

Fundamentals of Language and Linguistics

Course number	: Eng Ed 3001	Course duration	: 150 hrs
Nature of the course	: Theoretical	Number of periods	: 180
Full mark	: 100	Periods per week	: 6
Pass mark	: 35	Time per period	: 50 min

Course Description

This is an introductory but comprehensive course on the fundamentals of language and linguistics and their applications to language teaching. The course consists of six units. The first two units present fundamental concepts of language and linguistics. The next three units deal with the three core areas of linguistics - Phonology, Grammar and Semantics - corresponding to the three fundamental aspects of language - sounds, forms and meanings. The last unit deals with applications of linguistics to language teaching.

As the course has been designed primarily for the purpose of training teachers of English, all the contents of the course are specifically related to the English language and its teaching in Nepal.

General Objective

The course aims at providing the teacher trainees with a sound knowledge of what language is and how it works. In addition, it tries to acquaint them with the processes and difficulties involved in learning a second language, particularly with the difficulties encountered by Nepali learners of English, and suggest measures to overcome them.

Specific Objectives

On completion of the course the trainees will be acquainted with

- the fundamental concepts of language and linguistics.
- the basic dichotomies in language and linguistics.
- the fundamental aspects of the phonological, grammatical and semantic systems of language, particularly those of the English language.

- the applications of linguistics to language teaching in general and with principal theoretical bases and basic techniques of Contrastive Analysis and Error Analysis in particular.

In addition, they will be able to

- identify, describe, classify and produce the sounds of English in isolation and in connected speech.
- comprehend spoken English with greater ease and speak English in a better way.
- carry out simple contrastive analysis and error analysis and use the findings of these analyses to orient their teaching to the main areas of difficulties encountered by the language learners.

Course contents

- Unit 1 : Nature of Language (27 periods)
- Unit 2 : Dichotomies in Language (27 periods)
- Unit 3 : Sounds of Language (36 periods)
- Unit 4 : Forms of Language (36 periods)
- Unit 5 : Meaning in Language (18 periods)
- Unit 6 : Applications of Linguistics to Language Teaching (36 periods)

Course Contents in Detail

- Unit 1: Nature of Language
 - 1.1 Definition of linguistics
 - 1.2 Definition of language
 - 1.3 Characteristics of language
 - 1.4 Language and animal communication
 - 1.5 Language as a system of systems
 - 1.6 Levels of language
 - 1.7 Varieties of language
 - 1.7.1 Dialects, registers and idioms
 - 1.7.2 British and American English
 - 1.7.3 Formal and informal English

Unit 2: Dichotomies in Language

- 2.1 Langue and parole
- 2.2 Competence and performance

- 2.3 Synchronic study and diachronic study
- 2.4 Syntagmatic relation and paradigmatic relation
- 2.5 Speech and writing
- 2.6 Orthographic writing and phonemic writing
- 2.7 Broad transcription and narrow transcription
- 2.8 Descriptive grammar and prescriptive grammar
- 2.9 Content words and function words
- 2.10 Lexical meaning and grammatical meaning
- 2.11 Syllable-timed language and stress-timed language

Unit 3: Sounds of Language

- 3.1 Organs of speech
- 3.2 Classification of sounds
 - 3.2.1 Segmental sounds: vowels and consonants
 - 3.2.2 Suprasegmental features: length, stress and pitch
- 3.3 English Vowels
 - 3.3.1 Inventory
 - 3.3.2 Classification of vowels: monophthongs and diphthongs
 - 3.3.3 Description of monophthongs
 - high, mid, low
 - front, central, back
 - rounded and unrounded
 - short and long
 - 3.3.4 Description of diphthongs
 - closing and centring
 - 3.3.5 Correlation between sounds, symbols, descriptions and spellings
- 3.4 English Consonants
 - 3.4.1 Inventory
 - 3.4.2 Three-term description
 - voicing: voiced and voiceless
 - place of articulation: bilabial, labio-dental, dental, alveolar, palato-alveolar, palatal, velar, glottal
 - manner of articulation: stop, nasal, fricative, affricate, lateral, frictionless continuant, semi-vowel
 - 3.4.3 Variations of voiceless stops and lateral

3.4.4 Correlation between sounds, symbols, descriptions and spellings

3.5 Consonant clusters

3.5.1 Word-initial clusters

3.5.2 Word-final clusters

3.5.3 Word-medial clusters

- intrasyllabic clusters
- intersyllabic clusters

3.6 Vowel sequences

3.7 Syllable structures: (C) (C) (C) V (C) (C) (C) (C) or C₀₋₃ VC₀₋₄

3.8 Stress and rhythm

3.8.1 Word stress

3.8.2 Sentence stress (Rhythm)

3.9 Intonation

3.9.1 Tune shapes

- the falling tune : the glide-down
- the first rising tune : the glide-up
- the second rising tune : the take-off
- the falling-rising tune : the dive

3.9.2 Uses of the tunes

3.10 Words in connected speech

3.10.1 Strong forms and weak forms

3.10.2 Linking 'r' and intrusive 'r'

3.10.3 Pronunciation of the suffixes '-s', '-es' and '-ed'

3.10.4 Alterations and disappearances of sounds

Unit 4: Forms of Language

4.1 Basic concepts

4.1.1 Grammatical units

- morpheme, word, phrase, clause, sentence

4.1.2 Grammatical structures

- structures of words, phrases, clauses, sentences

4.1.3 Grammatical functions

- subject, predicate, object, complement, adjunct

4.1.4 Grammatical categories

- gender, number, person, case, tense, aspect, mood, voice

4.1.5 Grammatical transformations

- negation, question, passivisation, contraction

4.1.6 Grammatical operations/devices

- insertion, deletion, transposition, substitution

4.2 Morphology and syntax

4.2.1 The morpheme

- free and bound morphemes
- morpheme and its allomorphs

4.2.2 The word

- Word types: orthographic, morphological, lexical, semantic
- Word classes
- major: noun, verb, adjective, adverb
- minor: pronoun, preposition, conjunction, interjection, intensifier, classifier, determiner (article, numeral, quantifier, demonstrative, possessive)

- Word formation

- affixation (prefixation, suffixation), compounding, reduplication, coinage, blending, back formation, acronymy
- inflection and derivation

4.2.3 The phrase

- Types and functions of phrases

4.2.4 The clause

- Types and functions of clauses

4.2.5 The sentence

- Types of sentences
- functional: declarative, imperative, interrogative, optative, exclamatory
- structural: simple, compound, complex, compound-complex

Unit 5: Meaning in Language

5.1 Synonymy

5.1.1 Intralingual and interlingual synonymy

5.1.2 Absolute and partial synonymy

5.2 Antonymy

5.2.1 Gradable antonymy

5.2.2 Complementarity and incompatibility

5.2.3 Converseness

- 5.3 Hyponymy
 5.3.1 Hypernym (Superordinate term) and hyponyms
 5.3.2 Co-hyponyms
 5.4 Homonymy
 5.4.1 Homophony and homography
 5.4.2 Lexical and grammatical homonymy
 5.4.3 Homonymy and polisemy
 5.5 Idioms
 5.6 Semantic overlapping

Unit 6 : Applications of Linguistics to Language Teaching

- 6.1 General applications
 6.1.1 Provision of insight into the nature of language
 6.1.2 Provision of descriptions of languages
 6.1.3 Removal of misconceptions about language and language learning/teaching
 6.2 Contrastive analysis
 6.2.1 Definition
 6.2.2 CA hypothesis: difference - interference- error similarity - facilitation - no error
 6.2.3 Practical contrastive analysis of some aspects of English and Nepali and prediction of difficulties for Nepali learners of English
 6.3 Error analysis
 6.3.1 Mistake and error
 6.3.2 Types of error
 - individual and group errors
 - receptive and productive errors
 - overt and covert errors
 - graphological, phonological, grammatical (morphological, syntactic), semantic or lexical, and stylistic errors
 6.3.3 Causes or sources of errors
 6.3.4 Correction and remediation of errors
 6.3.5 Practical error analysis of the texts produced by Nepali learners of English Instructional Techniques
 - Lecture, explanation and illustration
 - Demonstration and discussion
 - Individual and group work/project
 - Self study

Assessment Technique and Mark Distribution

Written examination : 100 marks

Unitwise mark distribution

Units 1, 2 and 6 : 50 marks
 Units 3, 4 and 5 : 50 marks

Questionwise mark distribution

20 multiple-choice questions : 20x 1 = 20 marks
 2 long-answer questions : 2x12 = 24 marks
 8 short-answer questions : 8x 7 = 56 marks

Prescribed Textbook

1. Sthapit, S. K. and S. Basnyat. Fundamentals of Language and Linguistics (Forthcoming)

References

1. Allen, J. P. B. and S. P. Corder (eds). Papers in Applied Linguistics. Oxford: Oxford University Press, 1975.
2. Allen, J. P. B. and S. P. Corder (eds). Techniques in Applied Linguistics. Oxford: Oxford University Press, 1974.
3. Bolinger, D. Aspects of Language. New York: Harcourt, Brace and World, 1968.
4. Corder, S. P. Introducing Applied Linguistics. Harmondsworth: Penguin Books, 1973.
5. Crystal, D. Linguistics. Harmondsworth: Penguin Books, 1973.
6. Edge, J. Mistakes and Correction. London: Longman, 1993.
7. Gimson, A. C. Introduction to the Pronunciation of English. London: Edward Arnold, 1970.
8. Halliday, M. A. K., A. McIntosh and P. Stevens. The Linguistic Sciences and Language Teaching. London: ELBS and Longman, 1964.
9. Jackson, H. Analyzing English. Oxford: Pergamon Press, 1982.
10. Kansakar, T. R. A Course in English Phonetics. Madras: Orient Longman, 1998.
11. Leech, G. Communicative Grammar of English. Essex: Longman, 1975.
12. Lyons, J. Theoretical Linguistics. Cambridge: Cambridge University Press, 1968.

13. Lyons, J. Language and Linguistics. Cambridge: Cambridge University Press, 1981.
14. O'Connor, J. D. Better English Pronunciation. Cambridge: Cambridge University Press, 1967.
15. Palmer, F. Grammar. Harmondsworth: Penguin Books, 1971.
16. Todd, L. An Introduction to Linguistics. London: Longman York Press, 1987.
17. Wilkins, D. A. Linguistics in Language Teaching. London: Edward Arnold, 1972.

English Sounds, Words and Structures

Course number	: Eng Ed 3002	Course duration	: 150 hrs
Nature of the course	: Theoretical cum practical	Number of periods	: 180
Full mark	: 100	Periods per week	: 6
Pass mark	: Th: 35 % & Pr: 40 %	Time per period	: 50 min

Course Description

This is a course on the sounds, words and structures of the English language. Correspondingly, the course is divided into three units. The first unit deals with spoken English, particularly with pronunciation practice, the second unit is concerned with English vocabulary, particularly with its semantic aspect and the third unit focuses on the structures and functions of grammatical units.

The course is of theoretical cum practical nature. While the first unit is practical, the other two are theoretical. The theoretical part will be examined in written form whereas the practical part will be examined in spoken form, and the students are required to pass both the parts separately.

General Objective

The course aims at improving the teacher trainees' command of the English language so that they can use the language fluently, aptly and correctly.

Specific Objectives

On completion of the course the trainees will be able to

- improve their spoken English so that they can better understand native English and speak the language with better pronunciation and fluency and with greater confidence.
- expand the repertoire of their English vocabulary. learn the techniques of enriching it and use it appropriately.
- gain deeper insight into English grammar, develop their skills in syntactic argumentation and use the language correctly.



Course Contents

- Unit 1 : The Sounds of English
- Unit 2 : The Words of English
- Unit 3 : The Structures of English

(72 periods)
(36 periods)
(72 periods)

Course Contents in Detail

Unit 1: The Sounds of English

- 1.1 Pronunciation of vowels
 - 1.1.1 Monophthongs
 - short
 - long
 - 1.1.2 Diphthongs
 - up-gliding
 - centring
- 1.2 Pronunciation of vowel sequences
 - 1.2.1 " Diphthong + / / " sequences
 - 1.2.2 " Long vowel + / / " sequences
 - 1.2.3 " Vowel + / i / " sequences
 - 1.2.4 Other sequences
 - within words
 - across words

1.3 Pronunciation of consonants

- 1.3.1 Stops
- 1.3.2 Nasals
- 1.3.3 Fricatives
- 1.3.4 Affricates
- 1.3.5 Lateral
- 1.3.6 Frictionless continuant
- 1.3.7 Semivowels

1.4 Pronunciation of consonant clusters

- 1.4.1 Word-initial clusters
- 1.4.2 Word-final clusters
- 1.4.3 Word-medial clusters
 - intrasyllabic clusters
 - intersyllabic clusters

1.5 Pronunciation of monosyllabic words with different syllable structures

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- 1.6 Pronunciation of words with different stress patterns
 - 1.6.1 Two-syllable words
 - 1.6.2 Three-syllable words
 - 1.6.3 Words with more than three syllables
- 1.7 Pronunciation of sentences with different stress patterns
- 1.8 Pronunciation of sentences with different intonation patterns
 - 1.8.1 Sentences with falling tune
 - 1.8.2 Sentences with first rising tune
 - 1.8.3 Sentences with second rising tune
 - 1.8.4 Sentences with falling-rising tune
- 1.9 Pronunciation of words in connected speech
 - 1.9.1 Strong and weak forms of function words
 - 1.9.2 Linking and intrusive 'r'
 - 1.9.3 The suffixes '-s', '-es' and '-ed'
 - 1.9.4 Words with elision of sounds
 - 1.9.5 Words with assimilation of sounds
 - 1.9.6 Words with coalescence of sounds

Unit 2: The Words of English

- 2.1 Words for mature minds
- 2.2 Words about doctors and specialists
- 2.3 Verbs that give you power
- 2.4 Words about theories
- 2.5 Vocabulary builder
- 2.6 Words about your fellowmen
- 2.7 Words for phobias and manias
- 2.8 Words about your feelings
- 2.9 Words that end in "ology"
- 2.10 Words for human traits
- 2.11 Words for human faults
- 2.12 Words about personalities
- 2.13 Adjectives that give you power
- 2.14 Learning words the modern way
- 2.15 Words from Latin
- 2.16 Guessing the meaning of words from the context
- 2.17 Words that describe you
- 2.18 French phrases you can use
- 2.19 Words about words
- 2.20 Word building by the "unfolding process"

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- 2.21 Words from classic roots
- 2.22 Words change their meanings

Unit 3: The Structures of English

- 3.1 The morpheme
 - 3.1.1 Introduction
 - 3.1.2 Free and bound morphemes
 - 3.1.3 Morpheme and its allomorphs
 - 3.1.4 Affixes: prefixes and suffixes
 - 3.1.5 Inflectional and derivational affixes
- 3.2 The word
 - 3.2.1 Introduction
 - 3.2.2 Word classes
 - nouns
 - adjectives
 - adverbs
 - verbs
 - prepositions
 - conjunctions
 - articles
 - numerals
 - pronouns
 - personal pronouns
 - self-pronouns
 - demonstrative pronouns
 - possessive pronouns
 - relative pronouns
 - interrogative pronouns
 - reciprocal pronouns
 - 'so' and 'one'
 - quantifiers
 - interjections
- 3.3 The phrase
 - 3.3.1 Introduction
 - 3.3.2 The noun phrase
 - 3.3.3 The adjective phrase
 - 3.3.4 The adverb phrase
 - 3.3.5 The verb phrase
 - 3.3.6 The prepositional phrase

- 3.4 The sentence
 - 3.4.1 Introduction
 - 3.4.2 The simple sentence
 - 3.4.3 Combining and condensing sentences
 - subordination and coordination
 - the complex sentence
 - the compound sentence
 - substitution and ellipsis
 - substitution
 - ellipsis
 - 3.4.4 Negation and the formation of questions
 - negation
 - the formation of questions
 - 3.4.5 Grammatical form and function in communication
 - sentences and their grammatical form
 - sentences and their function in communication
 - 3.4.6 Sentences and the organisation of the message
 - focus
 - word order
 - cleft sentences and pseudo-cleft sentences
- 3.5 The structure of the word
 - 3.5.1 Affixation
 - 3.5.2 Compounding
- 3.6 The structure of the phrase
 - 3.6.1 The noun phrase
 - determiner
 - pre-modifier
 - post-modifier
 - discontinuous modifier
 - 3.6.2 The adjective phrase
 - pre-modifier
 - post-modifier
 - discontinuous modifier
 - 3.6.3 The adverb phrase
 - pre-modifier
 - post-modifier
 - discontinuous modifier
 - 3.6.4 The verb phrase
 - 3.6.5 The prepositional phrase

3.7 The structure of the sentence: functions

- 3.7.1 Introduction
- 3.7.2 Subject
- 3.7.3 Predicate
 - predicator
 - complement
 - direct object
 - indirect object
 - benefactive object
 - subject attribute
 - object attribute
 - predicator complement
- 3.7.4 Adverbial

3.8 The structure of the sentence: realizations

- 3.8.1 Introduction
- 3.8.2 Subject
 - predicator
 - complement
 - direct object
 - indirect object
 - benefactive object
 - subject attribute
 - object attribute
 - predicator complement
- 3.8.3 Predicate
- 3.8.4 Adverbial

Instructional Techniques

- Lecture, explanation and illustration
- Demonstration and dramatization
- Drill and discussion
- Individual and group work/project
- Self study and practice

Assessment Technique and Mark Distribution

Written examination : 60 marks
(Pass mark : 21)

Unitwise mark distribution
Units 2 : 20 marks
Units 3 : 40 marks

Questionwise mark distribution

20 multiple-choice questions : 12 x 1 = 12 marks
2 long-answer questions : 2 x 8 = 16 marks
8 short-answer questions : 8 x 4 = 32 marks

Practical examination : 40 marks

(Pass mark : 16)

Unitwise distribution of marks :

Units 1 : 40 marks

Questionwise distribution of marks :

Listening comprehension : 10 marks
Reading aloud : 10 marks
Interview : 20 mark

Prescribed Textbooks

1. Aarts, F. and J. Aarts. English Syntactic Structures. Oxford: Pergamon Press, 1986.
2. Aarts, F. and J. Aarts. English Syntactic Structures: Workbook. Englewood: Prentice Hall International, 1987.
3. Funk, W. and N. Lewis. 30 Days to a More Powerful Vocabulary. New York: Pocket Books, 1971.
4. O'Connor, J. D. Better English Pronunciation. Cambridge: Cambridge University Press, 1967.

References

1. Brown, G. Listening to Spoken English. London: Longman, 1977.
2. Gimson, A. C. An Introduction to the Pronunciation of English. London: Edward Arnold, 1970.
3. Kansakar, T. R. A Course in English Phonetics. Hyderabad: Orient Longman, 1998.
4. Sthapit, S. K. and S. Basnyat. Fundamentals of Language and Linguistics (Forthcoming)
5. Todd, L. An Introduction to Linguistics. London: Longman, 1987



ELT Methods and Activities

Course number	: Eng Ed 3003	Course duration	: 150 hrs
Nature of the course	: Theoretical	Number of periods	: 180
Full mark	: 100	Periods per week	: 6
Pass mark	: 35	Time per period	: 50 min

Course Description

This is a course on English language teaching methods and activities particularly geared to teaching English as a foreign language in Nepal. The course consists of twelve units. The first unit presents the fundamentals of language learning and teaching. The second unit deals with language teaching approaches, methods and techniques. The next nine units deal with various practical aspects of ELT pedagogy. The last unit deals with testing and evaluation in considerable detail.

General objective

The course aims at providing the teacher trainees with an insight into different aspects of ELT methodology and helping them acquire various pedagogical skills in ELT.

Specific Objectives

- On completion of the course the trainees will be acquainted with
- the fundamentals of language learning and teaching,
 - language teaching approaches, methods and techniques in general,
 - the methods and techniques of teaching graphology, vocabulary and grammar,
 - the methods and techniques of teaching the four basic skills of language,
 - language teaching aids and materials and their functions and values in language teaching,
 - the concepts related to planning language teaching,
 - the concepts and techniques of language testing and evaluation.
- In addition, they will be able to
- carry out pedagogical activities geared to teaching English

- graphology, vocabulary and grammar.
- carry out pedagogical activities geared to teaching English language skills.
- collect or construct audio-visual aids and other related teaching materials and use them in teaching English effectively.
- make annual work plans, unit plans and daily lesson plans for efficient and effective teaching of English.
- Design, construct and use different types of tests, particularly in relation to the learning and teaching of the English language.
- administer and evaluate tests and interpret their results scientifically.

Course Contents

Unit 1: Fundamentals of Language Learning and Teaching	(5 periods)
Unit 2: Language Teaching Approaches, Methods and Techniques	(30 periods)
Unit 3: Teaching Graphology	(10 periods)
Unit 4: Teaching Vocabulary	(10 periods)
Unit 5: Teaching Grammar	(10 periods)
Unit 6: Teaching Listening	(10 periods)
Unit 7: Teaching Speaking	(10 periods)
Unit 8: Teaching Reading	(15 periods)
Unit 9: Teaching Writing	(25 periods)
Unit 10: Teaching Aids and Materials	(20 periods)
Unit 11: Planning Teaching	(10 periods)
Unit 12: Testing and Evaluation	(25 periods)

Course Contents in Detail

Unit 1: Fundamentals of Language Learning and Teaching

- ✓ 1.1 Teaching-learning relationship
- ✓ 1.2 Facilitation of learning
- ✓ 1.3 Teacher's role
- ✓ 1.4 Quality of a good English teacher
- ✓ 1.5 Stages of language learning/teaching
- ✓ 1.6 Learning L1 and learning L2
- ✓ 1.7 Aspects and skills of language

✓ **Unit 2: Language Teaching Approaches, Methods and Techniques**

- ✓ 2.1 Three levels of operation of language teaching scheme
- ✓ 2.2 General approaches/methods
 - ✓ 2.2.1 Deductive and inductive approaches/methods
 - ✓ 2.2.2 Teacher-centred and learner-centred approaches/methods
- 2.3 Specific approaches/methods: (theoretical bases, characteristic features and strengths and weaknesses of)
 - ✓ 2.3.1 The grammar-translation method
 - ✓ 2.3.2 The audio-lingual method / The OSS approach
 - ✓ 2.3.3 The communicative approach
- 2.4 Techniques
 - 2.4.1 Teacher-centred techniques
 - 2.4.2 Learner-centred techniques
- 2.5 Drills
 - 2.5.1 Definition and functions of a drill
 - 2.5.2 Classification of drills
 - 2.5.3 Preparation and practice of drills

✓ **Unit 3: Teaching Graphology**

- 3.1 Writing systems
- 3.2 English graphology
- 3.3 Teaching English punctuation and its use

Unit 4: Teaching Vocabulary

- 4.1 Characterisation of vocabulary
- 4.2 Aspects of learning/teaching a vocabulary item
- 4.3 Techniques of teaching vocabulary
- 4.4 Consolidation and automation of vocabulary learnt

Unit 5: Teaching Grammar

- 5.1 Objectives of teaching grammar
- 5.2 Approaches/Methods of teaching grammar
- 5.3 Stepwise procedure of teaching grammar

Unit 6: Teaching Listening

- 6.1 Components of listening skills
- 6.2 Activities for developing listening skills

Unit 7: Teaching Speaking

- 7.1 Components of speaking skills
 - 7.1.1 Pronunciation skills
 - 7.1.2 Communication skills
- 7.2 Activities for developing speaking skills

Unit 8: Teaching Reading

- 8.1 Characterisation of reading
- 8.2 Components of reading skills
- 8.3 Activities for developing reading skills

Unit 9: Teaching Writing

- 9.1 Components of writing skills
- 9.2 Activities for developing writing skills
 - 9.2.1 Controlled writing activities
 - 9.2.2 Guided writing activities
 - 9.2.3 Independent writing activities

Unit 10: Teaching Aids and Materials

- 10.1 Teaching aids
 - 10.1.1 Definition
 - 10.1.2 Types
 - 10.1.3 Visual aids
 - 10.1.4 Collection, construction and use of visual aids
 - 10.1.5 Value of teaching aids
- 10.2 Teaching materials
 - 10.2.1 Curricula and courses of study
 - 10.2.2 Textbooks/Course books
 - 10.2.3 Supplementary materials
 - 10.2.4 Collection, overview and use of teaching materials

Unit 11: Planning Teaching

- ✓ 11.1 Annual work plan
- ✓ 11.2 Unit plan
- ✓ 11.3 Lesson plan
 - 11.3.1 Format of a lesson plan
 - ✓ 11.3.2 Construction of lesson plans
 - ✓ 11.3.3 Value of lesson planning

Unit 12: Testing and Evaluation

- 12.1 Terminology
- 12.2 Classification of tests
 - 12.2.1 Goal-based types ✓
 - 12.2.2 Medium-based types ✓
 - 12.2.3 Mode-based types ✓
 - 12.2.4 Aspect-based types ✓
 - 12.2.5 Skill-based types ✓ 153
 - 12.2.6 Item-based types ✓
 - 12.2.7 Reference-based types
 - 12.2.8 Deletion-based types
- 12.3 Test design 2-155
- 12.4 Marking and scoring ✓
- 12.5 Evaluation of tests ✓
- 12.6 Analysis and interpretation of test results
- 12.7 Test administration
- 12.8 Backwash/Washback effects of tests

Instructional Techniques

- Lecture, explanation and illustration
- Demonstration and discussion
- Simulation and role play
- drilling
- Individual and group work/project
- Self study

Assessment Technique and Mark Distribution

Written examination : 100 marks

Unitwise mark distribution

Units 1, 2, 10, 11 and 12 : 50 marks
Units 3 to 9 : 50 marks

Questionwise mark distribution

20 multiple-choice questions : $20 \times 1 = 20$ marks
2 long-answer questions : $2 \times 12 = 24$ marks
8 short-answer questions : $8 \times 7 = 56$ marks

Prescribed Textbooks

1. Cross, D. A Practical Handbook of Language Teaching. London: Prentice Hall, 1992.
2. Gordon, I. Practical Punctuation. London: Heinemann Educational Books, 1978.
3. Heaton, J. B. Writing English Language Tests. London: Longman, 1975.
4. Larsen-Freeman, D. Techniques and Principles in Language Teaching. Oxford: Oxford University Press, 1986.

References

1. Abbott, G. and P. Wingard (ed). The Teaching of English as an International Language: A Practical Guide. London: Collins ELT, 1981.
2. Allen, V. F. Techniques in Teaching Vocabulary. Oxford: Oxford University Press, 1983.
3. Brown, G. and G. Yule. Teaching the Spoken Language. Cambridge: Cambridge University Press, 1983.
4. Brown, H. D. Principles of Language Learning and Teaching. Englewood Cliffs: Prentice Hall, 1994.
5. Byrne, D. Teaching Writing Skills. London: Longman, 1991.
6. Celce-Murcia, M. and G. Hilles. Techniques and Resources in Teaching Grammar. Oxford: Oxford University Press, 1983.
7. El-Araby, S. A. Audio-visual Aids for Teaching English. London: Longman, 1974.
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10. Harmer, J. The Practice of English Language Teaching. London: Longman, 1991.
11. Harmer, J. Teaching and Learning Grammar. London: Longman, 1992.
12. Jupp, T. C. and T. Milne. Guided Paragraph Writing. London: Heinemann Educational Books, 1978.
13. Lee, W. R. Language Teaching Games and Contests. London: Longman, 1988.
14. Nunan, D. Designing Tasks for the communicative Classroom. Cambridge University Press, 1989.

15. Richards, J., J. Platt and H. Weber. Longman Dictionary of Applied Linguistics. London: Longman, 1985.
16. Richards, J. and T. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 1986.
17. Rivers, W. M. Teaching Foreign Language Skills. Chicago: Chicago University Press, 1968.
18. Spencer, D. H. Guided Composition Exercises. London: Longman, 1967.
19. Underwood, M. Teaching Listening. London: Longman, 1989.
20. Wallace, M. J. Teaching Vocabulary. Oxford: Oxford University Press, 1982.
21. White, R. V. Teaching Written English. London: Heinemann Educational Books, 1980.
22. Wright, A. Visual Materials for the Language Teacher. London: Longman, 1990.
23. Wright, A. and S. Halkem. Visuals for the Language Classroom. London: Longman, 1991.
24. Yule, G. The Study of Language. Cambridge University Press, 1985.

English Practice Teaching

Course number	: Eng Ed 3004	Course duration	: 45 (15+30) days
Nature of the course	: Practical	Number of periods	: 5+25+
Full mark	: 100	Periods per week	:
Pass mark	: 40	Time per period	:

Course Description

This is a practical course on actual classroom teaching. The teacher trainees, in this course, put into practice what they have learned in all other courses, particularly in the course "Eng Ed 3003: ELT Methods and Activities". The course has two components: Peer Teaching and Student Teaching. The trainees do peer teaching at their own campuses before they go out and do student teaching at assigned schools. Each trainee will be supervised by an Internal Supervisor throughout the implementation of this course and his performance will be evaluated independently by the Internal Supervisor and the External Examiner.

General Objective

The course is designed with a view to providing the teacher trainees with first hand knowledge and practical experience in teaching English at the secondary schools of Nepal so that when they are assigned the job later on they can handle it with confidence, competence and efficiency.

Specific Objectives

On completion of the course the trainees will be able to

- construct lesson plans and use them in classroom teaching.
- collect, construct and use teaching aids and materials appropriately.
- conceive, collect, design, construct and execute warming up activities creatively and interestingly.
- review previous lessons efficiently.
- present teaching items in comprehensible forms so that the learning of those items is automatically facilitated.
- get the students practise the language items taught/learned so that they can produce or use them fluently and spontaneously
- check whether the students have learned what he has taught in

the classroom and, if the learning is found to be unsatisfactory, do necessary remedial teaching effectively.

- instruct the students to carry out applied follow-up activities so that their day's learning gets consolidated.
- manage the class and classroom properly making them conducive to teaching/learning.
- make and keep the students alert and attentive throughout the class.
- behave appropriately so that the students feel at home with him and his teaching.
- teach and perform other classroom activities in an interesting and lively way so that the students enjoy his classes and are motivated to actively participate in the teaching/learning processes.
- observe the classes critically and give constructive comments on them.
- design, construct, administer and evaluate various types of tests related to his teaching.
- play the roles of deliverer, facilitator, motivator, strategist, supervisor, advisor, evaluator and overall leader in the teaching/learning processes.

Course Contents

- Unit 1: Peer Teaching
- Unit 2: Student Teaching

Course Contents in Detail

Unit 1: Peer Teaching

- 1.1 Lesson One
 - 1.1.1 Preparation of lesson plan
 - 1.1.2 Preparation of teaching aids and materials
 - 1.1.3 Classroom teaching
 - 1.1.4 Participation in the day's post-class discussions
 - 1.1.5 Noting down strengths and weaknesses
- 1.2 Lesson Two
 - 1.2.1 Repetition of the steps of Lesson One with improvements on the basis of critical analyses made in the post-class discussions of the first day

1.3 Lesson Three

- 1.3.1 Repetition of the steps of Lesson Two with improvements on the basis of critical analyses made in the post-class discussions of previous days

1.4 Lesson Four

- 1.4.1 Repetition of the steps of Lesson Three

1.5 Lesson Five

- 1.5.1 Repetition of the steps of Lesson Four

Unit 2: Student Teaching

- 2.1 Same as Peer Teaching, but this time in real classroom setting at the assigned school
- 2.2 Designing, construction, administration and evaluation of tests

Instructional Methods and Techniques

As mentioned in the course "Eng Ed 3003: ELT Methods and Activities."

Requirements

Lessons	(One lesson plan per lesson)
Peer Teaching	: 5 lessons over a period of 15 days
Student Teaching	: 25 lessons over a period of one month
Test Items (Based on actual teaching)	
Subjective type	: 5 items
Objective type 1	: 5 items
Objective type 2	: 5 items
Objective type 3	: 5 items
Objective type 4	: 5 items

Evaluation Scheme

Peer Teaching	: 25 marks
	Distribution of marks
Subject matter	
- depth of knowledge	
- coverage	
Methodology	
- warning up	
- revision	
- presentation	
- practice	

5 marks

10 marks

- evaluation
 - rounding up
 - application
- Lesson plan and teaching aids
- adequacy
 - appropriateness
 - use
- Command of the English language
- correctness
 - pronunciation
 - fluency
 - clarity
 - appropriateness
 - standard

Student Teaching : 75 marks

Distribution of marks

Subject matter

- depth of knowledge
- coverage

Methodology

- warming up
- revision
- presentation
- practice
- evaluation
- rounding up
- application

Lesson plans

- adequacy
- appropriateness
- use

Teaching aids

- adequacy
- appropriateness
- use

Tests

- construction
- administration
- evaluation

Command of the English language

- correctness
- pronunciation
- fluency
- clarity
- appropriateness
- standard

Overall impression

- disposition
- confidence
- regularity and punctuality
- class control and classroom management
- motivation and participation
- students' comprehension

Evaluators

- Peer Teaching : Internal Supervisor (25 marks)
- Student Teaching : Internal Supervisor (25 marks)
- External Examiner : (50 marks)

English for Day-to-Day Communication

Course number	: Eng Ed 3001E (G/S)	Course duration	: 150 hrs
Nature of the course	: Theoretical	Number of periods	: 180
Full mark	: 100	Periods per week	: 6
Pass mark	: 35	Time per period	: 50 min

Course Description

This is a course on communicative English. It includes a wide variety of communicative functions needed for day-to-day communication.

General Objective

The course aims at developing and enhancing the trainees' ability to use the English language fluently and appropriately on matters of day-to-day communication in real life situations.

Specific Objectives

- On completion of the course the trainees will be able to
- explain what communicative competence is.
 - distinguish between linguistic competence and communicative competence, and between language usage and language use.
 - distinguish between the forms and functions of language and explain their interrelationships.
 - use the English language appropriately in a wide variety of social interactions of phatic nature.
 - use the language accurately and appropriately for making different kinds of queries and for responding to such queries.
 - use the language fluently and appropriately for regulating the behaviour of the addressee for a number of purposes, mainly for getting things done.
 - use the language appropriately and spontaneously for expressing a wide variety of feelings and emotions, likes and dislikes.
 - use the language appropriately for expressing different kinds of modal attitudes.

- use the language appropriately for expressing different kinds of moral attitudes.
- use the language appropriately for expressing a wide range of intellectual attitudes.
- use the language coherently and cohesively for imparting different types of factual information.
- handle telephone conversation with natural ease, facility and spontaneity.
- use an English dictionary for facilitating correct and appropriate use of the language both in its oral and written forms as well as for locating specific pieces of information.

Course Contents

- Unit 1: Language in Communication (27 periods)
- Unit 2: Communicative Functions of Language (108 periods)
- Unit 3: Using an English Dictionary (45 periods)

Course Contents in Detail

Unit 1: Language in Communication

- 1.1 Linguistic competence and communicative competence
- 1.2 Definition and types of communicative functions of language
- 1.3 Exponents of a communicative function
- 1.4 Form-function correlation

Unit 2: Communicative Functions of Language

- 2.1 Socialising
 - greeting
 - taking leave
 - welcoming
 - thanking
 - expressing good wishes
 - proposing a toast
 - announcing
 - congratulating
 - apologising
 - introducing

- attracting attention
- asking to repeat
- expressing excuses
- extending an offer
- extending an invitation
- expressing condolence
- expressing sympathy
- expressing compliments

2.2 Making queries

- seeking a favour and responding to it
- seeking and giving permission
- checking with a choice / making a choice in response to a query
- checking and responding to a check
- seeking confirmation / responding (positively, negatively, neutrally)
- seeking and giving information

2.3 Getting things done

- cautioning / alerting someone against something or someone
- ordering / telling someone to do something
- requesting / asking someone to do something
- advising / suggesting / recommending someone to do something
- instructing someone what to do or how to do something
- directing someone how to find his way
- encouraging and discouraging
- urging / persuading
- proposing
- compelling / forcing someone to do or not to do something
- prohibiting / forbidding someone from doing something
- threatening / warning
- making appointments / bookings

2.4 Expressing moral and emotional attitudes

- expressing surprise
- expressing hopes / wants / wishes
- expressing likes and dislikes
- expressing preference

- expressing interest / lack of interest
- expressing enthusiasm
- expressing fear / anxiety
- expressing care / concern / sympathy
- expressing love / hatred
- expressing anger / disgust / indignation
- expressing pain
- expressing grief / sorrow
- expressing joy / pleasure / displeasure
- expressing disappointment / frustration
- expressing satisfaction / dissatisfaction
- expressing approval / disapproval
- expressing regret
- expressing promise
- scolding / reprimanding
- expressing appreciation / praise
- expressing indifference

2.5

- Expressing modal attitudes
- expressing ability / inability
- expressing different degrees of certainty
- expressing obligation / lack of obligation
- expressing need or necessity / lack of need or necessity
- expressing prohibition

2.6 Imparting factual information

- identifying persons / objects / places
- describing persons / objects / places / actions / processes
- describing possession
- narrating actions / events / experiences
- reporting / quoting things told / overheard / read

2.7 Expressing intellectual attitudes

- expressing presence / absence of knowledge
- expressing doubt / belief / assumption
- reminding
- correcting oneself / others
- accepting / denying
- making comparison (expressing similarities and differences)
- agreeing / disagreeing
- supporting / opposing

- expressing opinions / comments / decisions
 - expressing reservation
 - defining
 - explaining / illustrating
 - specifying / generalising
 - complaining
 - notifying
 - speculating / predicting
 - assessing / evaluating
 - drawing inferences
 - describing uses and purposes of things and actions
 - expressing plans / intentions
 - summarising
- 2.8 Using the telephone
- dialling the telephone
 - calling / responding to a call
 - checking / responding to a check
 - asking for help / offering help
 - asking to hold / resuming conversation
 - asking to call back / calling back
 - leaving a message / taking a message
 - conveying a message
 - handling the situation when the responder is not the addressee
 - handling a wrong / bluff call
 - initiating, maintaining and ending conversation

Unit 3: Using an English Dictionary

- 3.1 Understanding the system of dictionary entries
- 3.2 Interpreting symbols, abbreviations, charts, tables and illustrations
- 3.3 Locating and interpreting lexical items and other pieces of information
- 3.4 Language study
 - 3.4.1 Linking words together
 - 3.4.2 Phrasal verbs
 - 3.4.3 Collocation
 - 3.4.4 Idioms
 - 3.4.5 Polite expressions
 - 3.4.6 Nouns, adjectives and verbs

Instructional Techniques

- Lecture, explanation and illustration
- Demonstration, dramatization and discussion
- Individual and group work/project
- Self study and practice

Assessment Technique and Mark Distribution

Written examination : 100 marks

Unitwise mark distribution

Units 1 and 3 : 40 marks

Unit 2 : 60 marks

Questionwise mark distribution

20 multiple-choice questions : 20 x 1 = 20 marks

2 long-answer questions : 2 x 12 = 24 marks

8 short-answer questions : 8 x 7 = 56 marks

Prescribed Textbooks

1. Hornby, A. S. Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press, 1996.
2. Jones, L. Functions of English. Cambridge: Cambridge University Press, 1981.
3. Jones, L. Functions of English (Recorded Exercises). Cambridge: Cambridge University Press, 1981.
4. Matreyek, W. Communicating in English Book 1: Functions. New York: Pergamon Press, 1983.

References

1. Johnson, K. Communicative Syllabus Design and Methodology. Oxford: Pergamon Press, 1982.
2. Littlewood, W. Communicative Language Teaching. Cambridge: Cambridge University Press, 1981.
3. Van Ek, J. A. The Threshold Level for Modern Language Learning in Schools. London: Longman, 1977.
4. Van Ek, J. A., L. G. Alexander and M. A. Fitzpatrick. Waystage English. Oxford: Pergamon Press, 1980.

