

Government of Nepal
Teachers' Service Commission
Lower Secondary Level Curriculum of Subjective Exam -2076

Subject: English

Full Marks: 100

Time: 3 Hrs

Section: A

Unit 1: Language Teaching Approaches, Methods and Strategies

- 1.1. Historical approaches
- 1.2. Communicative approaches
- 1.3. Task-based language teaching
- 1.4 Context based language teaching, content and language integrated learning
- 1.5. Different methods and their applications in language teaching

Unit 2: Teaching Language Functions and Skills

- 2.1. Basic communicative functions in English
- 2.2. Language functions and structure (strategies, issues and challenges)
- 2.3. Teaching pronunciation, grammar and vocabulary
- 2.4. Teaching receptive skills (listening and reading)
- 2.5. Teaching productive skills (speaking and written)

Unit 3: ICT in English Language Teaching (ELT)

- 3.1. Concept, importance and implication
- 3.2. Modes and source of materials
- 3.3. Searching, designing **and** organizing materials
- 3.4. Basic skills of ICT for English language teacher
- 3.5. Opportunity and challenge in managing ICT in ELT classroom.

Unit 4: English Language Teacher Professional Development

- 5.1. Defining teacher professional development and teacher competencies
- 5.2. Skills of language games and motivation in English language teaching
- 5.3. Constructing, designing and using materials for English language teaching
- 5.4. Action research and writing reports
- 5.5. Opportunity to enhance continuous professional development (CPD)

Unit 5: Overview of English Language Curriculum of Lower Secondary Level

- 5.1. English Curriculum, Textbooks and Teachers guide of grade 6 -8
- 5.2. Use of supplementary materials (dictionary, grammar books, news papers, chants)
- 5.3. Assessment schemes in English language learning, specification grid and designing good tests
- 5.4. Error analysis and correction of error
- 5.5. Soft skill incorporated in English Curriculum

Section: B

Unit 6: Basics of Grammar

- 6.1 Major word class: Noun, Verb, Adjective and Adverb
- 6.2 Minor Word Class: Preposition, conjunction, articles, interjection and determiners
- 6.3 Tense, aspect, voice and mood
- 6.4 Sentences and transformation
- 6.5 Reported speech

Unit 7: Reading and Writing in English

- 7.1. Reading for comprehension and reading habit
- 7.2. Essentials in reading and writing process
- 7.3. Writing stories and essays
- 7.4. Writing letters and emails

Unit 8: Language and Linguistics

- 8.1. Definition, characteristics and varieties of language
- 8.2. Approaches of language
- 8.3. English Sound system and comparison between Nepali and English sound system
- 8.4. Basic concept of linguistics
- 8.5. Pedagogical implications of linguistics

Unit 9: Literature in English Language Teaching (ELT) Classroom

- 9.1. Historical Survey of English literature
- 9.2. Engaging students in literature
- 9.3. Reading strategies for literature
- 9.4. Classification of literary genres
- 9.5. The language of literature

Unit 10: English Language Classroom Management, Issues and Challenges

- 10.1. Multilingualism and diversity management in ELT classroom
- 10.2. Subject committee and implication in improving ELT.
- 10.3. Creating motivation in English language classroom
- 10.4. Lesson Planning and time management
- 10.5. Teaching English in diverse circumstances

Specification Grid

Subject: English

Level: Lower Secondary

Units	Contents	Questions	Marks
Section A			
1	Language Teaching Approaches, Methods and Strategies	1	10
2	Teaching Language Functions and Skills	1	10
3	ICT in English Language Teaching	1	10
4	English Language Teacher Professional Development	1	10
5	Overview of English Language Curriculum of Lower Secondary Level	1	10
Section B			
6	Basics of Grammar	1	10
7	Reading and Writing in English	1	10
8	Language and Linguistics	1	10
9	Literature in ELT Classroom	1	10
10	English Language Classroom Management, Issues and Challenges	1	10
Total		10	100

Notes:

1. This curriculum is divided into sections A & Section B.
2. Generally from section A, questions will be asked related to pedagogy.
3. From section B questions will be asked covering cognitive level.
4. Separate answer sheets will be used for each section.
5. This curriculum will be effective from 2077/02 / 30