

Government of Nepal
Teachers Service Commission
Secondary Level Curriculum of Subjective Examination - 2076

Subject: English

Full Marks: 100

Time: 3 Hours

Section: A

Unit 1: Teaching and Testing Oral Skills and Language Functions

- 1.1. Teaching listening skills
- 1.2. Teaching speaking skills
- 1.3. Teaching language functions
- 1.4. Testing oral skills
- 1.5. Testing language functions

Unit 2: Teaching and Testing Written English

- 2.1. Teaching reading skills
- 2.2. Teaching writing skills
- 2.3. Preparing instruments for testing reading and writing skills
- 2.4. Scoring answers in reading and writing tests
- 2.5. Teaching and testing literary texts

Unit 3: Teaching and Testing Aspects of English Language

- 3.1. Teaching grammar
- 3.2. Teaching vocabulary
- 3.3. Teaching pronunciation
- 3.4. Teaching punctuation
- 3.5. Testing grammar, vocabulary, pronunciation, punctuation and sounds

Unit 4: Planning and Designing Teaching Materials

- 4.1. Lesson planning, managing time and activities
- 4.2. Designing and constructing visual materials
- 4.3. Use of audio-visual materials
- 4.4. Preparing operational calendar and subject specific annual plan
- 4.5. Use of ICT tools in language teaching

Unit 5: Overview of English Language Curriculum of Secondary Level

- 5.1. English curriculum, Textbooks and Teachers guide of grade 9 -12
- 5.2. Use of supplementary materials (dictionary, grammar books, newspapers, charts etc.)
- 5.3. English language testing system and specification grid
- 5.4. Correction of Error and Error analysis

Section: B

Unit 6: Theoretical Concepts of Language Learning and Teaching

- 6.1. Theories of language learning
- 6.2. Approaches, methods of language teaching

- 6.3. Language teaching techniques and activities
- 6.4. Relationship between linguistics and language teaching
- 6.5. Application of different approaches, methods and techniques in English as a Foreign Language (EFL) classroom

Unit 7: Literature for Language Development

- 7.1. Introduction and history of English literature
- 7.2. Genres of English literature
- 7.3. Figures of speech
- 7.4. Reasons for teaching literature
- 7.5. Techniques and strategies for teaching literature

Unit 8: Professional Development of English Language Teachers

- 8.1. Types and models of professional development
- 8.2. Strategies of professional development
- 8.3. Maintaining professional ethics
- 8.4. Building networking, collaboration and cooperation in professional learning
- 8.5. Values of teaching profession

Unit 9: Reading and Writing in Language Education

- 9.1. Reading and extracting appropriate information
- 9.2. Reading for academic purpose
- 9.3. Mechanics of writing
- 9.4. Developing skills in writing: Selecting key points, note-making, paraphrasing, summarizing, planning, editing and drafting and revising
- 9.5. Choice of academic vocabulary in writing

Unit 10: Research in English as a Foreign Language (EFL) Context

- 10.1. Introduction to research in language pedagogy
- 10.2. Application of research in language teaching-learning
- 10.3. Design and types of research in language teaching
- 10.4. Drawing conclusions, implications and giving recommendations from research
- 10.5. Academic writing in research

Specification Grid

Subject: English

Level: Secondary

Units	Content area	Questions and weight	Full Marks	Time
1	Teaching and Testing Oral Skills and Language Functions	1×10	10	3 Hours
2	Teaching and Testing Written English	1×10	10	
3	Teaching and Testing Aspects of English Language	1×10	10	
4	Planning and Designing Teaching Materials	1×10	10	
5	Overview of English Language Curriculum of Secondary Level	1×10	10	
6	Theoretical Concepts of Language Learning and Teaching	1×10	10	
7	Literature for Language Development	1×10	10	
8	Professional Development of English Language Teachers	1×10	10	
9	Reading and Writing in Language Education	1×10	10	
10	Research in English as a Foreign Language EFL Context	1×10	10	
Total		10×10	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 affected from 2076/11 / 20.