2. Course Objectives

The objectives of the course are:

- a) to expose the students to the concept of learning and development with reference to the teaching language to young learners
- b) to familiarize students with the theories of language learning at young and very young age
- c) to give students the techniques and strategies for teaching language to the young learners

### 3. Course Contents

#### Unit One: Learning, Development and Language Learning

- 1.1. Active Learning: 'constructivism'
- 1.2. The role of interaction: 'social constructivism'
- 1.3. Children as unique learners
- 1.4. Learning the first language at home and at school
  - Process of language learning
  - Learning the first language
  - School and first language learning
- 1.5. Learning second/third language at home and at school
  - Early bilingualism
  - The effect of age and critical period hypothesis
  - learning English as a foreign language

#### Unit Two: Policy: primary ELT programs

- 2.1. Contextual factors in language teaching
- 2.2. The role of motivation
- 2.3. exposure to English and teacher factor

#### Unit Three: Teaching Listening and Speaking, Reading and Writing

- 3.1. Teaching listening
- 3.2. Teaching speaking
- 3.3. Activities for teaching listening and speaking
- 3.4. Early literacy
- 3.5. Teaching reading and writing
- 3.6. Activities for teaching reading and writing

#### Unit Four: Teaching Vocabulary and Grammar

- 4.1. Teaching vocabulary
- 4.2. Teaching Grammar
- 4.3. Specific Objectives and Contents
- 4.4. Activities for teaching vocabulary and grammar

#### Unit Five: Strategies and Materials

- 5.1. Learning to learn
  - Social and affective strategies
  - Metacognitive strategies
  - Cognitive strategies
- 5.2. Materials evaluation and materials design
  - Using course book
  - Evaluating and adapting course books
  - Creating own materials

#### Unit Six: Assessment and Research in Primary Classrooms

- 6.1. Purposes of assessment
- 6.2. Assessment of young learners
- 6.3. Assessment techniques
- 6.4. Classroom research and action research

#### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

## 5. Evaluation Scheme.

- Internal: 40%
- External: 60%

### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

## 6. Prescribed Texts

McKay, P. & Guse, J. (2008). *Five-minute activities for young learners*. Cambridge: Cambridge University Press **(Unit III and IV)**.

Pinter, A. (2006). *Teaching young language learners*. Oxford. Oxford University Press. **(All Units)**

## 7. References

Cameron, L. (2008). *Teaching languages to young learners*. Cambridge: Cambridge University Press.

Vale, D. & Feunteun, A. (1996). *Teaching children English*. Cambridge: CUP.

## ENG 463: INTERDISCIPLINARY READING

Mid-Western University

Faculty of Education

B.Ed. in English Education

Course Title: **Interdisciplinary Reading**

Course No: **ENG 463**

Semester: **Sixth**

Credit Hours: 3

Full Marks:

Pass Marks:

### 1. Course Introduction

The course entitled Interdisciplinary Reading is thematically organized course that exposes the students to texts of various disciplines blended with the linguistic resources. The contents of the texts derive from the diverse fields such as humanities, social sciences, science, technology and ecology, education, sociolinguistics and so on. The broader aim of the course is to use the content for linguistic outcomes i.e. reading and writing in English for academic purpose. The integration of the threads of these two skills runs throughout the course at the deeper level. The reading dimension engages the students in the processing of knowledge and linguistic resources while the writing calls for the manipulation of these resources for the production of their own knowledge. Each unit requires the students to be critically aware of content knowledge communicated and linguistic resources employed by the writer, and it also requires them to communicate their ideas critically and creatively to the specified audience.

### 2. Course objectives

The objectives of the course are:

- a) to analyze and evaluate the texts on people, myths and languages from the multiple perspectives of mythology, culture, sociolinguistics, humanity, philosophy
- b) to critically appreciate texts on art and literature
- c) to critically evaluate the intricate relationship between education, peace, democracy and human rights
- d) to evaluate the pros and cons of ever-expanding process of globalization and diaspora.
- e) to observe the role of negotiation and communication in the present information-driven society in general and English language teaching in particular
- f) to explore the impact of science and technology on human life and ecology and review the movies and sports events

- g) to explore various ways of maintaining balance between mental health and physical health to lead a productive life
- h) to reflect on their own life and compose memoirs and write their own travelogues

### 3. Course Contents

#### Unit One : People, myths and languages

- 1.1 Mother tongue (Amy Tan)
- 1.2. The world's endangered languages ( Dough Whalen and K. David Harrison)
- 1.3 The three sisters (Kesar Lall)
- 1.4 Sage, Saviour, and Prophet (David Leeming)
- 1.5 The nature of language (Martin Heidegger)

#### Project work:

- *Collect any three English folktales and analyze them in terms of their structure (opening, development of events, conflict, resolution etc.), language, and the lesson they convey. You can refer to school English textbooks, Encarta DVD 2009, or any children book available in the market.*
- Or
- *The speakers of minority languages are gradually shifting to dominant languages such as Nepali, Hindi and English. Survey any twenty people from your community to find the causes of and their attitudes towards the language shift. Prepare a short report in about 1500 words incorporating your findings with some recommendations.*

#### Unit Two :Art and literature

- 2.1 The girl in the picture (Sylvetti meeting Picasso)
- 2.2 The writers of the 'Lost Generation' (Peter B. High)
- 2.3 A letter to Gabriel: A young writer (Pat Mora)
- 2.4 The kidnapping of Major Mulvaney (CA Kincaid)
- 2.5 The sacred geometry of life (Sangeet Sharma)
- 2.6 Satyajit Ray (Salmand Rusdie)
- 2.7 English writings of Laxmi Prasad Devkota (Krishna Chandra Sharma)
- 2.8 Rude Awakening(Amod Bhattarai)

#### Project Work 2

*Like in the post-World war period in America many young Nepali people are losing their faiths in traditional ideals. Their dissatisfaction with the conventional ways of thinking and writing can be observed in the works of some contemporary Nepali artists, theatre persons, film makers and writers. Write a critical review of any such work (i.e. painting, performance art, film or poem and fiction) in about 1500 words. (You can refer to the paintings by Sashi Shah, Asmita Ranjit, Ragini Upadhyya, etc., plays by Abhi Subedi, Sharads Subba, poems by Rangabadi poets such as Dharmendra Bikram Nemwang, short stories by Kumar Nagarkoti, novel by G. R. Bhattarai, movies by Nabin Subba and so on.)*

#### Unit Three: Education, democracy and human rights

- 3.1 Tips from top teachers : Seven ways to maximize your child's potential (Beth Levine)
- 3.2 3.2 Teaching and learning ( Peter Newsam)
- 3.3 Education, Democracy and Peace (Tirth Raj Khaniya)
- 3.4 The function of education ( J. Krishnamurti )
- 3.5 Five dimensions of education(Osho)
- 3.6 The rebirth of democracy (AL Gore)
- 3.7 She dares to live free (Brain Eads)

#### Unit Four: Globalization and diaspora

- 4.1 Imaginary Homelands (Salman Rusdie)
- 4.2 Muglan : Chapter s Three and Four (G. R. Bhattarai)
- 4.3 The Middleman ( Bharati Mukherjee)
- 4.4 Life in the global market
- 4.5 The globalization of the local (Friedman)

#### Unit Five : Communication and negotiation

- 5.1 The media and the messages (Van Doren)
- 5.2 Separate the people from the Problem (Fisher and Ury)
- 5.3 The Man Who emailed the world (Po Bronson)
- 5.4 Blogging : Uploading news and commentary and Wikipedia: community uploaded content (T. L. Friedmand)

#### Unit Six : Science, technology and ecology

- 6.1 Green rebellion and the terrestrial greenhouse (Van Doren)
- 6.2 The Kyoto protocol on reducing greenhouse gas emissions

- 6.3 Companion computers and the birth of thinking machines (Van Doren)
- 6.4 The crisis of modern science (Richard Tarnas)
- 6.5 The cicada: Many things to many people (Bruce Benderson)
- 6.6 Reading the river (Mark Twain, 126-127)
- 6.7 Green Socialism (Dharmendra Bikram Nemwang)

**Unit Seven: Sports and recreation**

- 7.1 Slumdog millionaire: The Sequel: The child star of the \$200 million film lives with rats and without a roof
- 7.2 When our cup ran over (Mohinder Jimmy Amarnath)

**Project Work 3**

*The use of blogs as a means of communicating to a wider audience is on the increase in Nepal. Read the any five blogs by five different bloggers and analyze them in terms of their language (what type of words and sentence structures they have used?) and content (what type of message do they communicate to the public: private, family, social, professional, or academic?). Prepare a short report in about 1000 words.*

Or

*Science and technology have modernized our society rapidly and radically. We have an increased access to good hospitals, transportation, communication, entertainment and so on. Survey the attitudes of the people from old generation towards the changes they have seen in their lives. Interview them and write a short survey report in about 2000 words.*

**Unit Eight: Health and Medical sciences**

- 8.1 Burned Out: Has stress pushed you into the danger zone? (Dianne Hales)
- 8.2 Questions and answers about physical fitness (Miriam E. Nelson)
- 8.3 Now hear this- if you can (Toufexis and Dolan)

**Unit Nine: Memoirs and revelation**

- 9.1 Unity in diversity (Swami Vivekananda)
- 9.2 The last Christmas of the war (Premi Levi)
- 9.3 The celebration of words (Jhamak Ghimire)

**Unit Ten : Travel and Adventure**

- 10.1 Remembering Columbus (Bucksnot Trout)
- 10.2 Phakding March 31, 1996 (9,186 feet) (Jon Kraukuer)
- 10.3 Escape from Tibet (Jeferey Fleishman)
- 10.4 In and out of a pyramid (Eric Newby)
- 10.5 Light on a Moonless Night (Laurie Gough)

**Project 4**

*Experiment with keeping a written record of your life for a week focusing on the places you visited, the people you came across and/or events happened to you. Write at least a hundred words a day and present your writing to your class.*

**4. Instructional Techniques**

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

**5. Evaluation Scheme.**

- Internal: 40%
- External: 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

## 6. Prescribed Texts

- Gautam, G. R. and Adhikari, B. R. (2013) *Reading across disciplines: Interdisciplinary reader to explore English* (forthcoming)

## ENG 464: WRITING ENGLISH LANGUAGE TESTS

Mid-Western University

Faculty of Education

B.Ed. in English Education

Course Title: **Writing English Language Tests** Credit Hours: 3

Course No: **ENG 464**

Full Marks:

Semester: **Sixth**

Pass Marks:

### 1. Course Introduction

This is a course on language testing and assessment in general. The course aims at providing basic concepts on theoretical knowledge on language testing, and skills and abilities for developing and using the English language tests for assessing proficiency in the English language. It develops in the students basic concepts in testing the English language tests for enhanced teaching and learning of a language. The course has six units. The units one to six are organized with a view to offer the knowledge about the relationship between language and testing followed by the theoretical aspects. The units from four to five deal with the practical aspects of language testing offering students the procedures for using language tests.

### 2. Course Objectives

The objectives of the course are as follows:

- To familiarize the students with the concept, development of language testing and assessment including basic concept concepts about approaches.
- To expose them to various types of language tests.
- To enhance students' ability to understand and construct simple language tests.
- To help them design the test to assess the communicative ability.
- To expose them to the analysis and use of the information generated through testing with a view to enhance their testing skills and abilities.
- To assist them to use language tests for enhanced English language teaching and learning.

### 3. Course Contents

#### Unit One: Introduction to Language Testing and Assessment

##### 1.1. Introduction

- 1.1.1. Language teaching and language testing
- 1.1.2. Language testing emerging as a separate discipline
- 1.1.3. Testing and assessment
- 1.2. Approaches to Language Testing
  - 1.2.1. Traditional approach
  - 1.2.2. Structural approach
  - 1.2.3. Functional approach
  - 1.2.4. Communicative approach

**Unit Two : Kinds of Language Tests**

- 2.1. Proficiency test
- 2.2. Achievement test
- 2.3. Diagnostic test
- 2.4. Placement test
- 2.5. Subjective vs objective testing

**Unit Three: Considerations of Language Tests**

- 4.1. Reliability
- 4.2. Validity
- 4.3. Practicality
- 4.4. Test usefulness
- 4.5. Washback effects
- 4.6. Economy

**Unit Four: Assessing Language Skills and Language Aspects**

- 4.1. Testing language skills- listening, speaking, reading, writing
- 4.2. Testing grammar, vocabulary and pronunciation

**Unit Five: Stages of Test Construction**

- 5.1. Basic stages of test construction
  - 5.1.1. Test specification
  - 5.1.2. Contents
  - 5.1.3. Weighting
  - 5.1.4. Time allocation
- 5.2. Piloting Tests
- 5.3. Improving test items
- 5.4. Developing tests for final administration

**Unit Six: Designing Language Tests**

- 6.1. Designing Listening tests

- 6.2. Designing speaking tests
- 6.3. Designing reading tests
- 6.4. Designing writing tests
- 6.5. Designing a proficiency test
- 6.6. Designing achievement tests
- 6.7. Designing placement tests

**4. Instructional Techniques**

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

**5. Evaluation Scheme.**

- Internal: 40%
- External: 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

**6. Prescribed Texts**

Allen, J.P.B. & Davies, A. (1978). *The Edinburgh course in applied linguistics*. Oxford: OUP. (Units I, II, III)  
 Bachman, L.F. (1990). *Fundamental considerations in language testing*. Oxford: OUP. (Units I, II and V)  
 Heaton, J.B. (1975). *Writing English language tests*. London: Longman. (Unit IV, V and VI)

Hughes, A. (2003) *Testing for language teachers (2nd edition)*. Cambridge: Cambridge University Press. (Units II, IV)  
Khaniya, T R (2010). *Examination for enhanced learning (2nd edition)*. Kathmandu. (All Units)

## 7. References

Alderson, J.C., Clapham, C. & Wall, D. (1995). *Language test construction and evaluation*. Cambridge: CUP.  
Bachman, L.F. & Palmer, A.S. (1998). *Language testing in practice*. Cambridge: CUP.  
Wall, D. (1996). Introducing new tests into traditional systems: insights from general education and from innovation theory. *Language Testing*, 13, 334-354.

## ENG 465: DRAMA STUDY

Mid-Western University  
Faculty of Education  
B.Ed. in English Education

Course Title: **Drama Study**  
Course No: **ENG 465**  
Semester: **Sixth**

Credit Hours: 3  
Full Marks:  
Pass Marks:

### 1. Course Description

This course intends to expose the students to a wide variety of dramas so as to help them to take pleasure from reading as well as develop the skill of literary teaching. The course consists of two Units. The first unit deals with the introduction of dramas in terms of genres, elements and forms. The second unit presents selected dramas for reading.

### 2. Course Objectives

The objectives of the course are as follows:

- To acquaint the students with introduction, classification and elements of drama
- To expose them to different dramas.
- To enable students to perform drama in stage.

### 3. Course Contents

#### Unit 1: Introduction

- 1.1 Drama: An Introduction
- 1.2 Genres of drama
  - 1.2.1 Tragedy
  - 1.2.2 Comedy
    - 1.2.2.1 Romantic Comedy
    - 1.2.2.2 Satiric Comedy
    - 1.2.2.3 The Comedy of Manners
    - 1.2.2.4 Farce
    - 1.2.2.5 Comedy of Humours
  - 1.2.3 Tragicomedy
  - 1.2.4 Problem Plays
  - 1.2.5 Heroic Plays
- 1.3 Elements of drama
  - 1.3.1 plot

- 1.3.2 characterization
- 1.3.3 setting
- 1.3.4 dialogue
- 1.3.5 music
- 1.3.6 movement
- 1.3.7 theme
- 1.4 Popular Forms of Drama
  - 1.4.1 One act plays
  - 1.4.2 Three -act plays
  - 1.4.3 Five act plays

**Project work 1:**

*Choose a play that you enjoy. Make a close reading of the play. Write an essay about the drama by making close reading of all the elements.*

**Unit 2: Selected Dramas for Reading**

- Hamlet by William Shakespeare
- The Cherry Orchard by Anton Chekov
- Major Barbara by Bernard Shaw
- The Importance of Being Earnest by Oscar Wilde
- Desire under the Elms by Eugene O' Neil
- Night, Mother by Marsha Norman
- Fences by August Wilson

**Project work II:**

*Choose a drama that you enjoy most and perform it in stage. This is a group presentation.*

**4. Instructional Techniques**

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

**5. Evaluation Scheme.**

- Internal: 40%
- External: 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

**6. Prescribed Texts**

- Jacobus, L. A (2001). *The bredford introduction to drama* (4th ed). Boston: Bedford.
- Abrams, M.H. (1998). *A glossary of literary terms*. Delhi: Macmillan.

**ENG 466: CRITICAL READING AND WRITING**  
**Mid-Western University**  
Faculty of Education  
B.Ed. in English Education

Course Title: **Critical Reading and Writing**      Credit Hours: 3  
Course No: **ENG 466**      Full Marks:  
Semester: **Sixth**      Pass Marks:

### 1. Course Introduction

This course is designed to promote critical reading habit among the students. The students will be introduced to the varieties of texts and they will be asked to read them critically by employing various critical reading strategies.

### 2. Course Objectives

The objectives of the course are:

- a) to introduce students to the different types of texts for critical reading
- b) to provide language as a tool for thinking
- c) to help students interpret the texts in different ways
- d) to help them examine the ideology behind the texts

### 3. Course Contents

#### Unit One: Critical Linguistics: reading meanings from the text

- 1.1. Genre and the organization of text
  - 1.1.1. Introduction: the need for organization
  - 1.1.2. Information in the clause and sentence
  - 1.1.3. The structure of the paragraph
  - 1.1.4. Visual information in texts
  - 1.1.5. Generic structure
  - 1.1.6. Summary and postscript on genre, culture and ideology
- 1.2. Text and conceptual meaning
  - 1.2.1. Introduction: language as a tool for thinking
  - 1.2.2. Ideology and vocabulary
  - 1.2.3. Ideology, grammar and transitivity
  - 1.2.4. Complications to transitivity
- 1.3. Text and interpersonal meaning
  - 1.3.1. Introduction: understanding social relationships
  - 1.3.2. Regulating behavior

- 1.3.3. Assertiveness
- 1.3.4. Pronoun use
- 1.3.5. Contact and the imitation of speech
- 1.3.6. Formality of vocabulary

#### Unit Two: Critical Discourse: reading meanings into the text

- 2.1. Interpreting discourse
  - 2.1.1. Introduction: the need for interpreting texts
  - 2.1.2. Presuppositions
  - 2.1.3. Propositional attitude
  - 2.1.4. Metaphor and irony
  - 2.1.5. Inferences and existing knowledge
  - 2.1.6. Adverts, association and inference
- 2.2. Reading and writing positions
  - 2.2.1. Introduction: how texts position the reader
  - 2.2.2. Speech acts
  - 2.2.3. Indirect speech acts and politeness
  - 2.2.4. Learning and resisting reading positions
- 2.3. Intertextuality
  - 2.3.1. Introduction: textual interaction
  - 2.3.2. Heterogeneity of subject positioning
  - 2.3.3. The discourse of the other and reporting speech
  - 2.3.4. The news-making process as an example of intertextuality
  - 2.3.5. Replies and reactions
  - 2.3.6. Parody

#### Unit Three: The ideology Behind the Text

- 3.1 Advertising and consumerism
  - 3.1.1 Introduction: a brief historical perspective on consumerism
  - 3.1.2 Desire and power
  - 3.1.3 Buying as problem solving
  - 3.1.4 Acquiring qualities
  - 3.1.5 Choosing an identity
  - 3.1.6 Distinguishing yourself: exclusivity, uniqueness and tradition
  - 3.1.7 Buying a lifestyle
- 3.2 Fiction and feminism
  - 3.2.1 Introduction: courtly and romantic love

- 3.2.2 Narrative structure
- 3.2.3 Transitivity and ideology
- 3.2.4 Politeness and verbal processes
- 3.2.5 Vocabulary and ideology
- 3.2.6 Metaphor, irony and inferences
- 3.3 News and institutional power
  - 3.3.1 Introduction: freedom of the press
  - 3.3.2 Ownership of the press and other media
  - 3.3.3 Newspapers' dependence on advertising
  - 3.3.4 The selection of news
  - 3.3.5 The sources of news
  - 3.3.6 Whose voices get into the news? A case study survey
  - 3.3.7 Participants in the news: a case study analysis
  - 3.3.8 Representation of nations and women-content analysis case studies
  - 3.3.9 Fighting back against the US empire
- 3.4 Nature, vocabulary and grammar
  - 3.4.1 Introduction: the need for an ecological critical discourse analysis
  - 3.4.2 Pro-ecologist metaphorical modification
  - 3.4.3 Grammatical modification
  - 3.4.4 Challenges to Newtonian dynamics
  - 3.4.5 Ordinary grammar and scientific theory
  - 3.4.6 What can we do about grammar?
  - 3.4.7 A case study in ecological CDA
  - 3.4.8 Summary and postscript

#### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

#### 5. Evaluation Scheme.

- Internal: 40%
- External: 60%

#### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

#### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

#### 6. Prescribed Text

Goatly, A. (2006). *Critical reading and writing*. London. Routledge.

## ENG 471: ENGLISH TEACHER PROFESSIONAL DEVELOPMENT

Mid-Western University

Faculty of Education

B.Ed. in English Education

Course Title: **English Teacher Professional Development**

Credit Hours: 3

Course No: **ENG 471**

Full Marks:

Semester: **Seventh**

Pass Marks:

### 1. Course Description

The course is intended to expose the students to the concept and strategies of teacher professional development. The course is divided into five units. The first unit talks about the basic concepts of teacher development while the second unit presents the contexts of teacher education. The third unit discusses the different types of knowledge that an English teacher needs to possess. Unit four talks about the role of teachers and the last unit presents some strategies of teacher professional development.

### 2. Course Objectives

The objectives of the course are:

- a) to familiarize students with the concepts of teacher professional development
- b) to make them aware of the context of teacher education
- c) to expose them to the different knowledge of teacher
- d) to offer students the strategies for their professional development

### 3. Course Contents

#### Unit One :Conceptualizing Teacher Development

- 1.1. Teaching as a Profession
- 1.2. Teaching and Other Professions
- 1.3. English Language Teacher Professionalism
- 1.4. Understanding Teacher Development
- 1.5. Scope, Importance and Purposes of Teacher Development

#### Unit Two: Contexts of Teacher Education

- 2.1. Apprenticeship of Observation
- 2.2. Pre-service Teacher Education
- 2.3. In-service Teacher Education

#### 2.4. Classroom Experience

- o Experience during Induction Period
- o Experience after Induction Period

#### Unit Three: Teacher Knowledge

- 3.1. Received Knowledge
- 3.2. Subject Matter Knowledge
- 3.3. Pedagogical Content Knowledge
- 3.4. General Pedagogical Knowledge
- 3.5. Knowledge of Learners and their Characteristics
- 3.6. Knowledge of Educational and Social Contexts
- 3.7. Knowledge of Evaluation and Measurement
- 3.8. Knowledge of Educational Ends, Purposes and Values
- 3.9. Experiential Knowledge
  - 3.9.1. Knowledge through Apprenticeship of Observation
  - 3.9.2. Knowledge of Classroom Management, Students' Motivation and Discipline
  - 3.9.3. Knowledge of functional Know-how and Routines
  - 3.9.4. Knowledge of Pastoral Care, Interaction with School Staff and Parental Contact

#### Unit Four: Teachers' Life Cycles and Language Teachers' Roles

Different Phases and Stages of Teachers' Professional Lives (Mainly based on Huberman (1989) and Day Frus and Day Frus)

- 4.1. Huberman (Five phases)
  - o Exploration and Stabilization
  - o Commitment
  - o Diversification and Crisis
  - o Serenity or Distancing
  - o Conservatism or Regret
- 4.2. Day Frus and Day Frus (Five stages)
  - o Novice
  - o Advanced Beginner
  - o Competent
  - o Proficient
  - o Expert
- 4.3. Teachers' Different Roles
  - o Teachers as Passive Technicians
  - o Teachers as Transformative Intellectuals
  - o Teachers as Reflective Practitioners

### Unit Five: Strategies for Teacher Learning

- 5.1. Participating in Workshops/ Seminars and Conferences
- 5.2. Self-monitoring and Reflection
- 5.3. Keeping Teaching Journals
- 5.4. Port-folio Collection
- 5.5. Cases Analyses
- 5.6. Action Research
- 5.7. Mentoring
- 5.8. Classroom Observation
- 5.9. Supervision
- 5.10. Forming Teacher Support Groups
- 5.11. Presentation, Publishing Articles, etc.
- 5.12. Self-reading

### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

### 5. Evaluation Scheme.

- Internal: 40%
- External: 60%

### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

### 6. Prescribed Texts

- Richards, J.C. and Farrell, T.S. (2005). *Professional Development for Language Teachers*. Cambridge. Cambridge University Press. **(Unit V)**
- Tickle, L. (2000). *Teacher induction: the way ahead*. UK: Open University Press. **(Unit IV)**
- Head, K. & Taylor, P. (1997). *Readings in teacher development*. Oxford: Heinemann ELT. (All units)
- James, P. (2001). *Teachers in action*. Cambridge: CUP. **(Unit IV)**
- Awasthi, J.R. (2009). Teacher education with special reference to English language teaching in Nepal. In S. Manshoor, N. Hussain, A. Sikandar & N. Ahsan (Eds.). *Emerging issues in TEFL: Challenges for South Asia*. USA: Oxford University Press. **(Unit I)**

**ENG 472: ELT MATERIALS DESIGN SEMINAR**  
**Mid-Western University**  
Faculty of Education  
B.Ed. in English Education

Course Title: **ELT Materials Design Seminar** Credit Hours: 3  
Course No: **ENG 472** Full Marks:  
Semester: **Seventh** Pass Marks:

### 1. Course Introduction

This course requires students to examine some of the underlying assumptions which help to understand what happens in the classroom. The module aims to raise awareness and develop understanding of key concepts in the area of curriculum development in the area of TESOL, and to foster critical discussion of these concepts in relation to actual teaching contexts with which students are familiar. It is anticipated that the course will enable students to design TESOL courses of short nature.

### 2. Course Objectives

By the end of this course students will

- a) Have an understanding of key concepts in the area of curriculum development with particular reference to TESOL
- b) Be able to relate these concepts to actual teaching learning contexts in TESOL
- c) Have read and reflected critically on a number of key texts in this area
- d) Define syllabus and curriculum, and explain the scope of and factors to be considered in designing syllabus
- e) Describe various types of syllabuses along with the methodology of designing
- f) Design a syllabus for EFL learners.

### 3. Course Contents

#### Unit One: Basic Concepts

- 1.1. Curriculum and course
- 1.2. Differences between curriculum and course
- 1.3. Components of a curriculum
- 1.4. Nature of a course

#### Unit Two: TESOL/TEFL Curriculum

- 2.1. What is the nature of an EFL/ESL curriculum
- 2.2. Models of EFL/ESL curriculum
- 2.3. Process of curriculum development
- 2.4. Factors to be considered while designing the EFL/ESL curriculum

#### Unit Three: ELT Course/Syllabus

- 3.1. What is an ELT course/syllabus?
- 3.2. Significance and scope of Syllabus
- 3.3. Components of a syllabus
- 3.4. Types of syllabus

#### Unit Four: Practical work on syllabus design

Students will design an ELT syllabus for a particular group of learners.

### 4. Instructional Techniques:

This course will be conducted on seminar mode. Teacher will give some input sessions followed by readings and once the students are familiar with the theory of curriculum and syllabus design, the students will be asked to develop a course for a particular group of learners following the due process that they learned during the course. The class will make use of the following techniques:

- Class discussion
- Short lectures
- Presentation
- Group work/pair work
- Project work
- Self-study
- Practical work

### 5. Evaluation Scheme.

- Internal: 40%
- External: 60%

#### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

## 6. Prescribed Texts

Bailey, K. 1996, Working for Washback: a review of washback concept in language teaching. *Language Testing*. 13(3), pp. 257-279.

Breen, M. and A. Littlejohn, (eds), 2000, *Decision Making in the Classroom: process syllabus in action*. Cambridge University Press.

Brown, J.D. 1995, *The Elements of Language Curriculum*. Heinle and Heinle.

Bachman, L. 1990, *Fundamental Considerations in Language Testing*, Oxford University Press.

Clark, J. 1987, *Curriculum Renewal in School Foreign Language Learning*. Oxford University Press.

Johnson, R. (ed) 1989, *The Second Language Curriculum*. Cambridge University Press.

Kumaravadivelu, B. 1994, The postmethod condition; e (merging) strategies for second / foreign language teaching. *TESOL Quarterly*, 18(1), pp.27-48.

Nunan, D. 1988, *Syllabus Design*, Oxford University Press.

Rea-Dickens, P. and K. Germaine, 1992, *Evaluation*. Oxford University Press.

Richards J. 2001, Curriculum Development. *Language Teaching*. Cambridge University Press.

White, R. 1988, *The ELT Curriculum*. Basil Blackwell, Oxford.

## ENG 473: INTRODUCTION TO SECOND LANGUAGE ACQUISITION (SLA)

Mid-Western University

Faculty of Education

B.Ed. in English Education

Course Title: **Introduction to Second Language Acquisition**

Credit Hours: 3

Course No: **ENG 473**

Full Marks:

Semester: **Seventh**

Pass Marks:

### 1. Course Introduction

This course provides an introduction to second language acquisition (SLA) with coverage of nature of language, nature and scope of second language acquisition, and SLA research and theory with their classroom implications. Students shall be required to review historical development of teaching English as a second or foreign language context in order to draw the key ideas from the SLA theories and data in order to investigate their practical implications in the pedagogy in their contexts.

### 2. Course Objectives

The objectives of the course are:

- (a) to develop in students the understanding on the SLA theories and practices,
- (b) to help them analyze the relation between SLA theories and teaching and training in the second or foreign language context,
- (c) to enable them to apply the major theories in the pedagogy and describe their strengths and areas to be considered
- (d) to enable them to use the SLA concepts in second language instruction

### 3. Course Contents:

#### Unit One: Introduction

- 1.1. The study of second language acquisition
- 1.2. Definitions
- 1.3. The nature of language
  - 1.3.1. Sound systems
  - 1.3.2. Syntax
  - 1.3.3. Morphology and the lexicon
  - 1.3.4. Semantics

- 1.3.5. Pragmatics
- 1.4. The nature of nonnative speaker knowledge

**Unit Two: Introducing Second Language Acquisition**

- 1.5. What is SLA?
- 1.6. What is a second language?
- 1.7. What is a first language?
- 1.8. Diversity in learning and learners

**Unit Three: SLA and Related Disciplines**

- 3.1. SLA and related disciplines
- 3.2. Third language acquisition/multilingualism
- 3.3. Heritage language acquisition
- 3.4. Bilingual acquisition
- 3.5. First language acquisition
  - Babbling
  - Words
  - Sounds and pronunciation
  - Syntax
  - Morphology

**Unit Four: Foundations of Second language Acquisition**

- 4.1 The world of second languages
- 4.2 The nature of language learning
- 4.3 L1 versus L2 learning
- 4.4 The logical problem of language learning
- 4.5 Frameworks for SLA

**Unit Five: The role of the native language: an historical overview**

- 5.1. Introduction
- 5.2. Behaviorism
- 5.3. Linguistic background
- 5.4. Psychological background
- 5.5. Contrastive Analysis Hypothesis
- 5.6. Error Analysis

**Unit Six: Looking at interlanguage processing**

- 6.1. Introduction to interlanguage
- 6.2. Connectionist/emergentist models
- 6.3. Processing approaches

- 6.4. Processability Theory
- 6.5. Information processing: automaticity, restructuring and U-shaped learning
- 6.6. Input processing
- 6.7. Knowledge types
- 6.8. Acquisition-Learning
- 6.9. Declarative/procedural
- 6.10. Implicit/explicit
- 6.11. Representation and control
- 6.12. Interface of knowledge types
- 6.13. No interface
- 6.14. Weak interface
- 6.15. Strong interface
- 6.16. Psycholinguistic constructs
- 6.17. Attention
- 6.18. Working memory
- 6.19. Monitoring

**Unit Seven: Input, interaction, and output**

- 7.10. Introduction
- 7.11. Input
- 7.12. Comprehension
- 7.13. Interaction
- 7.14. Output
- 7.15. Feedback
- 7.16. Hypothesis testing
- 7.17. Automaticity
- 7.18. Meaning-based to grammar-based processing
- 7.19. The role of input and interaction in language learning
- 7.20. Attention
- 7.21. Contrast theory
- 7.22. Metalinguistic awareness
- 7.23. Limitations of input

**Unit Eight: Instructed second language learning**

- 8.1. Introduction
- 8.2. Classroom language
- 8.3. Processing instruction
- 8.4. Teachability/learnability
- 8.5. Focus on form

- 8.6. Timing
- 8.7. Forms to focus on
- 8.8. Input manipulation and input enhancement
- 8.9. Uniqueness of instruction
- 8.10. Effectiveness of instruction

#### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

#### 5. Evaluation Scheme.

- Internal: 40%
- External: 60%

#### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

#### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

#### 6. Prescribed Texts

Gass, S.M. & Selinker, L. (1994). *Second Language Acquisition: An Introductory Course*. Routledge  
 Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press

#### 7. References:

Ellis, Rod (1997). *Second Language Acquisition*. Oxford University Press  
 Larsen-Freeman, Diane, Anderson, Marti (2011). *Techniques and Principles in Language Teaching*. Oxford University Press  
 Lightbown, Pasty M, Spada, Nina (1999). *How Languages are Learned*. (Oxford Handbook for Language Teachers). Oxford University Press

## ENG 474: READING, WRITING AND CRITICAL THINKING

Mid-Western University

Faculty of Education

B.Ed. in English Education

Course Title: **Reading, Writing and Critical Thinking** Credit Hours: 3

Course No: **ENG 474** Full Marks:

Semester: **Seventh** Pass Marks:

### 1. Course Description

This course is designed to enhance and promote the students' higher order thinking skills through the exposure of the contemporary texts from different parts of the world. The students are guided through the series of scaffolding activities in the text and they are asked to manipulate the texts and in different ways.

### 2. Course Objectives

The objectives of the course are:

- a) to enhance the students' thinking skills by offering them a wide a variety of texts.
- b) to develop critical thinking skills by going beyond the box
- c) to make them independent thinker and independent writer
- d) to enable them to argue and be confident in their argument

### 3. Course Contents

#### Unit One: Reading

- 1.1. Purposeful reading
- 1.2. Micro reading strategies
- 1.3. Macro reading strategies
- 1.4. Reading critically and analytically

#### Unit Two: Writing

- 2.1. Writing for audience
- 2.2. Writing with arguments
- 2.3. Writing about events
- 2.4. Reflective writing
- 2.5. Persuasive writing
- 2.6. Writing with reasons

### Unit Three:

- 3.1. Developing a critical mind
- 3.2. Analyzing
- 3.3. Arguing
- 3.4. Reflecting
- 3.5. Reasoning

### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

### 5. Evaluation Scheme.

- Internal: 40%
- External: 60%

#### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

#### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

### 6. Prescribed Texts

Gardner, P. S. (2009). *New directions: Reading, writing and critical thinking*. New York: Cambridge University Press.

## 7. References:

- Piaw, C. Y. (2004). *Creative and critical thinking style*. Kualampur: University Putra Press.
- Wright, L. (2001). *Critical thinking: an introduction to analytical reading and reasoning*. New York. Oxford University Press.?

## ENG 475: PHONETICS AND PHONOLOGY

Mid-Western University

Faculty of Education

B.Ed. in English Education

Course Title: **Phonetics and Phonology** Nature of Course: Theoretical  
Credit Hours: 3 Course No: ENG 475  
Semester: 7th Teaching Hours: 48

### 1. Course Introduction

This is a basic course on English Phonetics and phonology for language teachers which aims at providing knowledge and skill about English pronunciation. It begins with defining phonetics and phonology, and moves towards the description of production and function of English sounds along with the suprasegmentals. This course will also deal with the areas of English pronunciation which learners in general and Nepali speakers in particular find difficulties. Finally the learners will also be equipped with the skills and techniques that they require for teaching pronunciation.

### 2. Course Objectives

The objectives of this course are to:

- a) introduce the students with English Phonetics and Phonology.
- b) make them able to articulate the sounds of English .
- c) introduce them to the concept of suprasegmental features and their functions in English.
- d) expose them to the native pronunciation .

### 3. Course Contents

#### Unit One. Introduction (10)

- 10.1. Defining Phonetics and phonology
- 10.2. The basic sounds
- 10.3. Letter and sounds
- 10.4. Transcription: phonetic vs. phonemic
- 10.5. Phone, phoneme and allophone
- 10.6. Sound and sound-groups
- 10.7. Words and utterances

#### Unit Two. The speech organs (3)

- 19.1. Vocal cords/larynx

- 19.2. Pharynx
- 19.3. Palate
- 19.4. Tongue
- 19.5. Teeth
- 19.6. Lips

**Unit Three Production of consonants (8)**

- 3.1. Voiced and voiceless consonants
- 3.2. Place of articulation: Bilabial, Labio-dental, Dental, Alveolar, Palato-alveolar, Palatal, Velar, Glottal
- 3.3. Manner of articulation: Plosives: Fricatives: Affricates: Nasals: Lateral and approximants
- 3.4. Forts and lenis
- 3.5. Allophonic variations of consonants
- 3.6. Letter-sound correlation
- 3.7. Practical work

**Unit Four Production of Vowels (8)**

- 4.1. Cardinal vowels
- 4.2. Long and short vowels
- 4.3. Rounded and unrounded vowels
- 4.4. High, Mid and Low vowels
- 4.5. Front, Central and Back vowels
- 4.6. Diphthongs
- 4.7. Triphthongs/vowel sequence
- 4.8. Letter-sound correlation
- 4.9. Practical work

**Unit Five. The syllables (5)**

- 5.1. The nature of the syllable
- 5.2. The structure of the syllable
- 5.3. Syllable division
- 5.4. Strong and weak syllable
- 5.5. Syllabic consonants

**Unit Six. The stress (7)**

- 6.1. Introduction
- 6.2. Stress in simple words
- 6.3. Stress in compound words
- 6.4. Stress in complex words
- 6.5. Sentence stress and weak forms

**Unit Seven. Connected speech (3)**

- 7.1. Rhythm
- 7.2. Assimilation
- 7.3. Elision
- 7.4. Linking and intrusion
- 7.5. Juncture
- 7.6. Contractions

**Unit Eight. Intonation (4)**

- 8.1. Introduction
- 8.2. Intonation pattern in English

**4. Instructional Techniques**

- Class discussion
- Presentation of audio materials
- Group work/pair work
- Project work
- Self-study

**5. Evaluation Scheme**

Internal - 40%  
External - 60%

**Internal evaluation will be based on the following criteria:**

- Attendance and Class Participation 5%
- Project Work/Presentation 10%
- Home Assignment 10%
- Mid-term Exam 10%
- Reflective report 5%

**External Evaluation will be based on the following criteria:**

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

## 6. Prescribed Texts

Kelly, G. (2006). How to teach pronunciation. Pearson: Delhi.(with audio CD)  
Roach, P. (2008). English phonetics and phonology. Cambridge: Cambridge University Press. (With audio CD)

## 7. References

Giegerich, H. J. (2009). *English phonology: An introduction*. Cambridge: Cambridge University Press.  
Gimson, A. C. (1990). An introduction to the pronunciation of English. London: Edward Arnold.  
Hornby, A.S. (2010). *Oxford advanced learner's dictionary*(8th Edition). Oxford: Oxford University Press. (With audio CD)  
O'Connor, J. D. (2003). Better English Pronunciation. Cambridge: Cambridge University Press. (With audio CD)

## ENG 476: LANGUAGE AND POWER

Mid-Western University  
Faculty of Education  
B.Ed. in English Education

Course Title: **Language and Power**  
Course No: **ENG 476**  
Semester: **Seventh**

Credit Hours: 3  
Full Marks:  
Pass Marks:

### 1. Course Introduction

This course is designed to provide the students an opportunity to look at the language in association with the power. In this course, the students will study how language is governs the power in every field of study and how it makes impact in the society. The students will learn the various approaches to the study of language and power and develop the skills of analyzing language and power.

### 2. Course Objectives

The objectives of the course are:

- a) to familiarize the students with the concepts of language and power
- b) to enable to study the language and power
- c) to develop in students the skills of analyzing language and power
- d) to expose them to the readings of language and power

### 3. Course Contents

#### Unit One: Key topics in the study of language and power

- 1.1. Language and power
- 1.2. The discourse of institutions and organizations
- 1.3. Power and talk
- 1.4. Language and gender
- 1.5. Language and race
- 1.6. Humor, language and power
- 1.7. Language and the law
- 1.8. Language and advertising
- 1.9. Language in the new capitalism
- 1.10. Language and politics

### Unit Two: Approaches to the study of language and power

- 2.1. Critical Linguistics and Critical Discourse Analysis
- 2.2. Registers of discourse
- 2.3. Studying spoken discourses
- 2.4. Gender and power: using the transitivity model
- 2.5. The representation of social actors
- 2.6. The discourse of humor and irony
- 2.7. Developments in forensic discourse analysis
- 2.8. Advertising discourse: methods for analysis
- 2.9. Language and new capitalism: developments
- 2.10. Studying political discourse: developments

### Unit Three: Analyzing language and power

- 3.1. Beginning analysis
- 3.2. Exploring register and ideology
- 3.3. Power and resistance in spoken discourses
- 3.4. Analyzing gender
- 3.5. A workshop on the representation of social actor
- 3.6. Analyzing humor and power
- 3.7. Exploring forensic texts
- 3.8. Analyzing advertisements
- 3.9. Analyzing the language of new capitalism
- 3.10. Analyzing political discourses

### Unit Four: Readings in Language and Power

- 4.1. Critical Linguistics (Roger Fowler and Gunther Kress)
- 4.2. Bureaucracy and social control (Srikant Sarangi and Stefaan Slembrouck)
- 4.3. Power and resistance in police interviews (Kate Haworth)
- 4.4. Masculinity and men's magazines (Bethan Benwell)
- 4.5. Discourse and the denial of racism (Teun van Dijk)
- 4.6. Humor and hatred (Michael Billig)
- 4.7. Forensic Linguistics (Malcolm Coulthard)
- 4.8. Language style and lifestyle (David Machin and Theo van Leeuwen)
- 4.9. Language in the global service economy (Deborah Cameron)
- 4.10. Critical Metaphor Analysis (Jonathan Charteris-Black)

### 4. Instructional Techniques

- Class discussion

- Presentation
- Group work/pair work
- Project work
- Self-study

### 5. Evaluation Scheme.

- Internal: 40%
- External: 60%

### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

### 6. Prescribed Texts

Simpson, P. and Mayr, A. (2010). *Language and Power*. London. Routledge.

Thomas, L. and Wareing, S. (eds.). (2010). *Language, Society and Power*. London. Routledge.

## ENG 481: PLANNING IN ELT

Mid-Western University  
Faculty of Education  
B.Ed. in English Education

Course Title: **Planning in ELT**

Course No: **ENG 481**

Semester: **Eighth**

Credit Hours: 3

Full Marks:

Pass Marks:

### 1. Course Introduction

This course is designed to help students plan the language lessons in English language teaching. The course begins with the conceptual understanding of the goal driven lesson planning and it introduces the students how goal driven lessons are developed by analyzing the needs of the learners. The course also talks about the learners' errors and their treatment in class. The students will also be engaged in designing lessons based on the needs of the learners from schools.

### 2. Course Objectives

The objectives of the course are:

- a) to introduce students the goal-driven lesson planning
- b) to help them analyze students' need and incorporate them in the planning
- c) to give them practice in preparing the lessons in ELT
- d) to make them aware of the learners' errors and their treatment in class

### 3. Course Contents

#### Unit One: Setting Specific Language Goals

- 1.1. Using specific language goals as the motivation for any given lesson
- 1.2. Setting specific language goals :Rationale and examples
- 1.3. Reverse-engineering teachers' goals from students' performance
- 1.4. Setting goals according to students' true language needs
- 1.5. Overcoming distractions that divert attention from setting goals

#### Unit Two: Analyzing Student Needs

- 2.1. Facing the problem of learner errors
- 2.2. Implementing a solution - diagnosing learner errors

- 2.3. Using a theoretical framework to model learner progress
- 2.4. Creating needs analysis plans for one-to-one tutoring, small group tutorials, and more formal classes

#### Unit Three: Moving Beyond Choosing the Right Activities

- 3.1. Creating lesson plans vs. lesson sequences
- 3.2. Understanding the teacher's role in goal-driven lesson planning
- 3.3. Revitalizing the ESL tutoring session
- 3.4. Seeing goal-driven lesson planning at a glance
- 3.5. Assessing lesson plans: a checklist
- 3.6. Using a lesson-planning template: scripting the language of instruction

#### Unit Four: Teaching Language

- 4.1. Understanding the elements of teaching ESL: What's required?
- 4.2. Moving from implicit to explicit language knowledge: making sense of typical student errors
- 4.3. Moving from explicit knowledge to pedagogical applications: beyond "it just sounds right that way"
- 4.4. Preparing lessons on new (to you) grammar topics
- 4.5. Assessing grammar books for classroom use

#### Unit Five: Responding to Student Errors

- 5.1. Considering a rationale for corrective feedback
- 5.2. Reviewing historical approaches of student errors and corrective feedback in SLA
- 5.3. Examining current views on corrective feedback
- 5.4. Developing a principled approach to corrective feedback
- 5.5. Implementing the teacher-student partnership and working toward learner independence

#### Unit Six: Assessing Student Progress

- 6.1. Viewing assessment as the natural outcome of goal-driven lesson planning
- 6.2. Understanding the reciprocal nature of language goals and assessment
- 6.3. Reconsidering different kinds of assessments and their role in lesson planning
- 6.4. Addressing the value and place of assessment in ungraded courses and in tutoring situations
- 6.5. Revisiting assessment at the beginning and end of the course

### Unit Seven: Interaction in the Goal Driven Classroom

- 7.1. Moving beyond "Let's just get them talking"
- 7.2. Interacting : Teacher to student talk
- 7.3. Interacting: Student to teacher talk
- 7.4. Interacting: Student to student talk

### Unit Eight: Managing the Goal-driven Classroom

- 8.1. Choosing appropriate activities and materials
- 8.2. Maximizing blackboard use
- 8.3. Using teacher tools for classroom management
- 8.4. Real-time decision-making for teachers and tutors

### 4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

### 5. Evaluation Scheme.

- Internal: 40%
- External: 60%

### Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5 marks
- Project Work/Assignment/Writing I 10 marks
- Project Work/Assignment/WritingII 10 marks
- Mid-term Exam/Project 15 marks

### External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

### 6. Prescribed Texts

- Reed, M. and Michaud, C. (2010). *Goal-Driven Lesson Planning for Teaching English to Speakers of Other Languages*. Michigan. The University of Michigan Press.
- Woodward, T. (2001). *Planning Lessons and Courses*. Cambridge. Cambridge University Press.

**ENG 482 STUDENT TEACHING: ON-CAMPUS**  
**Mid-Western University**  
Faculty of Education  
B.Ed. in English Education

Course Title: **Student Teaching: On-campus** Credit Hours: 3  
Course No: **ENG 482** Full Marks:  
Semester: **Eighth** Pass Marks:

### 1. Course Introduction

This is a course designed to provide students an opportunity to get prepared for their practice teaching towards the end of the semester. The students will learn to make lesson plans and prepare the teaching learning materials during the course work. In addition to this they will also do the micro-teaching and observe some of the classes in the schools and bring their comments on them. Finally, the students will go to the school and teach the assigned course.

### 2. Course Objectives

The objectives of the course are:

- a) to give students practical experience of preparing lesson plans
- b) to expose students to micro-teaching experience as a preparation to the real teaching in schools
- c) to provide students an opportunity to prepare teaching learning materials for real teaching
- d) to develop in students class observation skills.
- e) to give them real teaching experience in schools.

### 3. Course Contents

The objective of the on-campus activities is to prepare students with the required skills for their real classroom teaching in schools. On-campus activities will have four major components viz. field observation and class seminars; preparation of lesson plans; preparation of teaching learning materials; and supervised micro-teaching. The details of each component are given below:

#### a) Field Observation and Class Seminars

Each student will be assigned a school and the internal supervisor at the beginning of the eighth semester. The student will visit the school, build a rapport with the English teacher, discuss

the ELT issues in the classroom and observe some of the lessons in class. The observation will focus on the key areas of ELT pedagogy, classroom management, lesson sequence, activities, students' engagement patterns of classroom interaction etc. Prior to the school visit, the supervisor and the students will prepare an observation form and the students will be given due orientation at the campus on what to observe, how to observe and how to keep the record of what was observed in class. Each student will observe at least five lessons in certain interval and prepare a report for class seminar. The seminar will discuss the issues observed in schools and the students will draw implicative lessons from the discussion for their practice teaching. After the class seminar the students will submit an individual report of their observation along with their critical reflections in about 1000-1500 words.

#### b) Preparation of Lesson Plans

The students will prepare 20 lesson plans from different areas of English language teaching. The supervisor will review the lesson plans and provide his/her feedback for their improvement before the students submit them for final grading. The grading of the lesson plan will be made based on the criteria such as the format of the lesson, learning goals, activities and lesson sequence.

#### c) Preparation of Teaching and Learning Materials

A weeklong materials preparation workshop will be organized on-campus and the students will prepare all the required materials for their real classroom teaching. Flash cards, posters, work-sheets, activities, audio recording, collection of pictures, drawing etc. will be prepared during the workshop. The supervisor will review the materials and sign them.

#### d) Supervised Micro-teaching

Students will teach five to ten micro-lessons during their supervised micro-teaching. All the micro-teaching sessions will be observed by the supervisor and necessary feedback will be provided to the students. After the micro-teaching post observation seminar will be organized in order to share the reflection of the students and the feedback of the supervisor and peers. Some of the classes will be videotaped and the students will be asked to make comments on their own lessons.

## 5. Evaluation Scheme

Field observation and class seminar	20marks
Preparation of lesson plan	20marks
Preparation of teaching learning materials	20marks
Supervised Micro-teaching	40marks

## 6. Prescribed Texts

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

## ENG 483: STUDENT TEACHING: OFF-CAMPUS

Mid-Western University  
Faculty of Education  
B.Ed. in English Education

Course Title: **Student Teaching: Off-campus** Credit Hours: 3  
Course No: **ENG 483** Full Marks:  
Semester: **Eighth** Pass Marks:

### 1. Course Introduction

This is a course that is designated to the real teaching of students in the schools. The students will go to the assigned schools and work with the regular teachers. They plan the lessons in consultation with the regular teacher and deliver the lessons in class. The school teacher will be requested to observe the student-teacher's class and provide their feedback.

### 2. Course Objectives

The objectives of the course are:

- to give students real teaching experience in schools
- to expose students to the school environment so that they learn the school culture
- to train them in real teaching and other extra-curricular activities.

### 3. Course Contents

#### Off Campus Activities:

The students will go to the schools and start their real teaching. In addition to teaching, students will also learn other school activities such as test item construction, organizing and managing extra-curricular activities, case studies and so on. Major activities that the students will be engaged during this teaching are as follows:

#### a) Actual Teaching

Each student will be required to teach minimum of 30 lessons not exceeding one lesson per day. The students will prepare daily lesson plan and all the necessary teaching learning materials along with the work sheet in close coordination with the school teacher and campus supervisor in advance and deliver the lesson in school. Out of thirty, at least five lessons will be observed by the campus supervisor in different time intervals.

**b) Case Study**

The student will identify a particular case for a detailed study. The case could be a student with a unique learning style, a teacher who has been well recognized for his/her English lessons, a group of students with a different linguistic needs, a group of students with an indigenous linguistic community or a student with a different linguistic ability. The case should be studied in detail and a report of about 2000 words should be produced and submitted to the campus supervisor.

**c) Teaching Logbook and Test Item Construction**

Students will be required to maintain a log book of their teaching every day. The logbook should record the class, the subject they teach and the main activities they carried out. Similarly, students will also prepare test items from the course they teach in the school. The test items will include at least 20 objective questions and ten subjective questions of various types.

**d) Extra-curricular Activities**

Students should organize at least one extra-curricular event in the school and a report of the event should be submitted to the campus supervisor.

**5. Evaluation Scheme**

- Classroom teaching 50marks
- Case study 10marks
- Logbook record 10marks
- Test items construction 20marks
- Extra-curricular activities event report 10 marks

**6. Prescribed Texts**

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

