

**Mid-western University
Surkhet**

**Masters of Educational Sciences
(M.E.S.)**

**English Education Courses
2013**

SEMESTER-WISE BREAKDOWN OF THE COURSES

Semester I	Semester II
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	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	Semester IV
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	19. ENG 541: Student Teaching: on-campus 20. ENG 542: Student Teaching: off-campus 21. ENG 543 Thesis Writing (12 Credits)

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ENG 513: ADVANCED ENGLISH GRAMMAR AND ITS PEDAGOGY

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

Course Title: **Advanced English Grammar and its Pedagogy**
Course No: ENG 513
Semester: First

Credit Hours: 6
Full Marks:
Pass Marks:

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 and deals with various elements of English grammar. The second unit presents a theory of universal grammar. 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 familiarize the students with the current theory of grammar.
- d) to provide the students with the skills of teaching the English grammar.

3. Course Contents

Unit One: Grammar in Use

- 1.1 Grammar and grammar Rules
- 1.2 Reasons for teaching Grammar
- 1.3 Grammatical Terms
- 1.4 Questions
- 1.5 Negation
- 1.6 Imperative sentences
- 1.7 Non-referential 'it' and 'there'
- 1.8 Prepositions
- 1.9 Multiword verbs
- 1.10 Determiners
- 1.11 Articles
- 1.12 Adjectives and adverbs
- 1.13 Pronouns
- 1.14 Modal verbs
- 1.15 Indirect objects
- 1.16 Tense and aspects
- 1.17 Passive sentences

- 1.18 Relative clauses
- 1.19 Conditional sentences
- 1.20 Subject clauses and related structures
- 1.21 Complements
- 1.22 Focus structures
- 1.23 Adverbial subordinate clauses
- 1.24 Comparatives and superlatives
- 1.25 Coordination
- 1.26 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 Two: Theory of Grammar

- 2.1. Universal Grammar
- 2.2. Words
- 2.3. Structure
- 2.4. Null Constituents
- 2.5. Head Movement
- 2.6. Wh-movement
- 2.7. A- movement
- 2.8. Agreement, case and movement
- 2.9. Split projections

Project work 2:

- The students will analyze English sentences applying the theory of Universal Grammar.

Unit Three: Pedagogical Grammar

- 3.1. Introduction
- 3.2. Universal Grammar and the learning and teaching of second language
- 3.3. Non-transformational theories of grammar: implications for language teaching
- 3.4. Rules and pedagogical grammar
- 3.5. Words and their properties: Arguments for a lexical approach to pedagogical grammar
- 3.6. Grammatical consciousness-raising and learnability
- 3.7. Functional grammars, pedagogical grammars, and communicative language teaching
- 3.8. Learning to function with the other tongue: A systematic functional perspective on second language teaching

- 3.9. The effect of systematic instruction on learning the English article system
- 3.10. Linguistic theory and pedagogic practice
- 3.11. The introspective Hierarchy: A comparison of the intuitions of linguists, teachers, and learners
- 3.12. From printout to handout: Grammar and vocabulary teaching in the context of Data-driven learning.

Unit Four: Teaching of Grammar

- 1.1 How to teach grammar from rules
- 1.2 How to teach grammar from examples
- 1.3 How to teach grammar through texts
- 1.4 How to practice grammar
- 1.5 How to deal with grammar errors
- 1.6 How to integrate grammar
- 1.7 How to test grammar
- 1.8 How not to teach grammar
- 1.9 Grammar practice activities

Project Work 3:

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

External Evaluation will be based on the following criteria:

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

6. Prescribed Texts

- a) Cowan, R. (2009). *The teacher's grammar of English*: Cambridge: CUP. (For unit 1)
- b) Thornbury, S. (1999). *How to teach grammar*. London: Longman. (For units 1 and 4)
- c) Radford, A. (2004). *English syntax*. Cambridge: CUP.(for unit 2)
- d) 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) Cook, V.J. *Chomsky's Universal Grammar*. Basil Black Well
- d) Odlin, T. (ed). (1994). *Perspectives on pedagogic grammar*. Cambridge: CUP.
- e) Radford, A. (1988). *Transformational Grammar*. Cambridge: CUP.
- f) Newmeyer, F.J. (1986), *Linguistic Theory In America*. Orlando: Academic press, inc.
- g) Odlin, T. (ed). (1994). *Perspectives on pedagogic grammar*. Cambridge: CUP.

ENG 514: SOCIOLINGUISTICS

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

Course title: **Sociolinguistics and the EFL Classroom**
Course No.: ENG 514
Semester: First

Credit Hours: 6
Full marks:
Pass marks:

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 Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks

- Project Work/Assignment/Essay II 10 marks
- Mid-term Exam/Project 15 marks

External Evaluation will be based on the following criteria:

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

6. Prescribed Texts

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

7. References

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

ENG 515: SECOND LANGUAGE ACQUISITION THEORIES

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

Course Title: **Second Language Acquisition Theories**
Course No: ENG 515
Semester: First

Credit Hours: 6
Full Marks:
Pass Marks:

1. Course Introduction:

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 fourth unit deals with functional approaches to SLA. Different functional studies will also be discussed. The fifth 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. Course Contents

Unit 1: Second language learning: key concepts and issues

- 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

- 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)

Unit 3:Functional/Pragmatic perspectives of SLA

- 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 cr hrs)

- 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 cr hrs)

- 5.1 Socio-cultural Theory
- 5.2 Second language socialization
- 5.3 CoP and Situated SLA

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

External Evaluation will be based on the following criteria:

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

6. Prescribed Texts

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

7. References

- a) Brown, J, D. (1991). *Understanding Research in Second Language Learning*. Cambridge: CUP.
- b) Brown, J, D. (1994). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Regents
- c) Cook, V. (2007). *Second Language Learning Teaching*. London: Arnold.
- d) Saville-Troike, M. (2006). *Second Language Acquisition*. Cambridge: CUP.

ENG 516: DRAMA AND POETRY

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

Course Title: **Drama and Poetry**
Course No: ENG 516
Semester: First

Credit Hours: 6
Full Marks:
Pass Marks:

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 familiarise 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 familiarise them with different theories of contemporary literary criticism.

3. Course Contents

Unit 1: Introduction to Drama

- 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

Unit 2: Selected Dramas for Reading

- 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*
- 2.6. Bruised evenings *by Abhi Subedi*

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

- 3.1 Metre
- 3.2 Form
- 3.3 Layout
- 3.5 Punctuation
- 3.6 Lineation
- 3.7 Rhyme
- 3.8 Diction
- 3.9 Syntax
- 3.10 History
- 3.11 Biography
- 3.12 Gender

Unit 4: Selected Poems

- 4.1. Solitary reaper *by William Wordsworth*
- 4.2. When Lovely Women Stoops to Folly *by Oliver Goldsmith*
- 4.3. Farewell *by John Clare*
- 4.4. Home Thoughts from Abroad *by Robert Browning*
- 4.5. There was an old man with a Beard *by Edward Lear*
- 4.6. Song *by Christina Rossetti*
- 4.7. Recessional *by Rudyard Kipling*
- 4.8. The road not taken *by Robert Frost*
- 4.9. The Second Coming *by WB Yeats*
- 4.10. That is to say *by William Carols William*
- 4.11. In broken Images *by Robert Grav*
- 4.12. The Negro Speaks of Rivers *by Langston Hughes*
- 4.13. Morning Song *by Sylvia Plath*
- 4.14. Far From Home *by Nicholas Christopher*

- 4.15. Valentine *by Wendy Cope*
- 4.16. A Poison Tree *by William Blake (680)*
- 4.17. Tears, Idle Tears *by Alfred, Lord Tennyson*
- 4.18. The Illiterate *by William Meredith (1502)*
- 4.19. My Grandmother *by Elizabeth Jennings (1625)*
- 4.20. On Love *Khalil Gibran*
- 4.21. Rubaiyat-Thee, Fourteen, Twenty-Eight *Omar Khayyam*
- 4.22. My courtyard *Bhupi Sherchan, Padma Devkota*
- 4.23. May my earth live forever *Kunta Sharma*
- 4.24. There was a master *Richard Bach, Illusions : 1-25*
- 4.25. To the warmongers *Sassoon*
- 4.26. The song Creation *Max Muller*
- 4.27. Residual questions *Bairagi Kainla*
- 4.28. Beyond the River *Keshab Sigdel*
- 4.29. Requisition for a letter *Deepa Limbu Rai*
- 4.30. That one, you *by Laxmi Prasad Dvkota and translated by Padma Devkota*
- 4.31. My Lady Look so Gentle and so Pure *by Dante Alighieri*
- 4.32. Longing *Mathew Arnold*
- 4.33. If Grief for Grief can Touch Thee *by Emily Bronte*
- 4.34. Why the Roses are so Pale *Heinrich Heine*
- 4.35. Love's pain *by John Clare*
- 4.36. A Farewell to False Love *by Sir Walter Raleigh*
- 4.37. To rain *by V.S Rai*
- 4.38. God! You killed my god *by Sajan Karn*
- 4.39. My Mother *by Prakash Samyami*
- 4.40. THE STORY OF A PIECE OF PAPER *by Man Prasad Subba*
- 4.41. THE LIFE *by Kundan Sharma*

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

External Evaluation will be based on the following criteria:

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

6. Prescribed Texts

- a) Jacobus, L.A (2001). The Bedford Introduction to Drama (4th ed.). Boston: Bedford.
- b) Subedi, A. (2010). Bruised Evening.
- c) Rai, V.S. (2012). Life in Words and Words in Life II. Kathmandu: Bhundipuran Prakashan.
- d) Margret, F. (1996). The Norton Anthology of Poetry. New York: Norton.
- e) Lennard, J. (2006). The Handbook of Poetry. New Delhi: Oxford University Press.

ENG 524: FICTION AND PROSE

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

Course Title: **Fiction and Prose**
Course No: ENG 524
Semester: Second

Credit Hours: 6
Full Marks:
Pass Marks:

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

- 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

The invisible man *by Ralf Ellison*
Cry the Beloved country *by Alan Paton*
A room's of own one's *by Virginia Woolf*

A Thousand Splendid Sun *by Khaled Husein*
A bend in the river *by V. S. Naipaul*
A mercy *by Tony Morrison*
Socrates' footsteps *by G. R. Bhattarai*

Unit Three: Criticism

- 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

4.1 The world around us

A Roof of One's Own, *Jeanette Winterson*
My Bubble, My Rules, *Lynne Truss*
Society is Dead, *Andrew Sullivan*
Home Thoughts from Abroad, *Jan Morris*
The Demolition of Euston Arch, *John Betjeman*
For Compact, Sustainable Communities, *Harley Sherlock*
Worried? Us?, *Bill McKibben*

4.2. The world of work

The Worst Jobs in History, *Tony Robinson*
Studying the Beach, *Roberta Rosen*
Work Expands so as to Fill the Time Available, *Cyril Northcote Parkinson*
Why I Write, *George Orwell*
Which Mother Knows Best? *Po Bronson*
Taking the Rap for Fashion 'Slaves', *Gary Younge*

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

That Certain Smile, *Miles Kington*

My Mother's Gift to Me, *Sylvester Monroe*

No Arms, No Legs . . . But I Think My Life's Perfect, *Rosaleen Moriarty-Simmonds*

Letter to Daniel, *Fergal Keane*

Enabling Children to Make Moral Decisions, *Letters in The Times*

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*

'I Have a Dream', *Martin Luther King*

306 Pardons, One Act of Sanity, *Ben Macintyre*

Dead Man Talking, *Steve Boggan*

The Tollund Men, *Brian Keenan*

4.6 Miscellaneous

Foucault and political discourse by *Robinson*, 44-48

Bandipur: An autumnal collage by *Momila*, *Trans. Kumar Nagarkoti*, 81-85

Amidst in the whirlpool of ceaseless sufferings by *G. R. Bhattarai*, *Trans. Bal Ram Adhikari*

Late Life Recollections by *B P Koirala/Trans. Kanak Mani Dixit*, 1-23

Krishnamurti's Journal September 20 and 22

The uncertainty principle by *Stephen Hawking*: A brief history of time

Pedagogy of oppressed by *Paulo Friere*

Language goes two ways by *Gary Snyder*, The green studies reader

Ecocriticism in context by *W. Howarth*, The Green Studies Reader

The legacy of Nepal's failed development by *Devendra Raj Pandey*

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

External Evaluation will be based on the following criteria:

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

6. Prescribed Texts

- Bhattarai, G.R. (2010). *Socrate's Footsteps*. Kathmandu: Oriental Publication.
- Coupe, L. (2000). *The Green Studies Readers*. London Routledge.
- Gardner, J. (1991). *Sophie's World*. New York: Berkely Books
- Husein, K. (2007) *A Thousand Splendid Sun*. London: ATSS Publication.
- Marland, M. (2008). *Ideas, insights and arguments - A Non-fiction Collection*. Cambridge: Cambridge University Press. (not available in the market)
- Morrison, T. (2009). *A mercy*. Random House Inc.
- Mullan, J. (2010). *How novels work*. Oxford: Oxford University Press.
- Naipaul, V.S. (2012). *A bend in the river*. Mc Graw Hill:McMillan.
- Pandey, D.R. (2012). *The legacy of Nepal's failed development*. In *Nepal in transition: From people's war to fragile peace*. Einsiedel, S.V. Malone, D.M and Suman, P (eds).
- Paton, A. (1948). *Cry the beloved country*. London: Peguin Books
- Tyson, L. (2010). *Critical theory today*. New York. Routledge.
- Woolf, V. (2012). *The room of one's own*. London: Artisan, Devereaux.

ENG 525: RESEARCH ISSUES IN APPLIED LINGUISTICS

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

Course Title: **Research Issues in Applied linguistics**

Course No: ENG 525

Semester: Second

Credit Hours: 6

Full Marks:

Pass Marks:

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 literacy 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

- 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
- 1.8. Problematizing practice
- 1.9. Research paradigms in applied linguistics
- 1.10. Politics and Change in Research in Applied Linguistics

Unit Two: Language and Identity

- 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)

- 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 Tensions in language policy and planning (Suresh Canagarajah, 2005)
 - 3.1.5 Language policy and economics (Grin, 2003)
 - 3.1.6 Language policy and development (Chris Kennedy, 2012)
 - 3.1.7 Language ideology, rights and policy practices
 - 3.1.8 Language policy in Nepal: Politics, Literacy and English (P. Phyak, 2011; R. A. Giri, 2011, B. Maddox, 2003)
 - 3.1.9 Language policy in classroom and beyond: ethnographic approach (McCaty et al. 2011)
- 3.2 Language policy studies:
 - 3.2.1 Appropriating language policy on the local level (Johnson and Freeman, 2012)
 - 3.2.2 Language policy and media (Dieter W. Halwachs, 2011)
 - 3.2.3 Language policy and pop culture (Máiréad Moriarty and Sari Pietikäinen, 2011)
 - 3.2.4 Language policy and family (Xiao Lan Curdt-Christiansen, 2011)

Unit Four: Critical language pedagogy and literacy

- 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

- 5.1 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

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

External Evaluation will be based on the following criteria:

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

6. Prescribed Texts

- 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.

- 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). *Routledge encyclopaedia 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.

ENG 526: NEPALESE ENGLISH AND NEPALESE ELT

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

Course Title: **Nepalese English and Nepalese ELT**
Course No: ENG 526
Semester: Second

Credit Hours: 6
Full Marks:
Pass Marks:

1. Course Introduction

This course expects the students to contemplate on a wide variety of issues pertaining to world Englishes 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 familiarize the students with burning issues and discourses in the area of world Englishes.
- b) 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.
- c) To help the students discover Nepaleseness in English literature produced/translated in Nepal.
- d) To involve the students in codification of Nepalese ELT
- e) To familiarize with and involve the students in current Nepalese ELT discourses in order to help establish Nepalese ELT.

3. Course Contents

Unit One: World Englishes Discourses

1.1 English as an international language

1.2 The global spread of English: two diasporas of English

1.2.1 The categories of English speakers

- ENL, ESL and EFL countries

- Kachru's Three circles of English speakers
 - McArthur Circle of English
- 1.2.2 The Implications of the Spread of English for ELT
 - 1.3 Defining 'world Englishes' or 'New Englishes'
 - 1.3.1 Standard English versus world Englishes
 - 1.4 Who owns English today?
 - 1.5 Whose English should we teach and why?
 - 1.5.1 Balanced approach
 - 1.5.2 Valuing Learners' English
 - 1.5.3 Teaching and Learning of world Englishes
 - 1.6 Roles of English in Asia
 - 1.7 English today debate
 - 1.7.1 Native speakers versus Non-native speakers (Bilingual Users)
 - 1.7.2 Bilingual Teachers of English
 - 1.8 Towards New Standard Englishes

Unit Two: From English to Nepalese English

- 2.1 English as an Asian Language (South Asian English)
- 2.2 Proliferating use of English in Nepal
 - 2.2.1 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
 - 2.2.2 English in Media

Newspapers, Radio (FM) stations, Televisions, advertisements, hoarding boards, banners, graffiti, notices, blogs etc.
 - 2.2.3 English in social life

Socio-cultural gatherings, Family weddings and other parties, interpersonal communications, shopping etc.
- 2.3 Nepalese English (Nenglish)
 - 2.3.1 Typical Features of Nepalese English(Nenglish)
 - 2.3.2 Spoken Form and Written Form
 - 2.3.3 Phonology, Vocabulary, Syntax
- 2.4 Controversies over the terminology: Nenglish, Nepali English, Nepalese English
- 2.5 Identity in Nepalese English
- 2.6. Building Corpus for Nepalese English: Resources and Procedures

Unit Three: Nepaleseness in English Literature in Nepal

- 3.1 World Englishes Literature
- 3.2 Linguistic creativity and literary creativity
- 3.3 Bilingual Strategies in English literature
- 3.4 Nepalese English Literature
 - 3.4.1 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 Abhi Subedi* (an other voice: English literature from Nepal, Martin Choutari, 2002)
- c. *A Diaspora Vision* by Hriseekesh Upadhyay (Of Nepalese Clay, Society of Nepali writers in English, 2011)
- d. *Night of Lord Shiva* by Padam Devkota (Of Nepalese Clay , Society of Nepali writers in English, 2011)
- e. *Willpower* by Keshav Sigdel (Six Strings, Society of Nepali writers in English, 2011)

Stories

- a. *Love Marriage* by Manjushree Thapa (Tilled Earth, , Penguin Books, India, 2007)
- b. *The Good Shopkeeper* by Samrat Upadhyay (Arresting God in Kathmandu, Rupa & Co., New Delhi, 2009)
- c. *Initiation* by Rabi Thapa (Nothing to Declare, Penguin Books, India, 2011)
- d. *Crazy Ram Lakhan* by Vishnu Singh Rai (Writing for Ourselves: Poems and Short Stories for Learners of English: 2012. L INCOM EUROPA: Munchen, Germany)
- e. *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 Abhi Subedi (Bhrikuti Academic Publications, 2011)
- b. *Realities: A Radio Drama* by Vishnu Singh Rai (Bhundipuran Prakashan, 2012)

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)

Diary :

Pages from my Diary-Ghaffar Khan's Death by Prakash A. Raj (Nabeen Publication, Kathmandu)

3.4.2 Nepalese literature translated into English

3.4.3 Aesthetic Approach to Translation in Nepal

Translated Poetry:

- a. *Will you come back to the village* by Shiva Kumar Khaling (The Country is Yours by Manjushree Thapa, Penguin Books, India, 2009)
- b. *No news as yet : Come back home my dearest* by Hari Devi Koirala (trans. Yam B. Kshetry, Fourteen Flowers of Nepal, Pokhara English Literary Forum, 2011)

- c. *You touched me: I 'm purified now* by Banira Giri(The Country is Yours by Manjushree Thapa, Penguin Books, 2009)
- d. *History can't last in this country* by Toya Gurung (The Country is Yours by Manjushree Thapa, Penguin Books, 2009)

Translated Stories:

- a. *Jaimaya Alone Arrived at Likhapani* by I.B. Rai (Gorakhas Imagined, Mukti Prakashan, Kalingpong, 2008)
- b. *Shweta Bhairavi* by B. P. Koirala (trans. Nagendra Sharma, Sheet of Snow, Nirala Fiction, 1997)
- c. *The Curfew* by Sanat Regmi (Stories of Conflict and War, NELTA, 2007)
- d. *The Lakure Tree will Blossom Again* by Rajendra Bimal (Stories of Conflict and War, 2007)
- e. *The Dalle River* by Parshu Pradhan (Selected Stories from Nepal, Sajha Prakashan, 2004)
- f. *Will he ever return* by Bhawani Bhikshu(trans. Micheal Hutt) Moti Lal Banaras, India, 1993.

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 Bhairab Aryal(trans. Shiva Ram Rijal) Nepalese Literature, 2005.
- c. *Makhur chor naguwa dahna* by Durga Prasad Bhandari published by Jiba Lamichhane, 2003)
- d. *The soul of the Soil* by Chhabi Subedi(trans. Yam Bahadur Kshetry(Fourteen Flowers of Nepal) Pokhara English Literary Forum, 2011.
- e. *Gonu Jha and the Robbers* by Ram Dayal Rakesh Nirala, Folk Tales from Mithila, Nirala Series, 1996)

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, Jiba Lamichhane, 2003)

Translated Memoirs:

- a. *Atma Birtant: Late Life Recollection* (From page 23 to 61) by B. P. Koirala(trans. Kanak Mani Dixit, Himal Books, Lalitpur, 2001)
Dharmaratna Yami, an Image by Siddhicharan Shreshta (Memoirs of Jail, Pilgrims Publication, 2002

Translated Drama:

- a. *Masan* by Gopal Prasad Rimal(trans. Sangita Raymajhi, Cremation Ground, 2006)

Translated Autobiography:

Joys that sprouted with letters by Jhamak Ghimire (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 Five: Towards Nepalese ELT**4.1 Postmethod 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**

- Interviews with Jai Raj Awasthi, Govinda Raj Bhattarai Tirth Raj Khaniya, Chandreshwor Mishra, Vishun Singh Rai, Bal Mukunda Bhandari, Ganga Ram Gautam and others)
- Other discourse by Nepalese ELT scholars
- Towards local literacy, globalization and Nepalese ELT

(www.neltachoutari.wordpress.com)

4.3.3 Researches in Nepalese ELT**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 Englishes.
3. Comparing Englishes 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.)
5. The role of English in language education, language policy, language planning, etc.
6. Any topic approved by the instructor/teacher

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

External Evaluation will be based on the following criteria:

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

6. Prescribed Texts

- a) Adhikari, B.(2010). Theoretical and practical considerations about aesthetic approach to literary translation. *Nepalese Linguistics*, 25, 1-9.
- b) Bhatt, R.(2001). World Englishes. *Annual Review of Anthropology*, 30. 527-550.
- c) Bolton, K. (2010). Creativity and world Englishes. *World Englishes*. 29.4, 455-466.

- d) 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.
- e) Daniloff-Merrill, M.E. (2010). Nenglish and Nepalese Student Identity. *Reinventing Identities in Second Language Writing*. 240-256.
- f) Farrel Thomas S. C. & Martin, S. (2009). To Teach Standard English or World Englishes? A Balanced Approach to Instruction. *English Teaching Forum*, 47. 2, 2-7.
- g) Jenkins, J. (2006). Current Perspectives on Teaching World Englishes and English as a Lingua Franca. *TESOL Quarterly*, 40. 1, 157-180.
- h) Jenkins, J. (2012). *World Englishes: a resource book for students*. India: Routledge.
- i) Kachru, B. B.(1998). English as an Asian Language. *Links & Letters*. 5, 89-108.
- j) 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.
- k) Kumaravadivelu, B. (2001). *Toward a postmethod pedagogy*. *TESOL Quarterly*, 35. 4, 537-560.
- l) McKay, S. L.(2002). *Teaching English as an international language*. Oxford: OUP.
- m) Nepal Academy (2012). *Journal of Nepalese Literature, Art and Culture*, Vol.7, No.1-2, 2012.
- n) Phyak, P.(2011). Towards local literacy, globalization and Nepalese ELT. *NELTA Choutari*, January Issue.
- o) Rai, V. S. (2006). English, Hinglish and Nenglish. *Journal of NELTA*, 11, 34-39.
- p) Sharma, K.C. (2006). English in Nepal from the past to present. *Journal of NELTA*, 11, 24-33.
- q) Thumboo, E. (2008). Literary creativity in the world Englishes. In Braj B. Kachru, Yamuna

7. References

- a) Baumgardner (Ed.) (2006). *South Asian English* (pp.82-87). Delhi: OUP.
- b) Bhattarai, G.R. & Gautam, G. R. (2005). English Language Teachers at Crossroads. *Journal of NELTA*, 10, 1-5.
- c) 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.
- d) Brett, L. (1999). Standard English? Welcome to Nepal. *Journal of NELTA*, 4, 85-92.
- e) Eagle, S. (1999). The language situation in Nepal. *Journal of Multilingual and Multicultural Development*, 20. 4, 272-327.
- f) Ferguson, G.(2006). *Language planning and education*. Edinburgh: Edinburgh University Press.
- h) Kachru, B. (1992). *The other tongue*. Chicago: University of Illinois Press.
- i) 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.
- j) Malla, K. P. (1977). *English in Nepalese education*. Kathmandu: Ratna Pustak Bhandar.
- K) Seidlhofer, B. (2011). *Controversies in applied linguistics*. New York: OUP.

ENG 531: EXPLORATIONS IN ENGLISH LANGUAGE TEACHING (ELT) AND CLASSROOM SURVEY

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

Course Title: **Explorations in English Language Teaching and Classroom Survey**

Credit Hours: 6 hrs.

Course No: ENG 531

Full Marks:

Semester: Third

Pass Marks:

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
- f) to assist them to assess critically the place of English at present and in future

3. Course contents

PART ONE

Unit One: A Framework for Teaching and Learning

- 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?
- 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

- 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

- 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?
 - 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?

Part Four: Planning and Assessing Learning

- 4.1. Course design
 - 4.1.1. Introduction: roles for the teacher in course design
 - 4.1.2. What choices do teachers need to make in course design?
- 4.2. Classroom assessment
 - 4.2.1. Introduction: assessment and testing
 - 4.2.2. What is testing?
 - 4.2.3. What is the role of classroom assessment?
 - 4.2.4. What characterizes good assessment practice?

PART TWO

Unit Five: ELT Situation in Nepal and Classroom Survey

- 5.1. Linguistic situation of Nepal
 - 5.1.1. Languages of Nepal
 - 5.1.2. Multilingualism in Nepal
 - 5.1.3. Language policies in Nepal
 - 5.1.4. English in Multilingual Nepal
- 5.2. ELT in Nepal through time
 - 5.2.1. The remote past
 - 5.2.2. The immediate past
 - 5.2.3. ELT in Nepal in the new Millennium
 - Syllabuses and courses
 - Textbooks and other teaching materials
 - Teacher and teacher's training
 - 5.2.4. Future of ELT in Nepal
- 5.3. Classroom realities of ELT in Nepal
 - 5.3.1. Public schools
 - 5.3.2. Private schools
 - 5.3.3. 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%

Internal evaluation will be based on the following criteria:

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

External Evaluation will be based on the following criteria:

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

6. Prescribed 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.
- 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.

ENG 532: CRITICAL DISCOURSE ANALYSIS AND CRITICAL PEDAGOGY

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

Course Title: **Critical Discourse Analysis**
Course No: ENG 532
Semester: Third

Credit Hours: 6 hrs
Full Marks:
Pass Marks:

1. Course Introduction

This course is designed to provide students with a critical understanding of the discourse analysis 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 provide them the theories of critical discourse analysis
- d) to acquaint with the concepts and theories of critical pedagogy
- e) to enable them to critically examine the ELT pedagogy in Nepal

Unit One: Critical discourse analysis (CDA)

1.1. Introduction

- The history of CDA
- Basic tenets
- Conceptual and theoretical framework
- Macro and micro analysis

1.2. Principles and aims of critical discourse: analysis

1.3. Critical paradigm

- Ideology
- Inequality and power (power as control, access control, context control, text and discourse control and mind control)
- Social theory

1.4. Discourse and access

1.5. Social cognition

1.6. Research paradigms and preferred topics

- Gender inequality
- Ethnocentrism, antisemitism, nationalism and racism
- Media discourse

- Political discourse
 - Discourse, power and dominance
 - Educational discourse
- 1.7. Critical discourse analytical methodology
 - 1.8. Critical discourse analysis in researching language
 - 1.9. Critical discourse analysis in transdisciplinary research
 - 1.10. Discourse structures and strategies in understanding
 - 1.11. Power enactment and discourse production
 - 1.12. The socio-cognitive interface between dominance and production
 - 1.13. Global capitalism and critical awareness of language
 - 1.14. New capitalism: overdetermination, transdisciplinarity and textual analysis
 - 1.15. CDA and education
 - Introduction to CDA in education (Rebecca Rogers, chapter 1)
 - Reframing for decisions: transforming talk about literacy assessment among teachers and researchers (Laukia K. Sarroub , chapter 4)
 - Discourse in Activity and Activity as Discourse (*Shawn Rowe, chapter 11*)
 - Critical language awareness in education (Norman Fairclough)
 - 1.16. Doing CDA (these are some example studies)
 - CDA and public policy
 - CDA and Racial Inequality
 - CDA and Politics
 - CDA and disability
 - CDA and Media (print, online and TV)
 - CDA and nationality
 - CDA and ethnicity
 - 1.17. Assessing CDA

Unit Two: Critical Pedagogies and Language Learning

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

External Evaluation will be based on the following criteria:

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

6. Prescribed Texts

- a) Fairclough, N. (1995). *Critical discourse analysis: The critical study of language*. Harlow. Pearson Education Ltd. **(All units)**
- b) Norton, B. and Toohey, K. (Eds.) (2004). *Critical Pedagogies and Language Learning*. Cambridge. Cambridge University Press. **(Unit II)**

7. References

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

ENG 533: ASSESSMENT IN ELT

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

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

Credit Hours: 6 hrs
Full Marks:
Pass Marks:

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.
- g) to make them analyze the national and international English language tests and provide teachers, examiners as well as other examination-related authorities or institutions with appropriate inputs.

3. Course Contents

Unit One: Basic concepts in language assessment

- 1.1 Evaluation, assessment, examination, testing and measurement
- 1.2 Origin and development of language assessment
- 1.3 Language assessment as a discipline
- 1.4 Language assessment and other disciplines
 - 1.4.1 Language assessment and language pedagogy
 - 1.4.2 Language assessment and research

- 1.4.3 Language assessment and statistics
- 1.4.4 Language assessment and psychology
- 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
 - 1.7.2 Computers
 - 1.7.3 Language laboratories

Unit Two : Approaches to language assessment

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

Unit Three : Classification of language tests

- 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
 - 3.2.2 Direct vs. indirect tests
 - 3.2.3 Discrete-point tests vs. integrative tests
 - 3.2.4 Formal tests vs. informal tests
 - 3.2.5 Internal tests vs. external 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 Continuous assessment vs. terminal assessment
- 3.6 Formative tests vs. summative tests
- 3.7 Alternatives in assessment
 - 3.7.1 Conference assessment
 - 3.7.2 Portfolio assessment
 - 3.7.3 Self-and peer-assessment
 - 3.7.4 Task-based and performance assessment
 - 3.7.5 Dynamic assessment

Unit Four : Considerations in designing language tests

- 4.1 Reliability
 - 4.1.1 Methods of calculating reliability

- 4.1.2 Factors of 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
- 4.4 Interactiveness
- 4.5 Impact
- 4.6 Washback
- 4.7 Practicality
- 4.8 Test usefulness

Unit Five : Designing language tests

- 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

- 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 : Testing communicative abilities

- 7.1 Communicative competence and communicative performance
- 7.2 Models of communicative competence
(Hymes, Canale and Swain, Bachman, Sthapit)
- 7.3 Features of communicative tasks and tests
- 7.4 Testing communicative performance

Unit Eight : Administering language tests

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

Unit Nine : Scoring language tests and interpreting test scores

- 9.1 Scoring language tests
 - 9.1.1 Scoring subjective tests
 - 9.1.2 Scoring objective tests

- 9.1.3 Scoring close 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

Unit Ten : Analysis of language tests

- 10.1 Analysis of standardized language tests (TOEFL, IELTS, GRE)
- 10.2 Survey and analysis of English language tests in Nepal

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

Suggested Activities:

- a. Write an article of approximately 3000 words on a topic related to the course of study.
- b. 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)
- c. 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.

- d. 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.
- e. Prepare a report of your analysis of any one of national or international tests of the English language.
- f. 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.
- g. 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.
- h. 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.
- i. 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 context 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.
- 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 Arvola
- 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

ENG 534: TASK-BASED LANGUAGE TEACHING (TBLT) AND TRAINER DEVELOPMENT

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

Course Title: **TBLT and Trainer Development**
Course No: ENG 534
Semester: Third

Credit Hours: 6 hrs
Full Marks:
Pass Marks:

1. Course Introduction

This course is designed to give students an in-depth practice on task 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

2. Course Contents

Unit One: Task-Based Approach

- 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

- 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

- 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

Unit Four: Empirical basis for task-based language

- 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

- 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

- 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

- 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

- 8.1. A framework for training
- 8.2. Working with groups in training
- 8.3. Working with participants' experience
- 8.4. New and shared experience in training
- 8.5. The awareness-raising process and its consequences
- 8.6. Talk in training courses
- 8.7. Creating meaning: new learning
- 8.8. Feedback, assessment and evaluation in training
- 8.9. 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 Presentation 5 marks
- Project Work/Assignment/Essay I 10 marks
- Project Work/Assignment/Essay II 10 marks
- Mid-term Exam/Project 15 marks

External Evaluation will be based on the following criteria:

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

6. Prescribed Texts

- 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)**

7. References

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

ENG 535: TRANSLATION IN THEORY AND ACTION

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

Course Title: **Translation in Theory and Action**
Course No: ENG 535
Semester: Third

Credit Hours: 6 hrs
Full Marks:
Pass Marks:

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

- 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
- 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

- 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

- 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, and Schleiermacher's valorization of the foreign
- 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

- 4.1 Vinay and Darbelnet's model
- 4.2. Nida's three –stage procedure
- 4.3 Catford and translation shift
- 4.4 Peter Newmark'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

5.1 Product-oriented research

5.2 Process-oriented research

Unit Six: Translation criticism and evaluation

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's Muna-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

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

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

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal evaluation will be based on the following criteria:

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

External Evaluation will be based on the following criteria:

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

Prescribed textbooks

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

References

- Adhikari, B. R. (2004). *Technical and cultural translation: Pitfalls, problems and procedures*. Kathmandu: Khitiz prakashan.
- Baker. M & Saldanha, G. (2001, 2nd ed.). *Routledge encyclopedia of translation studies* . London and New York: Routledge.
- Bhattarai, G.R. (1999). In retrospect– translation between English-Nepali language pair. *Journal of Nepalese studies*, 3. 1, 61-81.
- Bhattarai, G.R. (2000). A climate in which translation can prosper. *Nepalese linguistics*, 17, Ivir, V. (1991). Procedures and strategies for the translation of culture. *International journal of translation*, 3.1&2, 48-60.

- e) Catford, J.C. (1965). *A linguistic theory of translation*. Oxford: CUP.
- f) Gentzler, E. (2010). *Contemporary translation theories* (2nd edition). India: Viva Books Pvt. Ltd.
- g) Hatim, B. & Munday, J. (2005). *Translation: An advanced resource book*. London and New York: Routledge.
- h) Karmacharya, M.L. & Ranjitkar, I. M. (20659 v.s.). *Anubad granthasuchi* (Bibliography of translated literary works). Kamaladi: Royal Nepal Academy
- i) Mukherjee, S. (1994, 2nd ed.). *Translation as discovery*. India: Orient Longman Ltd.
- j) Raffel, B. (1988). *The art of translating poetry*. London: The Pennsylvania State University Press.
- k) Reccardi, A. (Ed.) (2002). *Translation studies: Perspectives on an emerging discipline*. Cambridge: CUP.
- l) Shrestha, D. (2008). *Sahityako Itihas: Sidhdhanta Ra Sandarbha* (History of literature: Theory and context, chapter three, 116-135). Kathmandu: Paluwa Prakashn.
- m) Singh, U. N. (2011). *Translation as growth: Towards a theory of language development*. India: Pearson.
- n) Thapa, M. (1999). With love and aesthetics: Notes for an ethical translation of Nepali literature. *Studies in Nepali history and society*, 4. 2, 295-226.
- o) Thapa, M. (2003). *A translation manual*. Lalitpur : Himal Books.
- p) Upadhyay, H. (1998). An overview of English-Nepali Nepali-English translations. *Nepalese linguistics*, 15, 51-64.
- q) Venuti, L. (1998). *The scandals of translation: Towards an ethics of difference*. London and New York: Routledge.

Sample translation texts

- Regmi, S. Karmacharya, M. L & Pierce, P. H. (Eds) (2002). *Stories from Nepal*. Kamaladi: Royal Nepal Academy.
- *The interim constitution of Nepal*. (2009). UNDP Nepal.
- Weyermann, B. (Ed.) (2010). *Close encounters*. Lalitpur: Himal Books
- Bhattarai, G. R. (2004). *Anubad Adhyan Parichya* (Trans. Bal Ram Adhikari). Kathmandu: Ratna Pustak Bhandar.
- Bhattarai, G. R. (Trans./Ed.) (2003). *Selected Nepali essays*. Kathmandu: Jiba Lamichhane.
- Bhattarai, G. R. (Trans/Ed.) (2007). *Stories of conflict and war*. Kathmandu: G. R. Bhattarai.
- Gimire, Jh. (2012). *A flower amidst thorns* (Trans. Nagendra Sharma and Safal Sharma). Kathmandu: Oriental Publications.
- Hagen, T. (2058 v.s.). *Nepalko Chinari* (Trans. Dev Bh. Thapa, Mohan Mainali & Basanta Thapa). Lalitpur: Himal Books.
- Ogura, K. (2004). *Janata Jageko bela* (Trans. Mohan Mainali, Ed. Basanta Thapa). Lalitpur: Himal Books
- Devkota, L. P. (2959, 15th ed.). *Muna-Madan* (Trans. Ananda P. Shrestha (1995), Michael Hutt (1996), Jhamak P. Sharma (2067 v.s.)

ENG 536: ACADEMIC READING AND WRITING

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

Course Title: **Academic Reading and Writing**
Course No: ENG 536
Semester: Third

Credit Hours: 6 hrs
Full Marks:
Pass Marks:

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

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
- 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

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

External Evaluation will be based on the following criteria:

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

6. Prescribed Texts

- 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.

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.

ENG 541: STUDENT TEACHING: ON-CAMPUS

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

Course Title: Student Teaching: On-campus
Course No: ENG 541
Semester: Fourth

Credit Hours: 6 hrs
Full Marks:
Pass Marks:

1. Course Introduction

This is a course designed to provide students an opportunity to get prepared for their practice teaching towards the end of the semester. The students will learn to make lesson plans and prepare the teaching learning materials during the course work. In addition to this they will also do the micro-teaching and observe some of the classes in the 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:

a) Field Observation and Class Seminars

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 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.

b) Preparation of Lesson Plans

The students will prepare 20 lesson plans from different areas of English language teaching. The supervisor will review the lesson plans and provide his/her feedback for their improvement before the students submit them for final grading. The grading of the lesson plan will be made based on the criteria such as the format of the lesson, learning goals, activities and lesson sequence.

c) Preparation of Teaching and Learning Materials

A weeklong materials preparation workshop will be organized on-campus and the students will prepare all the required materials for their real classroom teaching. Flash cards, posters, work-sheets, activities, audio recording, collection of pictures, drawing etc. will be prepared during the workshop. The supervisor will review the materials and sign them.

d) Supervised Micro-teaching

Students will teach five to ten micro-lessons during their supervised micro-teaching. All the micro-teaching sessions will be observed by the supervisor and necessary feedback will be provided to the students. After the micro-teaching post observation seminar will be organized in order to share the reflection of the students and the feedback of the supervisor and peers. Some of the micro-taught classes will also be videotaped and the students will be asked to make comments on their own classes.

5. Evaluation Scheme

• Field observation and class seminar	20 marks
• Preparation of lesson plan	20 marks
• Preparation of teaching learning materials	20 marks
• Supervised Micro-teaching	40 marks

6. Prescribed Texts

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

ENG 542: STUDENT TEACHING: OFF-CAMPUS

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

Course Title: Student Teaching: Off-campus
Course No: ENG 542
Semester: Fourth

Credit Hours: 6 hrs
Full Marks:
Pass Marks:

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 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

The student will identify a particular case for a detailed study. The case could be a student with a unique learning style, a teacher who has been well recognized for his/her English lessons, a group of students with a different linguistic needs, a group of students with an indigenous linguistic community or a student with a different linguistic ability. The case

should be studied in detail and a report of about 2000 words should be produced and submitted to the campus supervisor.

c) Teaching Logbook and Test Item Construction

Students will be required to maintain a log book of their teaching every day. The logbook should record the class, the subject they teach and the main activities they carried out. Similarly, students will also prepare test items from the course they teach in the 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 marks
• Case study	10 marks
• Logbook record	10 marks
• Test items construction	20 marks
• Extra-curricular activities event report	10 marks

6. Prescribed Texts

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

ENG 543: THESIS WRITING (12 CREDITS)

Mid-western University
Faculty of Educational Sciences
M.E.S. in English Education

Course Title: Thesis Writing
Course No: ENG 543
Semester: Fourth

Credit Hours: 12 hrs
Full Marks:
Pass Marks:

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. This is not a taught course but the students are 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.