

नेपाल सरकार
शिक्षक सेवा आयोग
खुला प्रतियोगितात्मक लिखित परीक्षाको पाठ्यक्रम
२०७२

तह : माध्यमिक

विषय : अङ्ग्रेजी

**Section A : English Pedagogy, Secondary Level English Curriculum,
Textbook and Teacher's Guide – 40 Marks**

1 English Pedagogy

1.1 Teaching Language Skills

- 1.1.1 Teaching listening
- 1.1.2 Teaching speaking
- 1.1.3 Teaching reading
- 1.1.4 Teaching writing

1.2 Teaching Language Aspects

- 1.2.1 Teaching grammar
- 1.2.2 Teaching vocabulary
- 1.2.3 Teaching language functions

1.3 Teaching Literature

- 1.3.1 Teaching poetry
- 1.3.2 Teaching short story
- 1.3.3 Teaching essay
- 1.3.4 Teaching drama

1.4 English Language Testing

- 1.4.1 Concept of testing
- 1.4.2 Reasons for testing
- 1.4.3 Qualities of a good test
- 1.4.4 Testing language skills
- 1.4.5 Testing language aspects
- 1.4.6 Relationship between language teaching and testing
- 1.4.7 Designing test items for testing language skills and aspects

2 Secondary Level English Curriculum, Textbooks and Teacher's Guides

2.1 Secondary Level English Curriculum

- 2.1.1 Concept of curriculum
- 2.1.2 Theories of curriculum development
- 2.1.3 School level curriculum development process
- 2.1.4 Present secondary level English curriculum

- 2.1.4.1 Introduction
- 2.1.4.2 Structure
- 2.1.4.3 Characteristics
- 2.1.5 Curriculum evaluation
 - 2.1.5.1 Bases of curriculum evaluation
 - 2.1.5.2 Strengths and weaknesses of present secondary level English curriculum
- 2.1.6 Specification grid
 - 2.1.6.1 Concept
 - 2.1.6.2 Importance
 - 2.1.6.3 Development and use in the context of Nepal
- 2.2 Secondary Level English Textbooks**
 - 2.2.1 Contents
 - 2.2.2 Areas covered
 - 2.2.3 Types of exercise
 - 2.2.4 Use of textbook
 - 2.2.5 Textbook analysis
 - 2.2.5.1 Parameters /bases of textbook analysis
 - 2.2.5.2 Characteristics of present secondary level English textbooks
 - 2.2.5.3 Strengths and weaknesses of present secondary level English textbooks
 - 2.2.6 Teaching without a textbook
 - 2.2.7 Interrelationship between curriculum and textbook
- 2.3 Teacher's Guide**
 - 2.3.1 Introduction
 - 2.3.2 Use and importance
 - 2.3.3 Present status of using the teacher's guide
 - 2.3.4 Making its use more effective

Section B : Content Knowledge of the Subject Matter**- 40 Marks****3 Theoretical Concepts of Language Learning**

- 3.1 Empiricism vs. Rationalism
- 3.2 Behaviourism vs. Mentalism
- 3.3 Structuralism vs. Generativism
- 3.4 Implication of the theories of language learning to language teaching
- 3.5 First language acquisition and second language learning
- 3.6 Factors affecting second language learning
- 3.7 Aspects of language teaching
- 3.8 Stages of language development

4 Approaches, Methods and Techniques of Language Teaching

- 4.1 Introduction to approach, method and technique
- 4.2 The Grammar-Translation Method
- 4.3 The Direct Method
- 4.4 The Audio-Lingual Method
- 4.5 Communicative Language Teaching
- 4.6 Community Language Learning
- 4.7 Total Physical Response
- 4.8 Content-Based, Task-Based and Participatory Approaches
- 4.9 Learning Strategy Training
- 4.10 Cooperative Learning and Multiple Intelligences
- 4.11 Student-centered techniques of language teaching
- 4.12 Applicability of these approaches and methods in Nepalese context
- 4.13 Post method pedagogy

5 English Language Teachers' Professional Development

- 5.1 Introduction
- 5.2 Importance
- 5.3 Strategies for English language teachers' professional development
 - 5.3.1 Workshops, conferences and seminars
 - 5.3.2 Self-monitoring and mentoring
 - 5.3.3 Keeping a teaching journal
 - 5.3.4 Teacher support groups and critical development teams
 - 5.3.5 Peer coaching
 - 5.3.6 Sharing living theories to help others develop
 - 5.3.7 Portfolios
 - 5.3.8 Analyzing critical incidents
 - 5.3.9 Case analysis/study
 - 5.3.10 Team teaching
 - 5.3.11 Action research
 - 5.3.12 Using open and distance learning modes
 - 5.3.13 Using English for specific purposes; etc.
- 5.4 Main goals of professional development of English teachers
- 5.5 Stages of a teacher's professional life cycle
- 5.6 Teacher professional development programs, policies and practices in Nepal
- 5.7 Problems in professional development of English teachers

6 English Language Classroom Management

- 6.1 Introduction
- 6.2 Theories
- 6.3 Components
- 6.4 Importance

- 6.5 Teaching English through English
- 6.6 Motivation in an English language classroom
- 6.7 Addressing diversity
- 6.8 Giving and receiving feedback
- 6.9 Judicious use of mother tongue, etc.

7 English Language Teaching Aids and Resources

- 7.1 Introduction
- 7.2 Importance
- 7.3 Types
- 7.4 Low cost and no cost teaching materials
- 7.5 Construction/ collection, use and management
- 7.6 ELT games, songs and problem solving activities
- 7.7 Use of ICT in ELT

8 Instructional Planning

- 8.1 Introduction
- 8.2 Types
- 8.3 Importance
- 8.4 Construction and use of daily lesson plan, unit plan, annual plan, etc.
- 8.5 Lesson sequences (ESA, PPP, etc.)

9 Literature for Language Development

- 9.1 Classification of literary genres
- 9.2 The language of literature
- 9.3 Figures of speech
- 9.4 Prosodic features
- 9.5 Approaches to using literature with the language learners
- 9.6 Role of literature for the development of different language skills and aspects

10 English Language Teaching in Nepal

- 10.1 Situation analysis
- 10.2 Issues and challenges
- 10.3 Solutions

11 Language and Linguistics

- 11.1 Definition of language
- 11.2 Characteristics of language
- 11.3 Levels of language
- 11.4 Varieties of language
- 11.5 English vowel and consonant systems
- 11.6 Comparison between English and Nepali sound systems
- 11.7 Grammatical units
- 11.8 Grammatical categories
- 11.9 Grammatical functions

- 11.10 Grammatical transformations
- 11.11 Error analysis and its implication
- 11.12 Pedagogical implication of linguistics

12 Language Functions: Types and Use

- 12.1 Socializing
- 12.2 Making a query
- 12.3 Getting things done
- 12.4 Expressing moral and emotional attitudes
- 12.5 Expressing intellectual attitudes
- 12.6 Expressing modal attitudes
- 12.7 Imparting factual information

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