<div align="center">

**Government of Nepal**
# Teacher Service Commission
### Teacher Licensing Curriculum for Secondary Level (Grade 9-12), 2075

</div>

First Paper : English                                                                         65 **marks**

**Introduction**
This curriculum is designed with the view to assess the required content knowledge of English, knowledge and skills of using appropriate teaching methodology and the skills of using information and communication technology (ICT) of the potential teachers to teach English for grade 9 to 12. Such teachers are expected to have certain competencies. The content of this curriculum is based on the Teacher Competency Framework, 2072 and the curriculum of minimum academic and professional qualification required for this level. This curriculum is divided into two sections: (A) content knowledge and (B) pedagogical content knowledge and skills. It carries total 65 marks.

**Objective**
The overall objective of this curriculum is to test whether the teacher candidates meet the minimum requirement and possess the competencies needed to become an English teacher for grade 9 to 12 so that selection of a qualified and competent teacher can be ensured.

**Section A: Content Knowledge**                                                          **40 marks**

**1. Theoretical Concepts of Language Learning**
   1.1. The changing world of English
        1.1.1. English as a global language
        1.1.2.  English as a lingua franca
        1.1.3.  Native speaker varieties and other Englishes
        1.1.4.  Paradigm shifts in English language teaching
   1.2.  Theories of language learning
        1.2.1.  Empiricism vs. rationalism
        1.2.2.  Behaviourism vs. mentalism
        1.2.3.  Structuralism vs. generativism
   1.3.  Implications of the theories of language learning to language teaching
   1.4.  First language acquisition and second language learning
   1.5.  Factors affecting second language learning
   1.6.  Aspects of language teaching
   1.7.  Stages of language development in children
   1.8.  Krashen's theory of second language acquisition

**2. Language and Linguistics**
   2.1. Definition of language
   2.2. Characteristics of language
   2.3. Levels of language
   2.4. Varieties of language
   2.5. English vowel and consonant system
   2.6. Comparison between Nepali and English sound system
   2.7. Grammatical units
   2.8. Grammatical categories
   2.9. Grammatical functions
   2.10. Grammatical transformations
   2.11. Error analysis and its implications
   2.12 Pedagogical implication of linguistics

**3. Language Functions**
  3.1. Definition of communicative function and exponents
  3.2. Grammatical function vs. communicative function
  3.3. Form function relationship
  3.4. Language functions included in secondary level English curriculum (with their exponents)
  3.5. Communicative competence (concept and models)
  3.6. Classification of language functions
      3.6.1. Socializing
      3.6.2. Making a query
      3.6.3. Getting things done
      3.6.4. Expressing moral and emotional attitudes
      3.6.5. Expressing intellectual attitudes
      3.6.6. Expressing modal attitudes
      3.6.7. Importing factual information
**4. Literature for Language Development**
  4.1. Definition of literature
  4.2. Basic qualities of literature
  4.3. Classification of literary genres
  4.4. Literary universals
  4.5. The language of literature
  4.6. Figures of speech
  4.7. Prosodic features
  4.8. Approaches to using literature with the language learners
  4.9. Aims and objectives of using literature
  4.10. Value of literature to language teaching

**5. English Language Teacher's Professional Development**
  5.1. Profession and professionalism
  5.2. Teacher training vs. teacher development
  5.3. Importance of professional development
  5.4. Strategies for English language teacher's professional development
      5.4.1. Action research
      5.4.2. Workshops, conferences and seminars
      5.4.3. Self-monitoring and mentoring
      5.4.4. Keeping a teaching journal
      5.4.5. Peer coaching
      5.4.6. Portfolios
      5.4.7. Analysing critical incidents
      5.4.8. Using open and distance learning modes
  5.5. Main goals of professional development of English teachers
  5.6. Stages of a teacher's professional life cycle
  5.7. Teacher professional development programmes, policies and practices in Nepal
  5.8. Problems of professional development of English teachers

6. **English Language Teaching in Nepal**
  6.1. Situation analysis
  6.2. Issues and challenges
  6.3. Solutions

**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. ELT games, songs and problem solving activities

## 8. Reading and Writing in English
8.1. Reading prose and poetry
8.2. Reading sub-skills and strategies
    8.2.1. Identifying explicitly stated information
    8.2.2. Identifying implicit information
    8.2.3. Skimming
    8.2.4. Scanning
    8.2.5. Making inferences
    8.2.6. Getting meaning of words from contexts
    8.2.7. Identifying main ideas and supporting details
    8.2.8. Giving title to the text
    8.2.9. Identifying purpose and attitude of the author
8.3. Writing different types of texts
    8.3.1. Curriculum vitae (CV)/Resume
    8.3.2. Essays (argumentative, descriptive, and narrative)
    8.3.3. Book reviews
    8.3.4. News stories
    8.3.5. Job application
    8.3.6. Personal letter

## Section B: Pedagogical Content Knowledge and Skills         25 marks

## 9. Secondary Level English Curriculum Textbook and Teacher's Guide
9.1. Secondary Level English Curriculum
    9.1.1. Concept of curriculum
    9.1.2.Characteristics of an ELT curriculum
    9.1.3. Elements of an ELT curriculum
    9.1.4. The Ideology of the curriculum
    9.1.5. Steps and procedures of curriculum development
    9.1.6. School level curriculum development process in Nepal
    9.1.7. Present secondary English curriculum (introduction, structure, features)
    9.1.8. Competency-based curriculum
    9.1.9. Critical analysis of the present secondary level English curriculum
    9.1.10. Test specification grid (concept, importance, use)
9.2 Secondary Level English Textbooks
    10.2.1. Introduction to textbook
    10.2.2. Types of textbooks: traditional vs. communicative
    10.2.3. Advantages and limitations of using the textbook
    10.2.4. Parameters of textbook analysis
    10.2.5. Analysis of present secondary level textbooks
    10.2.6. Characteristics of present secondary level textbooks
    10.2.7. Strengths and weaknesses of present secondary level textbooks
    10.2.8. Adapting textbooks
    10.2.9. Teaching without textbooks
9.3. Teacher's Guide
    10.3.1. Introduction

10.3.2. Elements of a teacher's guide
10.3.3. Use and importance of a teacher's guide
10.3.4. Present status of using the teacher's guide
10.3.5. Creative use of the teacher's guide

**10. English Language Teaching Approaches, Methods and Techniques**
  10.1. Approaches and methods of English language teaching (principal features, classroom procedure, teacher and learner roles, assessment)
    10.1.1. Grammar translation method
    10.1.2. Direct method
    10.1.3. Audio-lingual method
    10.1.4. Oral structural and situational (OSS) approach
    10.1.5. Communicative approach
    10.1.6. Community language learning
    10.1.7. Content-based instruction
    10.1.8. Multiple intelligences
    10.1.9. Task-based approach
    10.1.10. A principled approach
    10.1.11. Post method pedagogy
  10.2. Techniques of English language teaching
    10.2.1. Teacher-centered vs. learner centered techniques
    10.2.2. Learner-centered techniques (Project work, Pair work, Group work, Strip story, Drama,
    10.2.3. Simulation and role play, Quick write, Mind map, Brainstorming)
    10.2.4. Teacher centered techniques (Lecture, Explanation, Illustration, Demonstration, Drill)
**11. Teaching Language Skills**
  11.1. Teaching Listening
    11.1.2.Features of real life listening situations
    11.1.3. Factors that make listening difficult
    11.1.4. Intensive and extensive listening
    11.1.5. Principles of teaching listening
    11.1.6. Listening sub-skills
    11.1.7. Stages of teaching listening
    11.1.8. Techniques and activities for teaching listening
  11.2. Teaching Speaking
    11.2.1. Components of speaking: pronunciation, stress, intonation
    11.2.3. Features of a successful speaking activity
    11.2.3. Problems of speaking activities and the ways to address them
    11.2.4. Developing discussion skills in ELT classroom
    11.2.5. Fluency vs. accuracy
    11.2.6. Stages of teaching speaking
    11.2.7. Communicative activities for teaching speaking
  11.3. Teaching Reading
    11.3.1. Nature of reading
    11.3.2. Stages of reading development
    11.3.3. Reading sub-skills
    11.3.4. Intensive vs. extensive reading
    11.3.5. Features of efficient reading
    11.3.5. Principles of teaching reading
    11.3.6. Types of reading
    11.3.7. Approaches to reading
    11.3.8. Stages of teaching reading

11.3.9. Techniques and activities for teaching reading
11.4. Teaching Writing
    11.4.1.Spoken vs. written discourse
    11.4.2. Components of writing
    11.4.3. Stages of development in writing
    11.4.5. Approaches to teaching writing: process vs. product
    11.4.6. Techniques and activities for teaching writing
    11.4.7. Teaching students to self edit

## 12. Teaching Language Aspects
12.1. Teaching Vocabulary
    12.1.1. Aspects of  learning a word: from, meaning, grammar, use
    12.1.2. Criteria for selecting vocabulary
    12.1.3. Active vs. passive vocabulary
    12.1.4. Games and activities for vocabulary development
    12.1.5. Activities of teaching the meaning of words
    12.1.6. Activities for teaching the pronunciation of words
    12.1.7. Activities for teaching the spelling words
12.2.  Teaching Language Functions
    12.2.1. Stages of teaching language functions
    12.2.2. Activities for teaching language functions
12.3. Teaching Grammar
    12.3.1. Arguments for and against teaching grammar
    12.3.2. Place of grammar under different methods
    12.3.3. Basic principles for teaching grammar (the criteria of efficiency and appropriacy)
    12.3.4. Approaches to teaching grammar (deductive, inductive and text-based: concept, procedure, sample lesson plans, assessment)
    12.3.5. Consciousness raising in grammar teaching (Richards 167)
    12.3.6. Presenting and explaining grammar
    12.3.7. Games and communicative activities for teaching grammar
    12.3.8. Responding to grammatical errors
12.4.  Teaching Pronunciation
    12.4.1. Importance of teaching pronunciation
    12.4.2. Problems in teaching pronunciation
    12.4.3. Issues related to teaching pronunciation
    12.4.4. Techniques and activities for teaching pronunciation

## 13. Teaching Literature
13.1. Teaching poetry
13.2. Teaching short story
13.3. Teaching essay
13.4. Teaching drama

## 14. English Language Testing
14.1. Concept of testing
14.2. Reasons for testing
14.3. Relationship between teaching and testing
14.4. Qualities of a good test
14.5. Classification of language tests
14.6. Testing language skills
14.7. Testing language aspects
14.8. Designing test tasks for testing language skills and aspects

## 15. Instructional Planning

15.1. Introduction to instructional planning
15.2. Importance of instructional planning
15.3. Types of instructional plan
15.4. Construction and use of academic calendar, annual plan, term plan, unit plan and daily lesson plan
15.5. Value of lesson planning
15.6. Essential elements of a lesson plan
15.7. Characteristics of a good lesson plan
15.8. Lesson sequences (PPP model, task-based model and ESA model)

## 16. Information and Communication Technology (ICT) in English Language Teaching

16.1. Importance of ICT in English language teaching
16.2. Key challenges in integrating ICTs in English language teaching
16.3. Use of ICT tools (such as multimedia, mobile phones, computers, the Internet, etc.) in English language teaching
16.4. Computer-based presentation technology (interactive whiteboard, multimedia projector)
16.5. Electronic dictionaries, CD-ROMS and online dictionaries
16.6. Power Point Presentation
16.7. Searching materials in the Internet
16.8. Virtual learning

### Specification Grid (Question making plan)

| Section | Question Unit | Multiple Choice Questions | | | Short Questions | | | Total Question | Full Marks |
|---|---|---|---|---|---|---|---|---|---|
| | | No. of Questions | Marks | Total marks | No. of Questions | Marks | Total marks | | |
| A | 1 | 5 | 1 | 5 | - | - | - | 5 | 5 |
| | 2 | 5 | 1 | 5 | - | - | - | 5 | 5 |
| | 3 | 5 | 1 | 5 | - | - | - | 5 | 5 |
| | 4 | 5 | 1 | 5 | - | - | - | 5 | 5 |
| | 5 | 5 | 1 | 5 | - | - | - | 5 | 5 |
| | 6 | 5 | 1 | 5 | - | - | - | 5 | 5 |
| | 7 | 5 | 1 | 5 | - | - | - | 5 | 5 |
| | 8 | 5 | 1 | 5 | - | - | - | 5 | 5 |
| B | 9 | - | - | - | 1 | 5 | 5 | 1 | 5 |
| | 10 | - | - | - | 1 | 5 | 5 | 1 | 5 |
| | 11 | - | - | - | 1 | 5 | 5 | 1 | 5 |
| | 12 | | | | | | | | |
| | 13 | - | - | - | 1 | 5 | 5 | 1 | 5 |
| | 14 | | | | | | | | |
| | 15 | - | - | - | 1 | 5 | 5 | 1 | 5 |
| | 16 | | | | | | | | |
| Total | | 40 | 1 | 40 | 5 | 5 | 25 | 45 | 65 |

Note:

1. Total 3 hours time is allocated for testing: forty five minutes for objective questions and two hours and fifteen minutes for subjective questions.
2. The objective and subjective tests will be conducted in the same setting, and the subjective test will begin as soon as the objective test is completed.
3. The questions will be asked covering all the levels of cognitive domain.
4. The short questions will focus on knowledge, skills and application, and the long questions will focus on creativity and the pragmatic aspects related to teaching.
5. The priority will be given to those answers which are creative and based on the critical analysis of the practical aspects of learning facilitation.