

6. Prescribed Texts

Hill, W.F. (1973) *Learning: A survey of psychological interpretation*. London: Lowe & Brydone. (Unit I to VII)

Hildgard, E.R., & Bower, H.G. (1975). *Theories of Learning*. Delhi: Prentice Hall. (Unit I to VII)

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. (Unit I to VII)

Schunk, H.D. (1996). *Learning theories*. Englewood Cliffs, NJ: Prentice Hall. (Unit I to VII)

Woolfolk, A. (2008). *Educational Psychology*. New Delhi: Pearson Education. (Unit I to VII)

Semester I
1. EDU 511: Philosophical Foundations of Education (6) 2. EDU 512: Education and Development (6) 3. ENG 513: Advanced English Grammar and its Pedagogy 4. ENG 514: Sociolinguistics 5. ENG 515: SLA Theories 6. ENG 516: Drama and Poetry
Semester II
7. EDU 521: Managing Diversity in Education 8. EDU 522: Application of Learning Theories in Education 9. EDU 523: Research Methods in Education 10. ENG 524: Fiction and Prose 11. ENG 525: Research Issues in Applied Linguistics 12. ENG 526: Nepalese English and Nepalese ELT
Semester III
13. ENG 531: Explorations in English Language Teaching (ELT) and Classroom Survey 14. ENG 532: Critical Discourse Analysis 15. ENG 533: Assessment in ELT 16. ENG 534: Task-based Language Teaching and Trainer Development 17. ENG 535: Translation in Theory and Action 18. ENG 536: Academic Reading and Writing
Semester IV
19. ENG 541: Student Teaching: on-campus 20. ENG 542: Student Teaching: off-campus 21. ENG 543Thesis Writing (12 Credits)

- 6.6. Vygotsky's constructivism (Social constructivism)
- 6.7. Basic premises of social constructivism (Situated cognition and Knowledge construction process)

4. Instructional Techniques

- 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, pee group study and discussion

5. Evaluation Scheme

- Internal 40%
- External 60%

Internal Evaluation is based on the following criteria

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

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

- 1.2.2. Cognitivism and its basic characteristics
- 1.2.3. Constructivism and its basic characteristics

Unit Two: Principles of Pavlovian conditioning and Implication (8 hrs)

- 2.1 Acquisition of the conditioned response
 - Measures of conditioning
 - Conditioning paradigms
- 2.2 Nature of extinction and its paradigm
- 2.3 Other inhibitory processes
- 2.4 Conditioning
 - Higher-order conditioning
 - Sensory preconditioning
 - Vicarious conditioning
- 2.5 Application of Pavlovian conditioning in teaching

Unit Three: Operant Conditioning (10 hrs)

- 3.1. Meaning and concept
- 3.2. Acquisition of operant behavior (CR) (Principle and Mechanism)
- 3.3. Shaping and its principle
- 3.3. Meaning, concept and schedule of reinforcement
- 3.5. Application of Reinforcement
- 3.4. Implication for teaching and learning

Unit Four: Wertheimer Productive Thinking (10 hrs)

- 4.1. Concept of phi-phenomenon
- 4.2. Concept and principle of perception
- 4.3. Implication for teaching and learning

Unit five: Tolman's Purposive Behaviorism (10 hrs)

- 5.1. Concept of purposive behaviorism
- 5.2. Theory of purposive behaviorism (Expectancy, Place and Insight learning)
- 5.3. Drawing conclusions for educational implication

Unit Six: Constructivism (10 hrs)

- 6.1. Meaning and concept
- 6.2. Piaget's constructivism (Psychological/Individual constructivism)
- 6.3. Basic premises of Piaget's Constructivism (Implicit Theories and Knowledge construction process)
- 6.4. Basic features (Scheme, Adaptation-Assimilation and Accommodation, Equilibration)
- 6.5. Implication for teaching and learning

Course Title: **Philosophical Foundations of Education**

Course: ED 511 Nature of course: Theory+Practical
Level: M.Ed. Credit Hours: 3
Semester: First Teaching Hours: 48

1. Course Introduction

This is the core and compulsory course designed to for the students who want to do master degree in science education. It aims to develop dynamic, competent and persistent people who have comprehensive theoretical knowledge in philosophy and sociology. It deals philosophy and its relationship with education. In the field of education philosophy is regarded as a foundation. This course also discusses about sociology and its relationship with education.

2. Course Objectives

The objectives of this course are as follows:

- a) To elaborate the philosophical basses of education and it acquaint students about different philosophical schools.
- b) To relate the sociological theory with education from the different perspectives.
- c) To familiarize students with existentialism and its application of education in Nepal.
- d) To familiarize students with different philosophy linking it with education.
- e) To explain the origin, nature and educative process of Buddhism.
- f) To elaborate the Islamic philosophy with its educational practice.
- g) To describe the origin and nature of sociology and explain the relationship between educational sociology and sociology of education.
- h) To elucidate the concept of social stratification with its basic characteristics and elements.
- i) To enable students with in making comprehensive view about social transformation with types.
- j) To analyze the influencing factors of education.
- k) To describe the role of culture in education with different dimensions.

3. Course Contents

Unit One: Origin of Philosophy in the East and the West (10 hrs)

- 1.1 Fields of philosophy (Metaphysics, Epistemology Axiology and Logic) and their educational implication
- 1.2 Progressivism, reconstructions in terms of: aims, objectives, methods, role of teacher and students and curriculum

Unit Two: Existentialism and Education (5 hrs)

- 2.1 Philosophical premises
- 2.2 Objectives of education
 - 2.2.1 Curriculum process
 - 2.2.2 Students' and teachers' role
- 2.3 Application of this philosophy in Nepalese education

Unit Three: Different Philosophy and Education (15 hrs)

- 3.1. Hinduism and its ontology, epistemology and axiology
- 3.2. Six orthodox Hindu schools (Naya, Vaisheshika, samkhya, yoga, mimamsa, Vedanta)
- 3.3. Educational implication of Hinduism
- 3.4 Buddhism
 - The first Jewel- Ontology of Buddhism
 - The second Jewel- Epistemology of Buddhism
 - The third Jewel- Axiology of Buddhism
 - Philosophical premises of Buddhism
 - Educational implication of Buddhism
- 3.5 Islamic and Christianity
 - The five pillars of Islam
 - Teaching of Islam
 - Education and Islam (aims of education, curriculum and teaching process)
 - Christianity as philosophy
 - Origin of Christianity
 - Metaphysics, epistemology and axiology of Christianity
 - Teaching of Christianity
 - Educative process of Christianity

Unit Four: The Origin of Sociology and its Development (5 hrs)

- 4.1 Origin of sociology and four founding fathers and their contributions.
- 4.2 Origin of educational sociology and sociology of education
- 4.3 Methods of studying sociology
- 4.4 Sociological theories: (Structural functionalism conflict and symbolic interactions)

Unit Five: Social Stratification (5hrs)

- 5.1 Concept of stratification and discrimination
- 5.2 Basic characteristics of stratification antiquity, ubiquity, the social patterning, amount and consequences, the diverging form
- 5.3 Perspective in stratification:
 - 5.3.1 Max Weber and stratification

Unit Six: Social Transformation (8 hrs)

- 6.1 Concept (Change, mobility and transformation)

Course Title: Application of Learning Theories in Education

Course: **ED 522** Nature of course: Theory+Practical
Level: M.Ed. Credit Hours: 3
Semester: Second Teaching Hours: 48

1. Course Introduction

This course is a core course for the students studying Master Degree in Educational Science. This deals with psychology of learning and application of learning theory in classroom teaching. It includes the learning theories and paradigms ranging from the behaviouristic theories to cognitive theories. As the implementation of these theories for teaching and professional development, this course enables the student in drawing upon these theories in their everyday teaching and professional practices.

2. Course Objectives

On completion of this course the students will be able:

- a) To explain cognitivism, behaviorism and constructivism as a broader family of learning theory
- b) To develop understanding of Pavlovian conditioning
- c) To discuss various types of conditioning
- d) To familiarize students with meaning and concept of operant conditioning
- e) To make students able to explain the acquisition process of operant conditioning
- f) To give the concept of reinforcement and its application to change behaviors of learners
- g) To use the operant conditioning in classroom teaching and learning
- h) To clarify the concept of phi-phenomenon in productive thinking and its implication for teaching and learning
- i) To list the principles of perception with explanation
- j) To enable students to explain purposive behavior
- k) To discuss Tolman's experiments and draw the conclusion from them
- l) To enable to analyze the premises of individual constructivism
- m) To make the meaning of basic features of individual constructivism
- n) To draw a educational implication of individual constructivism
- o) To define the social constructivism and its premise

3. Course Contents

Unit One: Philosophical Orientation to Learning Theories (10 hrs)

- 1.1. Origin of learning theories
- 1.2. Major learning theories
 - 1.2.1. Behaviorism and its basic characteristics

4. Instructional Techniques

- 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, pee group study and discussion

5. Evaluation Scheme

- Internal:40%
- External:60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

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

6. Prescribed Texts

Pieter, J. V. (2011). *Diversity Management in Higher Education: A South African Perspective in Comparison to a homogeneous and monomorphous society*. Germany: Centre for Higher Education Development.

_____(2004).*Comprehensive diversity management plan*. Washington DC: US nuclear regulatory commission.

Caleb, R. (2006). *What do we mean by diversity management?* New Haven: Southern Connecticut State University.

- 6.2 Theories related to social change
 - 6.2.1 Evolutionary, conflict and cyclic
- 6.3 Social mobility
 - 6.3.1 Vertical
 - 6.3.2 Horizontal
 - 6.3.3 Embourgeoisement
 - 6.3.4 Latent mobility
 - 6.3.5 Intergenerational and intergenerational mobility
- 6.4 Factors affecting mobility (Socio -economic status, intelligence, education)
- 6.5 Culture and education
 - 6.5.1 Concept function of culture
 - 6.5.2 Relationship between culture and education

4. Instructional Techniques

- 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 paper, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

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

6. Prescribed Texts

Abrahm, M.F. (2006). *Contemporary sociology: an introduction to concepts and theories*. New Delhi: Oxford University press (unit 5, 6 & 7)

Brannigan, M.C. (2000). *The pulse of wisdom* (2nded.). United State (for unit 3 & 4)

Michael, M. (2008). *Experiencing the world's religions tradition, challenge and change* (4thed.). New York: The Mc Graw- Hill companies (Unit 2&4).

Ozmon, H.A. & Craver, S.M. (1999). *Philosophical foundation of education* (6thed.). New Jersey USA: Prentice Hall ((Unit 1&2).

Giddens, A. (2005). *Sociology* (5thed).New Delhi: A.I.T.B.S. Publication(Unit 6&7)

Haralambos,M. (2003). *Sociology themes and perspectives*. New Delhi: Oxford University Press (Unit 6&7).

Mrunalini,T. (2008). *Philosophical Foundations of Education*. New Delhi: Neel Kamal Publications Pvt LTD.(Unit 1-4)

Unit Two: Multiculturalism		(13 hrs)
2.1	Concept	
2.2	Model of structural change (Total quality diversity)	
2.3	A holistic model of total quality diversity	
2.4	The process of change	
	<ul style="list-style-type: none">Contemporary challenges of ethnic diversityDiversity: challenges for national policy makers and plannersModels for incorporating diversityNeed to revisit policy responses to diversity	
Unit Three: Factors for Managing Diversity		(5 hrs)
3.1	Diversity management plan	
3.2	Objectives	
3.3	Role of leadership	
3.4	Initial approach	
3.5	Strategy and links to key planning	
3.6	Goals and measures	
Unit Four: Diversified Sources		(5 hrs)
4.1	Changing patterns	
4.2	Privatization	
	<ul style="list-style-type: none">Different modes of privatizationThe strategies for privatizationArguments of privatization	
Unit Five: Education Strategies for Disadvantaged Groups		(5 hrs)
5.1	Definition of disadvantaged group	
5.2	Motivation	
5.3	Work opportunities	
5.4	Challenges	
5.5	Government and aid agencies	
Unit Six: Challenges and constraints of Diversity management		(7 hrs)
6.1	Resistance	
	<ul style="list-style-type: none">Poor communicationDisorganization	
6.2	Context matter	
6.3	Organization structure	
6.4	Legitimacy of government and policy change	
6.5	Social structure and beliefs system	
6.6	Federation issues	

Course Title: **Managing Diversity in Education**
Course: **ED 521** Nature of course: Theory+Practical
Level: M.Ed. Credit Hours: 3
Semester: Second Teaching Hours: 48

1. Course Introduction

This course is designed to help students understand the meaning and perspectives of diversity management. The course acquaints the students with the diversity management performance, practices and factors that are affected by multicultural perspectives. It also deals with diversity technology, sources and managing for diversity to disadvantaged group of peoples.

2. Course Objectives

The objectives of this course are as follows:

- a) To make meaning of diversity management from different perspectives
- b) To provide a deeper knowledge on multiculturalism for managing diversity.
- c) To make the students familiar with the different factors and causes of diversity management.
- d) To identify the different ways of diversified sources for managing diversity.
- e) To develop the concept and ways for measure the education strategies for disadvantaged groups.
- f) To provide a better understanding about the challenges for managing diversity.
- g) To provide the knowledge of constraints of diversity management.

3. Course Contents

- Unit One: Diversity Management (13 hrs)**
- 1.1 Meaning and concept of diversity management
 - International perspective
 - Population dynamics as a driver of diversity management
 - 1.2 Diversity management from a student perspective
 - 1.3 Diversity management from a personnel perspective
 - 1.4 Diversity management from an institutional management perspective
 - Diversity management linked to the strategic plan
 - Main thrusts of the strategic plan
 - The role of management information in institutional diversity management
 - Levels of management information

Course Title: **Education and Development**
Course: **ED 512** Nature of course: Theory+ Practical
Level: M.Ed. Credit Hours: 3
Semester: First Teaching Hours: 48

1. Course Introduction

This course is designed for those students who intend to have general knowledge about education and development. It aims is to help the students develop knowledge and skills which are necessary to formulate and implements the developmental issues of the nation. Students are encouraged throughout the course to consult with experts or specialists for their developing the insights about real meaning of education and development.

2. Course Objectives

The objectives of the course are as follows:

- a) To enable the students in exploring the meaning of education and development.
- b) To make the students familiar with principles of resource mobilization for development through the educational process.
- c) To make the students in exploring the knowledge of globalization and social development.
- d) To enable the students familiar with the relation of school and development.
- e) To provide the students about the concept of different types of development theory.

3. Course Contents

- Unit One: Meaning of Education and Development (5 hrs)**
- 1.1. Individual
 - 1.2. Society
- Unit Two: Principles of Resource Mobilization for Development (8 hrs)**
- 2.1. Access to education
 - 2.2. Inclusion
 - 2.3. Protection
 - 2.4. Community participation
 - 2.5. Cost effective and appropriate resourcing
 - 2.6. Human resource development
 - 2.7. Principles of vocational training
- Unit Three: Globalization and Social Development (10 hrs)**
- 3.1. Educational deficits and gaps
 - 3.2. Progress coverage

- 3.3. Education, employment and income
- 3.4. Globalization and employment
- 3.5. Dynamics of the production and employment structure
- 3.6. Globalization and labor flexibility

Unit Four: School and Development (10 hrs)

- 4.1. The school as a learning organization: distant dreams
- 4.2. Recruitment and reaffirmation
- 4.3. Career and work rewards
- 4.4. The nature of profession
- 4.5. Collaboration and contrived collegiality
- 4.6. Teachers and their career story
- 4.7. Knowledge and teaching: Foundations of the new reform
- 4.8. School experiences and teacher socialization

Unit Five: Development Theory (10 hrs)

- 5.1. Dependency theory
- 5.2. Modes of production theory
- 5.3. World system theory
- 5.4. Neo liberalism
- 5.5. Modernism
- 5.6. Post modernism

Unit Six: The forms of Capital (5 hrs)

- 6.1. Cultural capital
- 6.2. Social capital
- 6.3. Conversions

4. Instructional Techniques

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

5. Evaluation scheme

- Internal 40%
- External 60%

Internal Evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks

- 4.21. If Grief for Grief can Touch Thee by Emily Bronte
- 4.22. Why the Roses are so Pale Heinrich Heine
- 4.23. Love's pain by John Clare
- 4.24. A Farewell to False Love by Sir Walter Raleigh

Project work 2: Choose any poem that you enjoy and write a critical essay by taking all the characteristics mentioned in unit 3 into consideration. You will be provided with a sample.

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self -study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal - 40%
External - 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Participation 5%
- Project Work/Presentation/Essay 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

- a) Jacobus,L.A (2001). The Bredford Introduction to Drama (4th ed.). Boston: Bedford.
- b) Margret, F. (1996). The Norton Anthology of Poetry. New York: Norton.
- c) Lennard, J. (2006). The Handbook of Poetry. New Delhi: Oxford University Press.

Unit 2: Selected Dramas for Reading(9)

- 2.1. A Midsummer's night dream by William Shakesperare
- 2.2. The way of the world by William Congreve
- 2.3. A Doll's House by Henric Ibsen
- 2.4. Death of a salesman by Arther Miller
- 2.5. The Glass Menagerie by Tennessee Williams

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

Unit 3: Introduction to Poetry (5)

- 3.1 Metre
- 3.2 Layout
- 3.3 Punctuation
- 3.4 Lineation
- 3.5 Rhyme
- 3.6 Syntax
- 3.7 History
- 3.8 Gender

Unit 4: Selected Poems (24)

- 4.1. Solitary reaper by William Wordsworth
- 4.2. Farewell by John Clare
- 4.3. Home Thoughts from Abroad by Robert Browning
- 4.4. There was an old man with a Beard by Edward Lear
- 4.5. Song by Christina Rossetti
- 4.6. Recessional by Rudyard Kipling
- 4.7. The road not taken by Robert Frost
- 4.8. The Second Coming by WB Yeats
- 4.9. That is to say by William Carols William
- 4.10. In broken Images by Robert Grav
- 4.11. The Negro Speaks of Rivers by Langston Hughes
- 4.12. Morning Song by Sylvia Plath
- 4.13. Valentine by Wendy Cope
- 4.14. A Poison Tree by William Blake (680)
- 4.15. Tears, Idle Tears by Alfred, Lord Tennyson
- 4.16. The Illiterate by William Meredith (1502)
- 4.17. My Grandmother by Elizabeth Jennings (1625)
- 4.18. On Love Khalil Gibran
- 4.19. My Lady Look so Gentle and so Pure by Dante Alighieri
- 4.20. Longing Mathew Arnold

- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

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

6. Prescribed Texts

Education and development (2002).Module 3 (compendium of readings part one) unit 6 and 7
Christopher, C., Jeff, E. and Mathew, A. (2005). Human resource management practices alignment and firm performance. Ithaca, NY: Cornell University.

Course Title: **Advanced English Grammar and its Pedagogy**
Nature of Course: Theoretical
Course No: ENG 513
Credit Hours: 3
Semester: First
Teaching Hour: 48

1. Course Introduction

This is an advanced English grammar course. The course deals with both theory and practice. There are three units in this course. The first unit begins with the basic concepts of grammar. The second unit deals with various elements of English grammar. Similarly, the third unit offers practical activities for teaching grammar in the English language teaching (ELT) classroom.

2. Course Objectives

The objectives of this course are:

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

3. Course Contents

Unit One: Introduction (6 hours)

- 1.1 Grammar and grammar rules
- 1.2 Reasons for knowing grammar
- 1.3 Reasons for teaching Grammar
- 1.4 Grammatical Terms

Unit Two: Grammar in Use (27 hours)

- 2.1 Questions
- 2.2 Negation
- 2.3 Imperative sentences
- 2.4 Non-referential 'it' and 'there'
- 2.5 Prepositions
- 2.6 Multiword verbs
- 2.7 Determiners
- 2.8 Articles
- 2.9 Adjectives and adverbs
- 2.10 Pronouns
- 2.11 Modal verbs
- 2.12 Indirect objects
- 2.13 Tense and aspects
- 2.14 Passive sentences
- 2.15 Relative clauses

Course Title: **Drama and Poetry**
Nature of Course: Theoretical
Course No: ENG 516
Credit Hours: 3
Semester: First
Teaching Hour: 48

1. Course Introduction

This course intends to expose the students to a wide variety of dramas and poems so as to help them to take pleasure from reading as well as develop the skill of literature teaching. The course consists of two parts. The first part deals with the dramas and the second part deals with poetry. Each part has two units. The first units in each part deals with the theoretical background and the second parts presents the selected reading from the respective genres.

2. Course Objectives

The objectives of the course are as follows:

- a) To acquaint the students with introduction, classification and elements of drama
- b) To expose them to different dramas and interpret them.
- c) To familiarize the students with the introduction of poetry.
- d) To enable them to read poems critically by taking consideration to different aspects.
- e) To expose the students to poems from different aspects of life.
- f) To familiarize them with different theories of contemporary literary criticism.

3. Course Contents

Unit 1: Introduction to Drama (10)

- 1.1 What is a drama?
- 1.2 Drama and rituals
- 1.3 Drama: the illusion of reality
- 1.4 Seeing a play on stage: theatres and their effect
- 1.5 Genres of drama
 - 1.5.1 Tragedy
 - 1.5.2 Comedy
 - 1.5.3 Tragicomedy
- 1.6 Elements of drama
 - 1.6.1 plot
 - 1.6.2 characterization
 - 1.6.3 setting
 - 1.6.4 dialogue
 - 1.6.5 music
 - 1.6.6 movement
 - 1.6.7 theme

6. Prescribed Texts

Gass, S. and Selinker, L. (2008). *Second Language Acquisition: An Introductory Course*. New York: Routledge.
Mitchell, R. and Myles, F. (2004). *Second Language Learning Theories*. Britani Hodder Arnold.

7. References

Brown, J. D. (1991). *Understanding Research in Second Language Learning*. Cambridge: CUP.
Brown, J. D. (1994). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Regents
Cook, V. (2007). *Second Language Learning Teaching*. London: Arnold.
Saville-Troike, M. (2006). *Second Language Acquisition*. Cambridge: CUP.
Ellis, R. (2008). *The Study of Second Language Acquisition*: New York: Oxford University Press.
Gass, S. and Selinker, L. (2008). *Second Language Acquisition: An Introductory Course*. New York: Routledge.
Klein , W. (1986). *Second language acquisition*: Cambridge: CUP

- 2.16 Conditional sentences
- 2.17 Subject clauses and related structures
- 2.18 Complements
- 2.19 Focus structures
- 2.20 Adverbial subordinate clauses
- 2.21 Comparatives and superlatives
- 2.22 Coordination
- 2.23 Discourse connectors and discourse markers

Project work 1:

- The students will observe English language classes and find out the problems in teaching grammar.
- The students teach their peers the grammatical items using the techniques as suggested at the end of each chapter.

Unit Three: Pedagogy of Grammar (15hrs)

- 3.1 Approaches to teaching grammar
- 3.2 How to teach grammar from rules
- 3.3 How to teach grammar from examples
- 3.4 How to teach grammar through texts
- 3.5 How to practice grammar
- 3.6 How to deal with grammar errors
- 3.7 How to integrate grammar
- 3.8 How to test grammar
- 3.9 How not to teach grammar
- 3.10 Grammar practice activities

Project Work 2:

- The students will prepare grammar lessons following each of the different techniques suggested in this unit.
- The students will design activities to teach grammar

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self -study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal - 40%
External - 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Participation 5%
- Project Work/Presentation/Essay 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

- a) Cowan, R. (2009). *The teacher's grammar of English: Cambridge: CUP.* (For unit 1 and Unit 2)
- b) Thornbury, S. (1999). *How to teach grammar:* London: Longman. (For units 2and 3)
- c) Ur, P. (1988). *Grammar practice activities.* Cambridge: CUP.(for unit 3)

7. References

- a) Quirk, R., Greenbaum,S., Leech, G., & Svartvic, J. (1985). *A comprehensive grammar of the English language.* New Delhi: Pearson.
- b) Carter,R.,& McCarthy,M.(2008). *Cambridge Grammar of English.* New Delhi:CUP.
- c) Odlin, T. (ed). (1994). *Perspectives on pedagogic grammar.* Cambridge: CUP.

Unit 3: Functional/Pragmatic perspectives of SLA (10)

- 3.1 Early functionalist studies
- 3.2 Research by the American Science Project
- 3.3 The Aspect Hypothesis
- 3.4 Evaluation of Functional/Pragmatic perspectives of SLA

Unit 4: Input, Interaction, and Output in SLA (12)

- 4.1 Krashen's Input Hypothesis
- 4.2 Long's Interaction Hypothesis (Theory and empirical studies)
- 4.3 Swain's Output Hypothesis

Project 2: Task design

(Students will be asked to design at least five tasks for classroom SLA, being based on input, interaction and output hypotheses)

Unit 5: Socio-cultural and Sociolinguistic Perspectives of SLA (12)

- 5.1 Socio-cultural Theory
- 5.2 Second language socialization

Project: Case study

(Students will carry out a case study on one of the different socio-cultural aspects that influence SLA, and write a report based on the study.)

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self -study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal - 40%
External - 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Participation 5%
- Project Work/Presentation/Essay 10 %
- Home Assignment 10%
- Mid-term Exam 10 %
- Reflective Report 5%

Course Title: **Second Language Acquisition Theories (SLAT)**
Nature of Course: Theoretical
Course No: ENG 515
Credit Hours: 3
Semester: First
Teaching Hour: 48

1. Course description:

This course is designed to equip students with knowledge and skills of SLA theories and research. The course is divided into five units. The first unit is concerned with key concepts and issues of SLA. The second one deals with cognitive theories of SLA, including processing approaches and connectionism. This unit includes one project work in which students work with the support and guidelines of the teacher. The third unit deals with functional approaches to SLA. The fourth unit deals with Input, Interaction, and Output in SLA and the last unit relates SLA with socio-cultural theories.

2. Course objectives:

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

- a) To acquaint with the key concepts and issues of SLA.
- b) To overview the cognitive approaches to SLA, including research work on processing approaches and connectionism.
- c) To explore the link between functional theories and Classroom SLA.
- d) To overview the research work and theories related to input, interaction, and output in SLA.
- e) To outline social cultural and sociolinguistic perspectives of SLA.

3. Contents

Unit 1: Second language learning: key concepts and issues (7)

- 1.1 Introduction
- 1.2 What makes for a good theory?
- 1.3 Views on the nature of language, the language learning process, and the language learner

Unit 2: Cognitive Approaches to L2 Learning (7)

- 2.1 Processing Approaches
- 2.2 Connectionism
- 2.3 Evaluation of cognitive approaches

Project 1: Writing journal article

(Students are required to write an article in not less than 1500 words on different models of cognitive approaches along with their classroom implications)

Course Title: **Sociolinguistics and the EFL Classroom**
Nature of Course: Theoretical
Course No: ENG 514
Credit Hours: 3
Semester: First
Teaching Hour: 48

1. Course Introduction:

This course has been designed to acquaint the students with the knowledge about the role of sociolinguistics in the EFL classrooms. Basically, it deals with the sociolinguistic theories, and issues. It includes four units. The first unit deals with general issues of sociolinguistics, including scopes and dimensions. The second unit discusses EFL classrooms in terms of multilingual context. This unit includes a project work for the students which emphasizes their research skills. The third unit is concerned with language variation, and includes a project related to the variation. Finally, unit four discusses different sociolinguistic considerations that need to be made within EFL classrooms.

2. Course Objectives:

The objectives of the course are to help students:

- a) Explain sociolinguistic issues such as scopes, dimensions, and features.
- b) Overview EFL classroom in the multilingual contexts, concerning with the aspects such as diglossia, code switching, language shift, language varieties, planning, mother tongue education, and bilingual education .
- c) Analyze different sociolinguistic considerations to be made in EFL classroom, including sociolinguistics and education, communicative competence, critical discourse analysis, and speech functions.

3. Course Contents

Unit One: Introduction to Sociolinguistics

- 1.1 Scope of sociolinguistic studies
- 1.2 Social features, dimensions, and explanations

Unit 2: EFL classroom in multilingual communities

- 2.1 Choosing a variety
- 2.2 Diglossia
- 2.3 Code switching and code mixing
- 2.3 Language shift, loss, and maintenance
- 2.4 Linguistic varieties (vernacular language, standard language, lingua franca, pidgins and creoles)
- 2.5 Language planning, mother tongue education, bilingual education

Project 1: Survey report
(Students will prepare a report after carrying out a survey on multilingual situation of their place. They will find out the influences, problems, and potential solutions regarding to the context of ELT.)

Unit 3: Language Variation

- 3.1 Regional and social dialects
- 3.2 Gender based language variation

Project 2: Writing a seminar paper
(Students will prepare a sample seminar paper on language variation by incorporating data from the English language. They may consult text and the internet resources for the data about variation regarding region, society, and gender)

Unit 4: Sociolinguistic Considerations in the EFL Classroom

- 4.1 Speech functions, politeness and cross-cultural communication
- 4.2 Discourse analysis
- 4.3 Critical Discourse Analysis
- 4.4 Communicative competence
- 4.5 Sociolinguistics and education

Project 3: group work
(Students will analyze written and spoken discourse produced by the peers in terms of speech functions, politeness principles, cohesion and coherence, contexts of language use, and so on. They will write an article focusing on findings of the analysis and relevance of these factors to EFL classroom.)

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self -study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal - 40%
External - 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Participation 5%
- Project Work/Presentation/Essay 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

- a) Holmes, J. (2008). *An Introduction to Sociolinguistics*. London: Longman
- b) McKay, S. L. and N.H. Hornberger (ed.2009) *Sociolinguistics and Language Teaching*. Cambridge: CUP.
- c) Wardhaugh, R. (2008). *Introduction to Sociolinguistics*. New York: Basil Blackwell

7. References

- a) Crystal, D. (2009). *Language Death*. Cambridge: CUP.
- b) Ferguson, G. (2006). *Language Planning and Education*. Edinburgh: Edinburgh University Press.
- c) Hudson, R.A. (2003). *Sociolinguistics*. Cambridge: CUP
- d) Romaine, S. (1992). *Bilingualism*. Oxford: Blackwell.
- e) Romaine, S. (2009). *Language in Society*. Oxford: OUP.
- f) Spolsky, B. (1998). *Sociolinguistics*. Oxford: OUP.
- g) Wareing, S. and Thomas Linda (2000). *Language, Society and Power*. London: Routledge.

Course Title: **Assessment in ELT**
Course No: ENG 533
Semester: Third

Nature of Course: Theoretical
Credit Hours: 3
Teaching Hour: 48

1. Course Introduction

This course aims at acquainting the students with the theories and practices in language assessment. The course incorporates ten units. The first five units are essentially theoretical in nature. The units equip the students with the basic knowledge of the theoretical aspects of language testing. The second five units are rather practical and, therefore, they require the students to carry out the practical tasks related to language testing. The students are required to rigorously work on the practical tasks like construction of various test items, administration of tests, scoring and analyzing them statistically. In addition, they are also required to survey and analyse the language tests administered in Nepal right from School Leaving Certificate level to post graduate level.

2. Course Objectives

The objectives of the course are:

- a) to help them describe the origin and development of language assessment and relate the field of language assessment with other relevant fields of study.
- b) to discuss the ethical issues in and uses of language assessment.
- c) to enable students to explain the different approaches to language assessment.
- d) to enable them to classify language tests and describe the qualities of a good language test.
- e) to make them acquainted with the step-wise procedure for designing language tests and design the tests effectively in order to test different language aspects and skills.
- f) to enable them to administer language tests effectively, score the tests and analyze the test score statistically.

3. Course Contents

Unit One: Basic concepts in language assessment (6)

- 1.1 Evaluation, assessment, examination, testing and measurement
- 1.2 Origin and development of language assessment
- 1.3 Language assessment as a discipline
- 1.5 Uses of language tests
- 1.6 Ethical considerations in language assessment
- 1.7 Technology in language assessment
 - 1.7.1 Audio-video recorders

Course Title: **Research Methods in Education**
Course: **ED 523**
Level: M.Ed.
Semester: Second

Nature of course: Theory +Practical
Credit Hours: 3
Teaching Hours: 48

1. Course Introduction

This course is designed to acquaint the students with the basic understanding of research skills with a particular relevance to studying and understanding of the educational issues and problems. It provides them both with both theoretical knowledge and practical skills in carrying out the independent research work by developing research proposal in a standard APA format.

2. Course Objectives

On completion of this course the students will be able to

- a) Discuss the basic concept and meaning of research and educational research
- b) Explain the nature and purpose of educational research
- c) Identify various research types with their characteristics.
- d) Classify sampling techniques and explain each with examples.
- e) Identify various sampling techniques and choose appropriate one for own research project.
- f) Describe the procedures of carrying out different research designs.
- g) Identify various data collection tools and discuss advantages and disadvantages.
- h) Describe and use general procedure followed in the analysis of qualitative and quantitative data.
- i) Describe the components of a research proposal and report.
- j) Write a research proposal and report.
- k) State some of the criteria to use in evaluating a research report.

3. Course Contents

Unit One: Concept of Research (10)

- 1.1. Meaning and definition of research and educational research
- 1.2. Nature and its purposes in educational research
- 1.3. Scope of educational research
- 1.4. Research problems
- 1.5. Objectives of educational research
- 1.6. Hypothesis
- 1.7. :Review of literature Theoretical, Empirical and conceptual / theoretical framework

- Unit Two: Research Designs(5)
- 2.1. Quantitative, qualitative and mixed research design

2.2. Basic, applied and action research

2.3. Experimental research design study

2.4. Survey

2.5. Case study

2.6. Historical research

2.7. Ethnography

- Unit Three: Sampling(10)
- 3.1. Introduction

3.2. Probability sampling
 - Simple random sampling
 - Stratified random sampling
 - Cluster sampling

3.3. Non-probability sampling
 - Purposive sampling
 - Quota sampling
 - Convenience sampling
 - Snowball sampling

3.4. Sample size and error

- Unit Four: Tools of Data Collection(5)
- 4.1. Interview

4.2. schedule

4.3. Questionnaire

4.4. Observation

4.5. Rating scales : Thurnstone's and likert's scales

4.6. Tests

4.7. Focus group discussions

- Unit Five: Analyzing the Data(12)
- 5.1. Analyzing quantitative data
 - Data editing and tabulation

5.2. Statistical analysis
 - Measure of central tendency
 - Measure of dispersion
 - Measure of correlation coefficient (Pearson's and Spearman's method)
 - Hypothesis testing

5.3. Analyzing qualitative data
 - Organizing and coding
 - Comparing and Exploring relationships and patterns
 - Final themes and interpretation

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

- a)

Fairclough, N. (1995). *Critical discourse analysis*: The critical study of language. Harlow. Pearson Education Ltd. (**All units**)
- b)

..... (2010). *Critical discourse analysis*(Second Edition)London: Pearson.(Unit I)
- c)

Locke,T.(2005). *Critical discourse analysis*. London: Continuum.(Unit I)
- d)

Norton, B. and Toohey, K. (Eds.) (2004). *Critical pedagogies and language learning*. Cambridge. Cambridge University Press. (**Unit II**)
- e)

Rodgers,R.(2011). *An introduction to critical discourse analysis in education*. New York: Routledge.(Unit I)
- f)

Wodak,R.(n.d). *Aspects of critical discourse analysis*.(Unit I)
- g)

Wodak, R. and Mayer, M.(2001). *Methods of critical discourse analysis*. London: Sage Publication.(Unit I)

7. References

- a)

Wodak, R. (2013). *Critical discourse analysis*. London. Sage Publications.

- 1.3.4 Interdisciplinary approach
- 1.3.5 Feminist approach
- 1.3.6 Dialectical-relational approach
- 1.3.7 Marxist approach
- 1.4 Application of CDA (5)
 - 1.4.1 Media discourse
 - 1.4.2 Political discourse
 - 1.4.3 Educational discourse
 - 1.4.4 Legal discourse
- 1.5 CDA and education (10)
 - 1.5.1 Introduction to CDA in education (Rebecca Rogers, chapter 1)
 - 1.5.2 Reframing for decisions: transforming talk about literacy assessment among teachers and researchers (Laukia K. Sarroub, chapter 4)
 - 1.5.3 Discourse in Activity and Activity as Discourse (*Shawn Rowe, chapter 11*)

Unit Two: Critical Pedagogies and Language Learning (10)

- 2.1. Reconceptualizing second language education
- 2.2. Challenging identities
- 2.3. Researching critical practices
- 2.4. Educating teachers for change

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self –study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal – 40%
External – 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Participation 5%
- Project Work/Presentation/Essay 10 %
- Home Assignment 10%
- Mid-term Exam 10 %
- Reflective Report 5%

Unit Six: Research Proposal and Report (6)

- 6.1 Need of writing research proposal
- 6.2 Components of research proposal
- 6.3 Development of a research proposal
- 6.4 Requirements for writing research report
- 6.5 Essential components of a research report
- 6.6 Use of APA format in research report
- 6.7 Evaluation of research report

4. Instructional Techniques

- 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, peer group study and discussion

5. Evaluation Scheme

- 1.1 Internal 40%
- 1.2 External 60%

Internal evaluation will be based on the following criteria

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

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

6. Prescribed Texts

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

Best, J.W. and Kahn (2006). *Research in education* (10th ed.), New Delhi: Prentice Hall of India (Unit I to VII)

Creswell, J. and Plano, V.L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage (Unit I to VII)

Cohen, L., Manion, L. and Morrison, Keith (2007). *Research methods in education* (6th ed.) London: Routledge (Unit I to VII).

McMillan, J.H. (2000). *Educational research: fundamentals for the consumer* (3rd ed.). New York, NY: Addison, Wesley and Longman (Unit I to VII).

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

Wiersma, W. (2000). *Research methods in education: an introduction* (7th ed.) Boston: Allyn and Backon (Unit I to VII)

Course Title: Critical Discourse Analysis and Critical Pedagogy

Course No: ENG 532

Nature of Course: Theoretical

Semester: Third

Credit Hours: 3

Teaching Hour: 48

1. Course Introduction

This course is designed to provide students with a critical understanding of the discourse analysis and critical pedagogy. The course consists of two parts. The first part deals with the theoretical discussions on critical discourse analysis and the second part presents the readings related to critical pedagogy.

2. Course Objectives

The objectives of the course are as follows.

- a) to provide students the concepts of critical discourse analysis
- b) to offer students the critical paradigm of critical discourse analysis
- c) to discuss the application of CDA in EFL classroom.
- d) to provide them the theories of critical discourse analysis
- e) to define and distinguish different approaches of CDA
- f) to make critical reading of different discourse genre.
- g) to acquaint with the concepts and theories of critical pedagogy
- h) to enable them to critically examine the ELT pedagogy in Nepal

Unit One: Critical discourse analysis (CDA) (30)

- 1.1 Introduction (10)
 - 1.1.1 The history of CDA
 - 1.1.2 Basic tenets
 - 1.1.3 Framework of CDA
 - 1.1.4 Aims and Goals of CDA
 - 1.1.5 Principles of CDA
 - 1.1.6 Aspects of CDA
 - 1.1.7 Discourse, power and dominance
 - 1.1.8 Critical Discourse Analysis in EFL Classroom.
- 1.2 Critical Paradigms(4)
 - 1.2.1 Ideology
 - 1.2.2 Inequality and power (power as control, access control, context control, text and discourse control and mind control)
 - 1.2.3 Social theory
- 1.3 Approaches to CDA (9)
 - 1.3.1 Historical approach
 - 1.3.2 Multidisciplinary approach
 - 1.3.3 Trans disciplinary approach

i) Lesley F, Udaya Narayan Singh & Ram Ashish Giri (Eds.) 2011. English Language Education in South Asia: From Policy to Pedagogy. Cambridge University Press, India.

j) Lower Secondary English Curriculum. Curriculum Development Centre, MOE: Sanothimi.

k) Malla, K.P. (1975). "English Teaching in Nepal: An Investigation" In Mohsin&Kasaju (eds.) Education and Development Journal. Kathmandu: CERID.

l) Primary In-Service Teacher Training Teaching English. (2052 V.S.). National Centre for Educational Development MOE Sanothimi

m) Primary English Curriculum. Curriculum Development Centre, MOE: Sanothimi.

n) Rai, M. (2003) "The Effect of Communicative Language Approach on English Teaching in Nepal" In NELTA Journal. Kathmandu: NELTA.

o) Rai, V.S. (2011)"Testing Oral Skills in the School Leaving Certificate Examination in Nepal: Designing Procedures, Implementation and Impact." In Lesley Farrell, Udaya Narayan Singh & Ram Ashish Giri (Eds.) *English Language Education in South Asia: From Policy to Pedagogy*. Cambridge University Press, India.

p) Secondary English Language Curriculum. 2000. Curriculum Development Centre, MOE: Sanothimi.

q) Training manual for Secondary Level English Teachers: Trainer's Book and Teacher's Book. 1999. Secondary Education Development Project. Bhaktapur.

Course Title: Fiction and Prose	Nature of Course: Theoretical
Course No: ENG 524	Credit Hours: 3
Semester: Second	Teaching Hour: 48

1. Course Introduction

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

2. Course Objectives

The objectives of the course are as follows:

- a) To acquaint the students with basic aspects of novels.
- b) To introduce them to different novels for helping them take pleasure from reading as well as develop critical thinking.
- c) To enable them to make literary readings of the novels.
- d) To develop reading as well as writing skills in the students.

3. Contents

Unit One: Introduction to Novels (5)

- 1.1 Beginning
- 1.2 Narrating
- 1.3 People
- 1.4 Genre
- 1.5 Voices
- 1.6 Structure
- 1.7 Detail
- 1.8 Style
- 1.9 Devices
- 1.10 Literariness
- 1. 11 Ending

Unit Two: Selected Novels (6)

The invisible man *by Ralf Ellison*
A Thousand Splendid Sun *by Khaled Husein*
A bend in the river *by V. S. Naipaul*
Socrates' footsteps *by G. R. Bhattarai*

Unit Three: Criticism (12)

- 3.1. Psychoanalytic criticism
- 3.2. Marxist criticism
- 3.3. Feminist criticism
- 3.4. Reader-response criticism
- 3.5. Structuralist criticism
- 3.6. Deconstructive criticism
- 3.7. New Historical and Cultural criticism
- 3.8. Lesbian, gay and queer criticism
- 3.9. African American criticism
- 3.10. Post-Colonial Criticism

Project work 1:

Choose a novel that you enjoy. Make a close reading of the novel. Write a critical essay about the novel by taking any of the critical theory mentioned in unit 3. You will be provided with a sample. Make presentation in the class.

Unit Four: Prose (25)

- 4.1 The world around us
Society is Dead, *Andrew Sullivan*
Home Thoughts from Abroad, *Jan Morris*
- 4.2. The world of work
The Worst Jobs in History, *Tony Robinson*
Why I Write, *George Orwell*
Which Mother Knows Best? *Po Bronson*
- 4.3. Science
The Last Word, Letters in the New Scientist
How to Build a Universe, *Bill Bryson*
The Life of Sir Alexander Fleming, *Andre Maurois*
The Natural Selection of Beauty, *Charles Darwin*
- 4.4. Parents and children
My Mother's Gift to Me, *Sylvester Monroe*
No Arms, No Legs . . . But I Think My Life's Perfect, *Rosaleen Moriarty-Simmonds*
Learning Right from Wrong, *Anita Gurian*
What Bullying Means to Children, *Jean La Fontaine*
The Parrot's Training, *Rabindranath Tagore*
- 4.5. Human rights and wrongs
One Kid's Blast against Bigotry, *Libby Purves*
This Last Fight for Human Freedom, *Emmeline Pankhurst*
306 Pardons, One Act of Sanity, *Ben Macintyre*
Dead Man Talking, *Steve Boggan*

Internal evaluation will be based on the following criteria:

- Attendance and class Participation 5%
- Project Work/Presentation/Essay 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 Text

- a) Hedge, T. (2008). *Teaching and Learning in the Language Classroom*. Oxford. Oxford University Press. (**Unit I – IV**)
- b) Hall, G. (2012). *Exploring English language teaching: Language in action*. Oxon. Routledge. (**Unit 1**)

7. References

- a) Awasthi, J.R. (2003) “Teacher Education with special reference to English Language Teaching in Nepal”. NELTA Journal. Kathmandu: NELTA.
- b) Bhattacharya, T. at al. (1999) Teacher’s Guide for Grade 9 and 10. Curriculum Development Centre, MOE, Sanothimi
- c) Bhattarai, G.R. (2003) “Research Activities in ELT in the Context of Nepal”. NELTA Journal. Kathmandu: NELTA.
- d) Courses of Study for Bachelor of Education. (2011) Faculty of Education, TU. Kirtipur.
- e) Courses of Study for Master of Education. (2011) Faculty of Education, TU. Kirtipur.
- f) Five Days Dissemination Training Package for Grade 6 English Teachers. Curriculum Development Centre, MOE Sanothimi.
- g) Kansakar, T.R. (1988). “Development of “English in Nepal” In Mainali, M. & Pradhan, J. (eds) Education and Development Journal. Kathmandu: CERID.
- h) KC, K. (2003). “Critical Analysis and Evaluation of the Existing Compulsory English Syllabus of Higher Secondary”. N\NELTA Journal. Kathmandu: NELTA.

- 3.3.4. What are the implications for classroom practice in the teaching of spoken English?
- 3.4. Writing
 - 3.4.1. Introduction: a contemporary writing classrooms
 - 3.4.2. What do we know about the process of writing?
 - 3.4.3. What are the implications of a process approach?
 - 3.4.4. How can we analyze and describe the structure of written texts?
 - 3.4.5. What are the implications of a text-based approach to writing?

Unit Four: ELT Situation in Nepal and Classroom Survey (8)

- 4.1 ELT in Nepal through time
 - 4.1.2 The remote past
 - 4.2.2 The immediate past
 - 4.2.3 ELT in Nepal in the new Millennium
 - o Syllabuses and courses
 - o Textbooks and other teaching materials
 - o Teacher and teacher's training
- 4.3 Future of ELT in Nepal
- 4.4 Classroom realities of ELT in Nepal
 - Public schools
 - Private schools
 - English language teaching institutes

Students will be required to read a lot of reading materials to find out the linguistic situation of Nepal in general and the ELT situation in particular. In addition to reading, they will visit both private and public schools to find out the realities of ELT. As project works 1 and 2, they will write two reports of their visit of both private and public schools and an essay of no less than 2000 words on the realities of classroom English teaching in Nepal. For the mid-term exam they can either sit for a writing test or can write a term paper of 4000 words on such topic as 'Place of English in multilingual Nepal' or how they visualize the future of English and ELT in multilingual Nepal.

4. Instructional Techniques

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

5. Evaluation Scheme.

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

- 4.6 Miscellaneous
 - Amidst in the whirlpool of ceaseless sufferings by G. R. Bhattarai, *Trans. Bal Ram Adhikari*
 - The uncertainty principle by *Stephen Hawking*: A brief history of time
 - Pedagogy of oppressed by *Paulo Friere*

Project work 2:

Write critical review of at least one author's work from each category of unit four and present it in your class seminar.

4. Instructional Techniques

- Lecture and discussion
- Class seminar
- Demonstration
- Presentation
- Self -study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal - 40%
External - 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Participation 5%
- Project Work/Presentation/Essay 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	Weight age
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

- a) **Bhattarai, G.R.** (2010). *Socrates' Footsteps*. **Kathmandu: Oriental Publication.**
- b) Coupe, L. (2000). *The Green Studies Readers*. London Rout ledge.
- c) Gardner, J. (1991). *Sophie's World*. New York: Berkely Books
- d) Husein, K. (2007) *A Thousand Splendid Sun*. **London: ATSS Publication.**
- e) Marland, M. (2008). *Ideas, insights and arguments - A Non-fiction Collection*. Cambridge: Cambridge University Press.
- f) Mullan, J. (2010). *How novels work*. **Oxford: Oxford University Press.**
- g) Naipaul, V.S. (2012). *A bend in the river*. **Mc Grew Hill: McMillan.**
- h) Pandey, D.R. (2012). *The legacy of Nepal's failed development*. In *Nepal in transition: From people war to fragile peace*. Einsiedel, S.V. Malone, D.M and Suman, P (eds).
- i) Tyson, L. (2010). *Critical theory today*. **New York. Rout ledge.**

- 1.3. Learner autonomy and learner training
 - 1.3.1. Introduction: the self-directed learner
 - 1.3.2. What do we know about the strategies of the ‘good language learner’?
 - 1.3.3. What insights can we gain from educational thinking in autonomous learning?
 - 1.3.4. What are the implications for learner training in the classroom?
 - 1.3.5. What role can self-access facilities play in language learning?
 - 1.3.6. Are learner autonomy and learner training universally appropriate concepts?
- 1.4. Classroom Interaction and management
- 1.5. Method, post-method and methodology
- 1.6. Institutional framework and social context

Unit Two: Teaching the Language System (10)

- 2.1. Vocabulary
 - 2.1.1. Introduction: the task of learning vocabulary
 - 2.1.2. What do we know about the lexical system of English?
 - 2.1.3. How do second language learners acquire vocabulary
 - 2.1.4. What are the implications for the teaching of vocabulary?
- 2.2. Grammar
 - 2.2.1. Introduction: the role of grammar in English language teaching
 - 2.2.2. What do we know about the learning of grammar?
 - 2.2.3. What information can help us in the selection and presentation of grammar?
 - 2.2.4. What principles can guide us in the teaching of grammar?

Unit Three: Developing the Language Skills (14)

- 3.1. Reading
 - 3.1.1. Introduction: making sense of a text
 - 3.1.2. What do we know about the process of second language reading?
 - 3.1.3. What are the implications for the teaching of reading?
- 3.2. Listening
 - 3.2.1. Introduction: the role of listening in the ELT curriculum
 - 3.2.2. What do we know about the listening process?
 - 3.2.3. What ‘uncertainties’ exist for foreign language listeners?
 - 3.2.4. What are the implications for the English language classroom?
- 3.3. Speaking
 - 3.3.1. Introduction: skills and strategies in speaking English
 - 3.3.2. What is involved in speaking English competently?
 - 3.3.3. What are the issues in teaching the phonological aspects of English?

Course Title: **Explorations in English Language Teaching and Classroom Survey**
Nature of Course: Theoretical
Course No: ENG 531
Credit Hours: 3
Semester: Third
Teaching Hour: 48

1. Course Introduction

This course is designed to provide students with a deeper understanding of English Language Teaching (ELT). The course is divided into two parts. The first part presents the discussion on the issues of English language teaching, language competencies, teaching the language system, developing the planning considerations and assessment issues. The second part of the course will focus on the exploration of ELT issues in Nepal.

2. Course Objectives

The objectives of the course are as follows.

- a) to provide students with a deeper understanding of the ELT issues
- b) to engage students in the discussion of the teaching of ELT issues in Nepal
- c) to enable students to teach the language system and language skills
- d) to help them realize the place of the English language and ELT in Nepal through time
- e) to encourage students to conduct classroom surveys to find out the realities of ELT in the country

3. Course contents

Unit One: A Framework for Teaching and Learning(16)

- 1.1. Learners and learning, classrooms and contexts
 - 1.1.1. Introduction: issues for the language teacher
 - 1.1.2. What do we know about how languages are learned?
 - 1.1.3. How do differences among learners affect learning processes and teaching procedures
 - 1.1.4. What factors of context should teachers take into account?
 - 1.1.5. What roles can teachers and learners play in the learning process?
 - 1.1.6. What roles can learning materials play?
- 1.2. The communicative classrooms
 - 1.2.1. Introduction: The concept of communicative language ability
 - 1.2.2. What are the components of communicative language ability
 - 1.2.3. What are the issues for the communicative curriculum?
 - 1.2.4. What are the implications for the communicative classroom?
 - 1.2.5. What are the issues in applying a communicative approach in context?

Course Title: **Research Issues in Applied linguistics** Nature of Course: Theoretical
Course No: ENG 525
Credit Hours: 3
Semester: Second
Teaching Hour: 48

1. Course Introduction

Introducing the students with the current explorations and issues in applied linguistics home and abroad, this course aims to enable them to take part critically in applied linguistic discourses and also to play crucial roles in mediating the language implicated issues in the Nepalese context with insights and expertise. The course consists of four units. The first unit is introductory in nature. The second unit relates the phenomena of language with identity and investigates the nexus between them from various perspectives. The third unit deals with language policy and planning with special reference to Nepal. Similarly the fourth unit is about critical language pedagogy and literary and the last one on one of the burning issues in Nepal i.e. mother tongue based multilingual education.

2. Course Objectives

The objectives of the course are as follows:

- a) To familiarize the students with the changing nature and scope of applied linguistics.
- b) To introduce the students with nexus between language and identity.
- c) To familiarize the students with the issues of language policy and planning with special reference to Nepal.
- d) To familiarize the students with the discourses related to critical language pedagogy and literacy.
- e) To introduce the students with present status of multilingual education in the world and in Nepal.
- f) To enable them to assist in addressing language implicated issues in various domains

3. Course Contents

Unit One: Introducing Applied Linguistics (13)

- 1.1. Historical development
- 1.2. Defining characteristics of applied linguistics
- 1.3. Changing scope of Applied linguistics
- 1.4. Applied linguistics versus linguistics applied
- 1.5. Postmodern applied linguistics
- 1.6. Critical Applied Linguistics
 - 1.6.1. Critical thinking
 - 1.6.2. Social relevance
 - 1.6.3. Emancipatory modernism
- 1.7. Applied linguistic practices and issues in Nepal

- Unit Two: Language and Identity (8)**
- 2.1 Identity: same difference? (Mary Bucholtz and Kira Hall)
 - 2.2 Power and markedness (Mary Bucholtz and Kira Hall)
 - 2.3 Semiotic processes of identification (Mary Bucholtz and Kira Hall)
 - 2.3.1 Indexicality
 - 2.3.2 Ideology
 - 2.3.3 Performance
 - 2.3.4 Tactics of intersubjectivity
 - 2.3.5 Adequation and Distinction
 - 2.3.6 Authentication and denaturalization
 - 2.3.7 Authorization and illegitimation
 - 2.4. Relationship between language and identity (Bonny Norton, 2010)
 - 2.5. Language socialization: (Patricia Duff, 2010)

- Unit Three: Language planning and policy (LPP) (2)**
- 3.1 Introduction and scope
 - 3.1.1 History
 - 3.1.2 Perspectives in language planning
 - 3.1.3 Models and approaches in language planning (Thomas Ricento)
 - 3.1.4 Language policy in classroom and beyond: ethnographic approach (McCaty et al. 2011)

- Unit Four:Critical language pedagogy and literacy(10)**
- 4.1 Introduction
 - 4.2 Perspectives
 - 4.3 Critical pedagogy and language teaching
 - 4.4 Globalization, language and education
 - 4.4.1 Globalization and language
 - 4.4.2 Globalization and education
 - 4.4.3 Globalization and language teaching (textbooks, methodology and people)
 - 4.4.4 Globalization and hybridity
 - 4.4.5 Globalization and culture

- Unit Five: Multilingual Education (5)**
- 5.1 Defining Multilingual education
 - 5.1.1 Stages of Multilingual education
 - 5.1.2 Rationales of Multilingual education
 - 5.2 Multilingual education in Nepal
 - 5.2.1 Realities of Mother tongue based multilingual program in Nepal
 - 5.2.2 MLE Practices in Nepal
 - 5.2.3 Challenges and Future Directions

Phyak, P.(2011). Towards local literacy, globalization and Nepalese ELT. NELTA Choutari, January Issue.

Rai, V. S. (2006). English, Hinglish and Nenglish. *Journal of NELTA*, 11, 34-39.

Sharma, K.C. (2006). English in Nepal from the past to present. *Journal of NELTA*, 11, 24-33.

Thumbo0, E. (2008). Literary creativity in the world Englishes. In Braj B. Kachru, Yamuna

7. References

Baumgardner (Ed.) (2006). *South Asian English* (pp.82-87). Delhi: Oxford University Press.

Bhattarai, G.R. &Gautam, G. R. (2005). English Language Teachers at Crossroads. *Journal of NELTA*, 10, 1-5.

Bhattarai, G.R. &Gautam, G. R. (2007). The proposed ELT survey: redefining the status and role of English in Nepal. *Journal of NELTA*, 12.1-2:32-35.

Brett, L. (1999). Standard English? Welcome to Nepal. *Journal of NELTA*, 4, 85-92.

Eagle, S. (1999). The language situation in Nepal. *Journal of Multilingual and Multicultural Development*, 20. 4, 272–327.

Ferguson, G.(2006). *Language planning and education*. Edinburgh: Edinburgh University Press.

Kachru, B. (1992). The other tongue. Chicago: University of Illinois Press.

Kansakar, T. R.(2011). The theory, practice and pedagogy of English as a foreign language in Nepal. In L. Farrel., U. N. Singh & R. A. Giri (Eds.) (2011). *English language education in south Asia* (pp.123-135). New Delhi: Foundation Books.

Malla, K. P. (1977). *English in Nepalese education*. Kathmandu: RatnaPustakBhandar.

Seidlhofer, B. (2011). *Controversies in applied linguistics*. New York: Oxford University Press.

- 5. The role of English in language education, language policy, language planning, etc.
 - 6. Any topic approved by the instructor/teacher
 - The course is for one academic year and it carries 50 marks.
- The distribution of marks for each unit is as follows:

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self –study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal – 40%
External – 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Participation 5%
- Project Work/Presentation/Essay 10 %
- Home Assignment 10%
- Mid-term Exam 10 %
- Reflective Report 5%

6. Prescribed Texts

Adhikari, B.(2010). Theoretical and practical considerations about aesthetic approach to literary translation. *Nepalese Linguistics*, 25, 1-9.

Caine, T. M. (2008). Do You Speak Global ? The Spread of English and the Implications for English Language Teaching. *Canadian Journal for New Scholars in Education*. 1.1, 1-11.

Daniloff-Merril, M.E. (2010). English and Nepalese Student Identity. *Reinventing Identities in Second Language Writing*. 240-256.

Karn, S. K. (2011). On Nepalese English discourse: granting citizenship to English in Nepal via building corpus. *Journal of NELTA*, 16.1-2, 30-41.

Kumaravadivelu, B. (2001). *Toward a postmethod pedagogy*. *TESOL Quarterly*, 35. 4, 537-560.

McKay, S. L.(2002). *Teaching English as an international language*. Oxford: OUP.

Nepal Academy (2012). *Journal of Nepalese Literature, Art and Culture*, Vol.7, No.1-2, 2012.

Project Work:

The students are expected to write a project work of 8-10 pages on a particular language implicated issue in Nepal. They might choose any of the following areas:

- Any issue related to language and identity in Nepal
- Any issue related to mother tongue based multilingual education in Nepal
- Any issue related to language policy and planning in Nepal
- Any other language related issue approved by the instructor

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self -study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal - 40%
External - 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Participation 5%
- Project Work/Presentation/Essay 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

- a) Block, D.& Cameron, D. (2002). *Globalisation and language teaching*. London: Routledge.
- b) Canagarajah, S. (2005). Accommodating tensions in language-in-education plans: *Reclaiming local in language policy and practice*. Mahwah, NJ: Erlbaum.
- c) Cook, G. 2003. *Applied Linguistics*. Oxford: Oxford University Press.
- d) Curdt-Christiansen, X. L. (2009). Invisible and visible language planning: ideological factors in the family language policy of Chinese immigrant families in Quebec. *Language Policy*, 8:351–375
- e) Ferguson, G. (2006). *Language planning and education*. Edinburgh: Edinburgh UP.
- f) Giri, R.A.(2010). Cultural anarchism: The consequences of privileging languages in Nepal. *Journal of Multilingual and Multicultural Development*, 31(1), 87-100.
- g) Grin, F. (2003). Language planning and economics. Current Issues in Language Planning, 4 (1)Halwachs, Dieter W. (2011). Language planning and media: a case of Romania. Current Issues in Language Planning, 12/3.
- h) Hough, D., Thapa-Magar, R.B. &Yonjan-Tamang, A. (2009). Privileging indigenous knowledges: Empowering MLE in Nepal. In T. Skutnabb-Kangas, R. Phillipson, A. Mohanty& M. Panda (eds.), *Social justice through multilingual education* (pp.159-176). Bristol, Tonawanda, Ontario: Multilingual Matters.
- i) Johnson, D. & Freeman, R. (2010) Appropriating Language Policy on the Local Level: Working the Spaces for Bilingual Education. In Menken, K. & Garcia, O. (eds.), *Negotiating language policies in schools: Educators as policymakers* (pp 13-31). NY: Routledge.
- j) Kamwangamalu, N. M. (2010) Vernacularization, globalization, and language economics in non-English-speaking countries in Africa. *Language Problems & Language Planning* 34:1 (2010), 1–23.
- k) Kaplan, R. B. (Eds.). (2002). *The Oxford handbook of applied linguistics*. Oxford: OUP.
- l) Kennedy, C. (2011). Challenges for language policy, language and development. In Coleman, H. (ed.) *Dreams and realities*. London: British Council.
- m) Maddox, B. (2003). Language policy, modernist ambivalence and social exclusion: A case study of Rupendehi district in Nepal’s Tarai. *Studies in Nepali History and Society*, 8(2), 205–224.
- n) McCarty, T. (2011). Introducing ethnography and language Policy. In McCarty, T. (ed.), *Ethnography and language policy* (pp, 1-28). N.Y. & London: Routledge.

Translated Autobiography:

Joys that sprouted with letters by JhamakGhimire(A Flower in the midst of thorns, Oriental Publication, 2012)
The students are required to carry out a study and find out Nepalese elements (Nepalese culture, traditions, concepts, words, sentence structures etc.)selecting at least two stories, two poems, two chapters of novel, dramas, essay, travelogue in the original and translated creative writings mentioned above

Unit Four: Towards Nepalese ELT (11)

- 4.1 Post-method pedagogy
 - 4.1.1 Pedagogy of particularity
 - 4.1.2 Pedagogy of practicality
 - 4.1.3 Pedagogy of possibility
- 4. 2 Appropriate Methodology
 - 4.2.1 Teaching Methodology
 - 4.2.2 Process of learning about classroom
- 4.3 Deconstructing ELT in Nepal
 - 4.3.1 Theorizing local practices
 - 4.3.2 Tapping local resources, experiences and expertise

Reflective paper

The students are required to write and submit a 3 to 5 page reflective journal based on an assigned reading/question given to them. Here the students are expected to reflect in depth on a particular question/problem Nepalese English/ELT is facing. The presentation of the article should be more than just a summary of the article and include a critique of the article based on thoughtful discussion.

Project Work

Students will be expected to engage in original research on a topic related to Nepalese English. Each student will carry out a project to collect the typical Nepaleseness in English spoken/written in Nepal including English literature from Nepal and will present and submit a 10 page report to the department.

Projects may include, but are not limited to:

- 1. Compilation of a mini corpus of Nepalese English from various sources
- 2. An analysis/comparison of some linguistic features (phonology, morpho-syntax, discourse) of Nepalese English and other English.
- 3. Comparing English of a given genre (such as newspapers, talk show, radio, news reports, etc.) from two or more varieties including Nepalese English.
- 4. Finding Nepalese elements in English literature from Nepal (Nativization of the texts in terms of vocabulary, syntax, cultures etc.)

Essay:

- a. *Reminiscing my Childhood Days* by Govinda Raj Bhattarai (Journal of Nepalese Literature, Art and Culture, Nepal Academy, 2012, vol. 7, No. 1-2)

Unit Three : Translated Poetry: (15)

- a. *Will you come back to the village* by Shiva Kumar Khaling (The Country is Yours by Manjushree Thapa, Penguin Books, India, 2009)
- b. *You touched me: I 'm purified now* by BaniraGiri (The Country is Yours by Manjushree Thapa, Penguin Books, 2009)
- c. *History can't last in this country* by Toya Gurung (The Country is Yours by Manjushree Thapa, Penguin Books, 2009)

Translated Stories:

- a. *Shweta Bhairavi* by B. P. Koirala (trans. Nagendra Sharma, Sheet of Snow, Nirala Fiction, 1997)
- b. *The Curfew* by SanatRegmi (Stories of Conflict and War, NELTA, 2007)
- c. *The Dalle River* by Parshu Pradhan (Selected Stories from Nepal, SajhaPrakashan, 2004)

Translated Essays:

- a. *Is Nepal small?* by Laxmi Prasad Devkota(Journal of Nepalese Literature, Art and Culture, Nepal Academy, 2012, vol. 7, No. 1-2)
- b. *The Asan Market* by BhairabAryal(trans. Shiva Ram Rijal) Nepalese Literature, 2005.

Translated Novels:

- a. *Sumnima* B. P. Koirala (trans. Taranath Sharma), Bagar Foundation, Year.
- b. *Every Place, Every Person* (Page I to 49, Prelude) by Peter J. Karthak by Vajra Books, Kathmandu, 2004.

Travelogue: Climbing the Steep Hill of Ghanghasya (trans. Govinda Raj Bhattarai) Selected Nepali Essays, JibaLamichhane, 2003)

Translated Memoirs:

- a. AtmaBirtant: Late Life Recollection (From page 23 to 61) by B. P. Koirala(trans. Kanak Mani Dixit, Himal Books, Lalitpur, 2001)

Translated Drama:

- a. *Masan* by Gopal Prasad Rimal(trans. SangitaRaymajhi, Cremation Ground, 2006

- o) McCarty, T. (2011). Introducing ethnography and language Policy. In McCarty, T. (ed.), *Ethnography and language policy* (pp, 1-28). N.Y. & London: Routledge.
- p) Ministry of Education (2010). *The multilingual education program implementation*. Kathmandu: Government of Nepal.
- q) Murray, G. (2008). Pop culture and language learning: Learners' stories informing EFL. *Innovation in Language Learning and Teaching* Vol. 2, No. 1, 2-17.
- r) Norton, B. &Toohey, K. (Eds.) (1997).Critical pedagogies and language learning. Cambridge: CUP
- s) Nurmela, I., Awasthi, L. D., &Skutnabb-Kangas, T. (2011). Enhancing quality education for all in Nepal through indigenised MLE: the challenge to teach in over a hundred languages. In Skutnabb-Kangas, T. &Heugh, K. (eds), *Multilingual Education and Sustainable Diversity Work: From Periphery to Center* (pp.151-177). New York: Routledge,.
- t) Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. London: Lawrence Erlbaum Associates.
- u) Phyak, P.B. (2011). Beyond the façade of language planning for Nepalese primary education: monolingual hangover, elitism and displacement of local languages? *Current Issues in Language Planning*, DOI:10.1080/14664208.2011.584203.
- v) Rampton, M. B. H. (1990). Displacing native speaker: expertise, affiliation and inheritance. *ELT Journal*, vol. 44/2, 97-101.
- w) Ricento, T. (2007). Models and approaches in language policy and planning. In Hellinger, M. &Pauwels, A. (eds.), *Handbook of applied linguistics (vol. 9)* (pp. 211-240.). Berlin: Mouton de Gruyter.
- x) Department of English Education, Faculty of education, Tribhuvan Univeristy, Nepal. (2011). Multilingual education in Nepal: Hearsay and Reality: A report. Kathmandu: UNESCO.

7. References

- a) Byram, M. (Eds.). (2004). *Routledgeencyclopaedia in language teaching and learning*. London: Routledge.
- b) Johnson, K. & Johnson, H. (Eds.). (1999). *Encyclopaedia dictionary of applied linguistics*. Blackwell:Blackwell Publishing.
- c) Schmitt, N. (2002). *Applied linguistics*. London: Arnold.

Course Title : **Nepalese English and Nepalese ELT**

Nature of Course: Theoretical
Course No: ENG 526 Credit Hours: 3
Semester: Second Teaching Hour: 48

1. Course Introduction

This course expects the students to contemplate on a wide variety of issues pertaining to world English today and the newly emerging variety of English in Nepal known as ‘Nepalese English’. Nevertheless, primarily it aims to encourage the students to involve in various activities such as project works, seminars, presentations, both small scale and large scale research works etc in order to help authenticate Nepalese English, which will ultimately lead us towards establishing Nepalese ELT. The students are required to take into account local Nepalese ELT discourses and practices and should work towards theorizing them.

The course consists of four units. The first unit is concerned with world English discourses and implications of spread of English. The second unit leads students towards Nepalese English discourses and present scenario of English in Nepal. The third unit expects the students to find Nepaleseness in English literature from Nepal both written originally in English and Nepalese literature translated into English. Finally the fourth unit is concerned with post method pedagogy and with contextualized Nepalese ELT discourses.

2. Course Objectives

- The objectives of the course are as follows:
- a) To introduce students with typical Nepaleseness in English in Nepal and also to enable them to carry out researches on finding out such elements in English used here.
 - b) To help the students discover Nepaleseness in English literature produced/translated in Nepal.
 - c) To involve the students in codification of Nepalese ELT
 - d) To familiarize with and involve the students in current Nepalese ELT discourses in order to help establish Nepalese ELT.

3. Contents

Unit One : From English to Nepalese English (10)

- 1 English as an Asian Language (South Asian English)
 - 1.1 English in Education in Nepal
Schools, colleges, language institutes, professional settings such as conferences, seminars, work places such as banks, ministries, international relations discussions, examinations

- 1.2 English in Media
Newspapers, Radio (FM) stations, Televisions, advertisements, hoarding boards, banners, graffiti, notices, blogs etc.
- 1.3 English in social life
Socio-cultural gatherings, Family weddings and other parties, interpersonal communications, shopping etc.
- 1.4 Nepalese English (Nenglish)
 - 1.4.1 Typical Features of Nepalese English(Nenglish)
 - 1.4.2 Spoken Form and Written Form
 - 1.4.3 Phonology, Vocabulary, Syntax
- 1.5 Controversies over the terminology: Nenglish, Nepali English, Nepalese English

Unit Two: Nepaleseness in English Literature in Nepal (12)

- 2.1 English literature produced in Nepal

Poetry:

- a. *Shakuntala* by Laxmi Prasad Devkota (canto-2-Bishwamitra and Menuka), (Nepal Cultural Association, Kathmandu, 1991)
- b. *Get Lost!* by *AbhiSubedi* (another voice: English literature from Nepal, Martin Choutari, 2002)
- c. *A Diaspora Vision* by HriseekeshUpadhyay (Of Nepalese Clay, Society of Nepali writers in English, 2011)

Stories

- a. *Love Marriage* by Manjushree Thapa (Tilled Earth, Penguin Books, India, 2007)
- b. *Initiation* by Rabi Thapa (Nothing to Declare, Penguin Books, India, 2011)
- c. *Only in Dreams* by Richa Bhattarai (Fifteen and Three Quarters, Oriental Publication, 2011)

Novels:

- a. *Echoes of the Himalayas* by D. B. Gurung, UBS Publishers, Kathmandu, 2000.
- b. First part of *Buddha’s Orphans* (from page 3 to 49) by Samrat Upadhyay (Rupa and Co. India, 2010)

Drama:

- a. *Bruised Evenings and Journey with the body of time* by AbhiSubedi (Bhrikuti Academic Publications, 2011)
- b. *Realities: A Radio Drama* by Vishnu Singh Rai (Bhundipuran Prakashan, 2012)

- 1.7.2 Computers
- 1.7.3 Language laboratories

Unit Two: Approaches to language assessment (3)

- 2.1 Traditional approach
- 2.2 Psychometric-structuralist approach
- 2.3 Integrative approach
- 2.4 Communicative approach

Unit Three: Classification of language tests (9)

- 3.1 Goal-based tests
 - 3.1.1 Proficiency tests
 - 3.1.2 Achievement tests
 - 3.1.3 Diagnostic tests
 - 3.1.4 Placement tests
 - 3.1.5 Prognostic tests
- 3.2 Mode-based tests
 - 3.2.1 Subjective tests vs. objective tests
 - 3.2.3 Discrete-point tests vs. integrative tests
 - 3.2.4 Formal tests vs. informal tests
- 3.3 Reference-based tests
 - 3.3.1 Norm-referenced tests
 - 3.3.2 Criterion-referenced tests
- 3.4 Teacher-made tests vs. standardized tests
- 3.5 Formative tests vs. summative tests
- 3.6 Alternatives in assessment
 - 3.6.1 Conference assessment
 - 3.6.2 Portfolio assessment
 - 3.6.3 Self-and peer-assessment
 - 3.6.4 Task-based and performance assessment
 - 3.6.5 Dynamic assessment

Unit Four: Considerations in designing language tests (6)

- 4.1 Reliability
 - 4.1.1 Methods to calculating reliability
 - 4.1.2 Factors affecting reliability
- 4.2 Validity
 - 4.2.1 Face validity
 - 4.2.2 Content validity
 - 4.2.3 Construct validity
 - 4.2.4 Empirical validity
 - 4.2.5 Washback validity
 - 4.2.6 Methods of judging validity

- 4.3 Authenticity
- 4.7 Practicality

Unit Five: Designing language tests (3)

- 5.1 Test specification
- 5.2 Construction of test items and tasks
- 5.3 Pretesting of the tests
- 5.4 Improving the tests
- 5.5 Item banking

Unit Six: Testing language aspects and skills (8)

- 6.1 Testing competence and testing performance
- 6.2 Testing language aspects: pronunciation, vocabulary, grammar, functions
- 6.3 Testing language skills: listening, speaking, reading, writing

Unit Seven :Administering language tests (3)

- 8.1 Preparations and logistics
- 8.2 Test administration
- 8.3 Post-administration checks
- 8.4 Confidentiality in testing

Unit Eight : Scoring language tests and interpreting test scores (10)

- 9.1 Scoring language tests
 - 9.1.1 Scoring subjective tests
 - 9.1.2 Scoring objective tests
- 9.2 Interpreting test scores
 - 9.2.1. Statistical analysis of test scores
 - 9.2.2. Measurement of central tendency
 - 9.2.3. Measurement of dispersion
 - 9.2.4. Correlation, t-test, z-test

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self –study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal – 40%
External – 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Participation 5%
- Project Work/Presentation/Essay 10 %
- Home Assignment 10%
- Mid-term Exam 10 %
- Reflective Report 5%

Suggested Activities:

- Write an article of approximately 3000 words on a topic related to the course of study.
- Design an English language test to be administered at any level of Nepalese education from SLC to post graduation (one language aspect/skill or more-than one skill)
- Administer a test to a group of about 20 students in a school and carefully keep records of every activity or incident you do or come across, including the problems you face during administration. After you have finished the task of test administration, prepare a report of your experience, including your comments on how much your job was in accord with the ethics of test administration.
- Score the test you have administered and analyze the scores statistically. Then, report the test results in your class supposing the classmates the students and their parents awaiting the test results.
- Prepare a report of your analysis of any one of national or international tests of the English language.
- Design a questionnaire including the test items related to any aspect and level of language testing in Nepal and visit the concerned authorities and/or institutions. Get them to fill in the questionnaire and prepare a research report after you have analyzed the responses/ data. Then, present your report in the class.
- Collect any one test recently administered by authentic national or regional level examining body and analyze it in terms of the test qualities given in unit IV. For this you may have to make a visit to the field or consult the expert(s). After the analysis, you are required to prepare report.
- Visit the examination center (s) where an authentic national or regional level examining body is conducting a test or an examination and make a detailed observation of the different aspects of the administration and prepare a report. You may visit the field with a checklist and/or an interview schedule you have prepared in advance, according to the test situation that largely determine what and how much you can do. Then, present the report in the class.
- Collect any one language test from a school or university abroad and compare a test of your country in terms of the test qualities in

unit IV. Make sure that the two tests to be compared need to be of the same level and as far as possible of the similar kind in terms of their contents.

- j. Assess the washback effects of a particular authentic test administered in Nepal.
- k. Compare any two tests administered in Nepal. The comparison has to be between the tests of the same level but administered in different years/batches.

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

- a) Alderson, J.C., Clapham, C. & Wall, D. (1995). Language test construction and evaluation. Cambridge: CUP.
- b) Bachman, L.F. (1990). Fundamental considerations in language testing. Oxford: OUP.
- c) Bachman, L.F. (2004). Statistical analysis for language assessment. Cambridge: CUP
- d) Bailey, K.M. (1996). Working for washback: a review of the washback concept in language testing. Language testing, 13, 257-279
- e) Douglas, D. (2010). Understanding language testing. London: Hodder Education.
- f) Filcher, G. & Davidson, F. (2007). Language testing and assessment: an advanced resource book. London: Routledge.
- g) Harrison, A.C. (1983). A Language testing handbook. Oxford: Modern English Publication
- h) Hatch, E. & Farhady, H. (1982). Research design and statistics for applied linguistics. Rowley: Newbury House Publishers.
- i) Heaton, J.B. (1988). Writing English language tests. London: Longman.
- j) Hughes, A. (2003). Testing for language teachers. Cambridge: CUP.
- k) Khaniya, T.R. (2005). Examination for enhanced learning. Kathmandu: Millennium Publication.
- l) Klein-Braley, C. (1997). C-tests in the contest of reduced redundancy testing: an appraisal. Language testing, 14, 47-84.
- m) Messick, S. (1996). Validity and washback in language testing. Language testing, 13, 241-255.

Course Title: **Thesis Writing**

Course No: ENG 543 Nature of Course: Theoretical and Practical

Credit Hours: 12 Semester: Fourth

1. Course Description

This course guides the students to write their thesis in the last semester of their course. The course offers the guidelines for students to begin their research and proceed with the research plan. Required theoretical knowledge will be given to students and they are also expected to read the prescribed textbooks before they set out their journey to the research.

2. Course Objectives

The objectives of course are as follows:

- a) to offer research guidelines to the students so that they can start their research work
- b) to help students create a research design appropriate for their topic
- c) to guide students through the research process
- d) to suggest the format of the research report and help them write the thesis.

3. Contents in Details

Unit One: the context of educational research

- 1.1. The nature of enquiry
- 1.2. Critical educational research
- 1.3. The search for causation

Unit Two: Planning educational research

- 2.1. The ethics of research
- 2.2. Choosing a research project
- 2.3. Planning the research: Sampling, Instrumentation, Methodology and Design

Unit Three: Managing the Data

- 3.1. Data collection
- 3.2. Data analysis
- 3.3. Making meaning from the data
- 3.4. Writing a report

Prescribed Texts:

- a) American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th Ed.)*. Washington, DC: APA.
- b) Cohen, L., Manion, L. and Morrison, K. (2013). *Research methods in education*. Oxon. Routledge.

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. The curriculum should be analyzed with trending factors.

- 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 college/campus. The test items will include at least 20 objective questions and ten subjective questions of various types.
- d) **Extra-curricular Activities/Event Management**
Students should organize at least one extra-curricular event in the college/campus and a report of the event should be submitted to the campus supervisor.

5. Evaluation Scheme

• Classroom teaching	50%
• Case study/Curriculum Analysis	15%
• Logbook record	10 %
• Test items construction	10 %
• Extra-curricular activities event report	15 %

6. Prescribed Texts

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

- n) Weir, C. (1988). *Commutative language testing*. New York: Prentice Hall.

7. References

- a) Allen, J.P.B. & Davies, A. (Ed.) (1977). *Testing and experimental methods*. London: OUP
- b) Allison, D. (1999). *Language testing and evaluation*. Singapore: Singapore University Press.
- c) Bachman, L.F. & Palmer, A.S. (1996) *language testing in practice*. Oxford: OUP Baker, D. (1989). *Language testing*. London: Edward Arvold
- d) Lado, R. (1961). *Language testing*. Oxford: OUP
- e) Oller, J.W. (1979). *Language tests at school*. London: Longman Group Ltd.

web sites

- a) Educational Testing Service (2008) www.ets.org
- b) ALTE (2008) www.alte.org
- c) IELTS (2008) www.ielts.org
- d) ETS (2008) www.pl.etsglobal.org
- e) Filcher, G (2009) *Language testing resources*. www.languagetesting.info

Course Title: **Task Based Language Teaching (TBLT) and Trainer Development**
Course No: ENG 534
Semester: Third
Nature of Course: Theoretical
Credit Hours: 3
Teaching Hour: 48

1. Course Introduction

This course is designed to give students an in-depth practice on talks based language teaching and provide them the strategies for trainer development. The course has two parts; the first part deals with the task based language teaching and the second part presents the ways and means of trainer development. The students will be guided through the process of trainer development with the practical tasks as they proceed.

2. Course Objectives

- The objectives of the course are:
- a) to introduce the students to the task based language teaching
 - b) to enable students to use task based language teaching in their class
 - c) to help them design tasks based curriculum
 - d) to enable them to train the trainers in English language teaching

1. Course Contents

- Unit One: Task-Based Approach (3)**
- 1.1. Introduction to task based teaching
 - 1.2. Alternative approach to syllabus design
 - 1.3. Task and meaning
 - 1.4. Characterizing tasks

- Unit Two: Task-Based in the Classroom (4)**
- 2.1. A framework for task-based language teaching
 - 2.2. Planning a task sequence
 - 2.3. Building in focus on form
 - 2.4. SLA and task-based teaching

- Unit Three: Task components (5)**
- 3.1. Goals
 - 3.2. Input
 - 3.3. Procedures
 - 3.4. Task types
 - 3.5. Teacher and learner roles
 - 3.6. Settings
 - 3.7. Task Based on Written and Spoken Texts
 - 3.7.1. Discussion and prediction tasks
 - 3.7.2. General knowledge tasks

Course Title: **Student Teaching: Off-campus**
Course No: ENG 542
Credit Hours: 3
Nature of Course: Practical
Semester: Fourth

1. Course Introduction

This is a course that is designated to the real teaching of students in the college/campus. The students will go to the assigned college/campus and work with the regular teachers. They plan the lessons in consultation with the regular teacher and deliver the lessons in class. The college/campus teacher will be requested to observe the student-teacher’s class and provide their feedback.

2. Course Objectives

- The objectives of the course are:
- a) to give students real teaching experience in college/campus
 - b) to expose students to the college/campus environment so that they learn the college/campus culture
 - c) to train them in real teaching and other extra-curricular activities.

3. Course Contents

Off Campus Activities:
The students will go to the college/campus and start their real teaching. In addition to teaching, students will also learn other college/campus activities such as test item construction, organizing and managing extra-curricular activities, case studies/ curriculum analysis 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-sheets in close coordination with the college/campus teacher and their internal supervisor in advance and deliver the lesson in college/campus. Out of thirty, at least seven lessons will be observed by the campus supervisor in different time intervals.
- b) **Case Study/Curriculum Analysis**
The student will identify a particular case or Curriculum 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

5. Evaluation Scheme

- Attendance 5%
- Mid-term Exam 10 %
- Field observation and class seminar 20%
- Preparation of lesson plan 15 %
- Preparation of teaching learning materials 20 %
- Supervised Micro-teaching 30 %

6. Prescribed Texts

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

Unit Four: Empirical basis for task-based language (8)

- 4.1. Introduction and overview
- 4.2. Early psycholinguistic models
- 4.3. Interaction, output and the negotiation of meaning
- 4.4. Task difficulty
- 4.5. From topic to tasks
 - 4.5.1. Listing, sorting, and classifying
 - 4.5.2. Listing, sorting, and classifying
 - 4.5.3. Matching, comparing and problem solving
 - 4.5.4. Projects and storytelling

Unit Five: Form-Focused Tasks and Real World Tasks (6)

- 5.1. Theoretical and empirical issues
- 5.2. Focused versus unfocused tasks
- 5.3. Consciousness-raising tasks
- 5.4. Procedural language
- 5.5. Focus on form
- 5.6. Form-focused activities
- 5.7. Real world tasks

Unit Six: Grading, Sequencing, Integrating, Adapting and Refining Tasks (8)

- 6.1. Grading input
- 6.2. Learner factors
- 6.3. Procedural factors
- 6.4. Task continuity
- 6.5. Sequencing tasks
- 6.6. Adapting and refining tasks: Seven Parameters
- 6.7. Post-task activities

Unit Seven: Designing a Task-Based Syllabus and Assessing Task-based Language Teaching (9)

- 7.1. The language based syllabus
- 7.2. A meaning based syllabus
- 7.3. From ‘can do’ statements to tasks and texts
- 7.4. Language coverage and pedagogic corpus
- 7.5. Covering important lexis
- 7.6. The process of syllabus design
- 7.7. Follow up design
- 7.8. Integrating TBT into course books
- 7.9. Assessing task-based language teaching
 - 7.9.1. Key concepts in assessment
 - 7.9.2. The purpose of assessment
 - 7.9.3. Self-assessment
 - 7.9.4. Techniques for collecting assessment data
 - 7.9.5. Criteria for assessing learner performance

Unit Eight: Trainer Development (5)

- 8.1. Creating meaning: new learning
- 8.2. Feedback, assessment and evaluation in training
- 8.3. Developing as a trainer

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self –study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal – 40%
External – 60%

Internal evaluation will be based on the following criteria:

- | | |
|--------------------------------------|------|
| • Attendance and class Participation | 5% |
| • Project Work/Presentation/Essay | 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

- a) Nunan, D. (2013). Task-Based Language Teaching. Cambridge. Cambridge University Press. *(Unit I - VII)*
- b) Wills, D. and Wills, J. (2011). *Doing task based teaching*. Oxford. Oxford University Press. *(Unit I - VII)*
- c) Wright, T. and Bolitho, R. (2007). *Trainer development*. www.lulu.com*(Unit VIII)*

sequence, activities, students’ engagement patterns of classroom interaction etc. Prior to the college/campus 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 a class seminar. The seminar will discuss the issues observed in college/campus 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.

2. Preparation of Lesson Plans

- 2.1 Introduction
- 2.2 Need and Importance of lesson plan
- 2.3 Models of Lesson plan

Activities

The students will prepare 10 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.

3. Preparation of Teaching and Learning Materials

- 3.1 Need and Importance of Teaching and Learning Materials
- 3.2 Designing and Developing Teaching and Learning Materials

Activities

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.

4. 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 micro-taught classes will also be videotaped and the students will be asked to make comments on their own classes.

Course Title: **Student Teaching: On-campus**
Course No: ENG 541 Nature of Course: Theoretical and Practical
Semester: Fourth Credit Hours: 6

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 higher secondary schools or the campuses and bring their comments to their class. Finally, the students will go to the colleges/campuses 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 colleges/campuses
- c) to provide students an opportunity to prepare teaching learning materials for real teaching
- d) to develop in students class observation skills.

3. Course Contents

The objective of the on-campus activities is to prepare students with the required skills for their real classroom teaching in colleges/campuses. 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:

1. Field Observation and Class Seminars

- 1.1 Introduction
- 1.2 Rationale
- 1.3 Processes
- 1.4 Practicality

Activities

Each student will be assigned a college/campus and an internal supervisor at the beginning of the fourth semester. The student will visit the college/campus, 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

7. References

- a) Branden, K.V., Bygate, M. and Norris, J. M. (2009). Task-based language teaching: a reader. Philadelphia. John Benjamins Publishing Company.

Course Title: **Translation in Theory and Action** Nature of Course: Theoretical
Course No: ENG 535 Credit Hours: 3
Semester: Third Teaching Hour: 48

1. Course Introduction:

Translation in theory and action is an advanced theory-based practice-driven course in translation. It aims at producing the theoretically aware literary and technical translators by blending the knowledge component of translation with the skill component. The first three units require the students to have a critical overview of theories and issues that guide translation practice while the rest require them to put their theoretical insights into action. These units engage them in practical activities such as finding translation problems, carrying out research in translation, analyzing and evaluating translated texts, applying the translation techniques to teach English, and carrying out translation between Nepali and English pairs.

2. Course Objectives

The objectives of the course are:

- a) To critically review the fundamental concepts of translation with reference to global and national contexts
- b) To critically observe the fundamental issues in translation with reference to their pragmatic values
- c) To be familiar with the historical development of translation theories and analyze and synthesize the similarities and differences among them
- d) To make the informed selection of appropriate translation procedures according to the type of the text, purpose of translation and level of target readers
- e) To be familiar with the theoretical aspects of translation research and conduct research in the field
- f) To evaluate the quality of translation on the basis of the specified criteria
- g) To apply translation as a technique to ESL/EFL class
- h) To translate literary and non-literary texts from Nepali into English and vice versa

3. Course Contents

Unit One: Fundamentals of Translation Studies (8)

- 1.1. Defining translation
- 1.2. The name and nature of translation studies: The Holmes and Toury map
- 1.3. A brief history of the discipline

7. References

- a) Buehl, D. (2011). *Developing readers in the academic discipline*. Newark, DE: International Reading Association.
- b) Richards, J. C. and Milller, S. K. (2008). *Doing academic writing in education*. London. Taylor and Francis.

- 2.5.5. Synthesizing sources
- 2.6. Writing critiques
 - 1.1.1. Book reviews
 - 1.1.2. Evaluating published articles
 - 1.1.3. Critical reading
 - 1.1.4. Reaction papers

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self –study
- Project work
- Group and individual work
- Micro teaching

5. Evaluation Scheme

Internal – 40%
External – 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Participation 5%
- Project Work/Presentation/Essay 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

- a) McWhorter, K. T. (2009). *Academic Reading* (6th edition). Longman.
- b) Swales, J.M., &Feak, C.B. (2012). *Academic writing for graduate students: Essential Tasks and Skills (3rd ed.)*. Ann Arbor: University of Michigan Press.

- 1.4. Developments in the field since the 1970s
- 1.5. Interface between translation studies and other neighboring disciplines
- 1.6. Translation and translation studies in Nepal

Unit Two: Central issues in translation (10)

- 2.1. Language and culture
- 2.2. Decoding and recording
- 2.3. Problems of equivalence
- 2.4. Loss and gain
- 2.5. Untranslatability
- 2.6. Subjectivity vs objectivity
- 2.7. Science or secondary activity
- 2.8. Fixing the unit of translation
- 2.9. Translation for global communication

Unit Three: Theories of translation (10)

- 3.1 Pre-twentieth-century translation theories
 - 3.1.1. Word-for-word or sense-for-sense
 - 3.1.2. Faithfulness, spirit and truth
 - 3.1.3. Dryden’s tripartite classification, Dolet’s five principles, Tytler’s three general laws,
- 3.2 Contemporary theories of translation
 - 3.2.1 Functional theories: text-type, skopos theory, and translation-oriented text analysis
 - 3.2.2. Polysystem theory
 - 3.2.3. Descriptive translation studies
 - 3.2.3. Cultural and ideological turn: Translation as rewriting, translation as discovery, translation as growth, and postcolonial theory
 - 3.2.4 Deconstruction and translation

Unit Four: Procedures of translation (8)

- 4.1 Vinay and Darbelnet’s model
- 4.2 Nida’s three –stage procedure
- 4.3 Catford and translation shift
- 4.4 PeterNewmark’s procedures
- 4.5 Venut’s domesticating and foreigning
- 4.5 Juliane House’s overt and covert translation

Project 1: Select any two chapters from any translated texts prescribed in your syllabus. Compare them with their source versions and find the procedures the translator has adopted. To what extent the translator’s choice of particular procedures is justifiable in terms of the type of the text, its purpose and its target readers? Present your views in about 1000 words.

Unit Five : Research trends in translation (3)

- 5.1 Product-oriented research
- 5.2 Process-oriented research

Unit Six: Translation criticism and evaluation(4)

- 6.1 Linguistic, cultural and pragmatic analysis of translated texts
- 6.2 Analysis of multiple translations
- 6.3 Translation criticism
- 6.4 Translation evaluation

***Project 2:** Devkota’sMuna-Madan is available in more than seven different versions in English. Select any three/four different English translations of the opening section of the poem and make a comparative analysis of its multiple translations. Your analysis should focus on how the translators differ in terms of language, style and content. Whose translation do you rate most appropriate? Why?*

Unit Seven: Translation activities in ELT class (3)

***Project work 3:** Interview at least 10 English school teachers to survey their attitudes towards the use of the translation technique in ELT class. Select any three teachers from among them and observe two lessons of each to find the frequency of translation in their actual teaching. Prepare a report in about 1500 words.*

Unit Eight: Translation workshop (2)

- 8.1 Translating any four contemporary Nepali short stories, any three children stories and any three literary essays into English
- 8.2 Translating the same number of contemporary English short stories, children stories and literary essays from English into Nepali
- 8.3 Translating from and into English any five technical texts produced by or related to national agencies, international agencies such as UNDP, DFID, GIZ,WHO), and NGOs /INGOs

***Project 4:** Translate into any two extracts (each having more than 500 words) from the prescribed sample texts. Discuss the problems you faced while translating them. Explain how you overcame them.*

4. Instructional Techniques

- Lecture and discussion
- Demonstration
- Presentation
- Self –study
- Project work
- Group and individual work
- Micro teaching

- 1.5. Reading and evaluating arguments
 - 1.5.1. Parts of an argument
 - 1.5.2. Strategies for reading an argument
 - 1.5.3. Strategies for valuating an argument
- 1.6. Patterns of Academic Thought
 - 1.6.1. Academic thought patterns
 - 1.6.2. Applying academic thought patterns

Unit Two: Academic writing (25)

- 2.1. An approach to academic writing
 - 2.1.1. Audience
 - 2.1.2. Purpose and strategy
 - 2.1.3. Organization and style
 - 2.1.4. Cross-cultural differences
 - 2.1.5. Flow of information
 - 2.1.6. Presentation
 - 2.1.7. Positioning
- 2.2. General-specific and specific-general texts
 - 2.2.1. General-specific organization
 - 2.2.2. Opening with general statements
 - 2.2.3. Opening with statistics and definitions
 - 2.2.4. Writing a definition
 - 2.2.5. Elements of formal sentence definitions
 - 2.2.6. Extended definitions
 - 2.2.7. Variations in definitions
- 2.3. Problem, process and solution
 - 2.3.1. The structure of problem-solution texts
 - 2.3.2. Procedures and processes
 - 2.3.3. Flow of ideas in a process description
 - 2.3.4. Participles
 - 2.3.5. Active voice in process descriptions
 - 2.3.6. Introducing the solution
- 2.4. Data commentary
 - 2.4.1. Strength of claim
 - 2.4.2. Structure of data commentary
 - 2.4.3. Location and elements of summaries
 - 2.4.4. Highlighting statements
 - 2.4.5. Organization
 - 2.4.6. Concluding a commentary
- 2.5. Writing summaries
 - 2.5.1. Considerations before writing a summary
 - 2.5.2. Plagiarism
 - 2.5.3. Paraphrasing
 - 2.5.4. Use of synonyms

Course Title: **Academic Reading and Writing** Nature of Course: Theoretical
Course No: ENG 536 Credit Hours: 3
Semester: Third Teaching Hour: 48

1. Course Introduction

This course is design to enhance the students’ academic reading and writing skills in the English language. The course is divided into two units. The first unit deals with the strategies of academic reading, evaluating the author’s message and reading and evaluating the meaning. The second unit helps them develop academic writing skills with the samples from different parts of the world.

2. Course Objectives

- The objectives of the course are:
- a) to develop in students the strategies of academic reading.
 - b) to help them evaluate and draw meaning from the author
 - c) to identify the patterns of academic thoughts
 - d) to develop academic writing skills.

3. Course Contents

Unit One: Academic Reading (23)

- 1.1. Strategies for Active Reading
 - 1.1.1. Reading and academic success
 - 1.1.2. Assessing your learning style
 - 1.1.3. Developing levels of thinking
 - 1.1.4. Previewing and predicting
- 1.2. Two: Fundamental Comprehension
 - 1.2.1. Locating main ideas and supporting details
 - 1.2.2. Adjusting your rate to meet comprehension demands
 - 1.2.3. Reading selectively to improve your reading efficiency
 - 1.2.4. Self-test memory
- 1.3. Evaluating the author’s message
 - 1.3.1. Making inference
 - 1.3.2. Distinguish between fact and opinion
 - 1.3.3. Identify the author’s purpose
 - 1.3.4. Analyze the writer’s tone
 - 1.3.5. Annotation and synthesizing ideas
- 1.4. Evaluate Author’s technique
 - 1.4.1. Connotative and figurative language
 - 1.4.2. Fairness or biasness of author
 - 1.4.3. Making and supporting generalizations

Master of Education in English Education

5. Evaluation Scheme

Internal – 40%
External – 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Participation 5%
- Project Work/Presentation/Essay 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

Prescribed textbooks

- a) Bassnett, S. (2002 3rded.). *Translation studies*. London and New York: Routledge.
- b) Bhattarai, G.R. (2000). *An introduction to translation studies*. Kathmandu: RatnaPustakBhandar.
- c) Gentzler, A.(1993). *Contemporary translation theories*. New York: Routledge.
- d) Hatim, B. (2001). *Teaching and researching translation*. England: Pearson Longman.
- e) Mukherjee, S. (1994). *Translation as discovery*. India: Orient Longman Limited.
- f) Munday, J. (2008, 2nd). *Introducing translation studies: Theories and applications*. London and New York: Routeledge.
- g) Nemark, P. (1998). *A textbook of transltion*. England: Prentice Hall Europe.

References

- a) Adhikari, B. R. (2004). *Technical and cultural translation: Pitfalls, problems and procedures*. Kathmandu: Khitizprakashan.
- b) Baker. M &Saldanha, G. (20011, 2nded.). *Routledge encyclopedia of translation studies* . London and New York: Routledge.
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