Course title**: English Language Teaching (ELT) Pedagogy and Materials**

Course No. : Eng. Ed.535 Nature of the course: Theoretical

 Credit hours: 3

Level: M. Ed. Teaching hours 48

Semester: Third

1. **Course Description**

This course aims at exposing students with the evolving theories, trends and practices of English language teaching (ELT). In this course, students will explore the context, methodology and techniques of teaching English language skills. Additionally, the students will also be engaged in critically assessing the materials and innovations in ELT. The course consists of five units. The first unit familiarizes the students with the broader and specific contexts of English language teaching while the second unit presents the overview of the ELT methodology. The third unit deals with the techniques and activities of teaching English language aspects and skills. The fourth unit is about the planning and assessment in ELT while the fifth unit provides the innovations and criticalities in language education and its pedagogy.

**2. General Objectives**

The general objectives of this course are as follows:

* To familiarize the students with the basics of English language teaching in the macro and micro contexts.
* To expose the students to the wide array of ELT methodology that includes the approaches, methods, techniques and strategies.
* To enable the students to teach the language aspects and skills effectively.
* To help the students plan the course and design classroom tests.
* To engage the students into the innovative practices of language teaching and get them aware on the critical perspectives in English language teaching.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Explain the contexts of language teaching
* Present the overview of the history of language teaching
* Trace out the recent trends in English language teaching
* Discuss the framework for teaching and learning
* Implement the principles of learner autonomy in class
* Identify the spectrum of communicative classroom
* Explore a wide range of strategies to develop learner autonomy
 | **Unit I: Basics of English Language Teaching Context (10)*** 1. Language Teaching (What, Why, and How)
	2. History of language teaching
	3. Paradigm Shifts in Language teaching
	4. Teaching by principles
	5. A framework for teaching and learning
		1. Learners and learning, classroom and contexts
		2. The communicative classroom
		3. Learner autonomy and learner training
		4. Learning Strategies vs. Communication Strategies
		5. Types of learning strategies (Cognitive, Meta-cognitive, Socio-effective, and Communicative)
 |
| * Reflect upon the traditions and transitions in language teaching approaches
* Present the overview of the recent approaches, methods/ activities of language teaching
* Contextualize communicative and task-based language teaching
* Use the various techniques of language teaching in class
 | **Unit II: Methodology of English Language Teaching (14)*** 1. Tradition and transitions in language teaching approaches ( A critique on the methodological shifts in ELT)
	2. An Overview of the Recent Methods and Practices in ELT (introduction, principles/assumptions, syllabes, classroom procedures, teachers and learners roles and implications)
		1. Multiple intelligences
		2. Neuro-linguistics programming
		3. The lexical approach
		4. Co-operative learning
		5. Collaborative learning
		6. Differentiated instruction
		7. Content and language integrated learning (CLIL)
		8. Communicative language teaching
		9. Task-based language teaching (TBLT)
		10. Total physical response
		11. The post method pedagogy
		12. Project-based language teaching

2.6 Techniques and Activities in ELT2.6.1 Teacher centered techniques/activities (lecture, explanation, illustration, and demonstration)2.6.2 Learner centered techniques/activities (individual, pair, and group work, role play, dramatization, story -telling, picture description and simulation)* + 1. Blended and virtual learning
 |
| * Categorize the aspects and skills of language from pedagogic perspectives
* Teach vocabulary, grammar, language functions and literary contents.
* Design activities for teaching receptive and productive skills
 | **Unit III: Teaching Language Aspects and Skills (8)**3.1 Teaching vocabulary3.2 Teaching grammar3.3 Teaching language functions3.4 Teaching literature3.3 Teaching listening skills3.4Teaching speaking skills3.5Teaching reading skills3.6Teaching writing skills |
| * Design syllabi following the steps
* Plan courses and lessons
* Manage classroom interaction in class
* Maintain discipline while teaching English
* Develop tests and administer them in class
* Identify learner differences and address them accordingly
 | **Unit IV: Materials and Classroom management (8)**4.1 The syllabus (introduction, steps, types and considerations)4.2 Course plans and lesson plans4.3 Materials (construction and use)4.4 Teaching content (linguistic, cultural and literary)4.5 Classroom interaction (patterns of classroom interaction, questioning, group work, individualization, pair work, the selection of appropriate activation techniques)4.6 Classroom discipline (strategies and implications)4.7 Learner differences ( introduction and variables to bring differences among learners)4.2 Classroom assessment (introduction, tools and forms, and functions) |
| * Integrate technologies in ELT
* Describe second language education from multiple perspectives
* Discuss identity issue in second language education
* Critically review the teacher’s standards in ELT
 | **Unit V: Innovations and Criticalities in ELT (6)**5.1 Technology and ELT (use and roles of ICTs, i.e., multimedia, mobile phones, internet, interactive white board, online dictionaries and other resources, and power-point presentation in ELT)5.2 Online resources for English language learning and teaching5.3. Re-conceptualizations in second language education5.4 Re-conceptualizing teacher standards: Authentic, critical and creative5.5 Student and teacher engagement in ELT5.6 Challenging identities in ELT |

Note: The figures in the parenthesis indicate approximate teaching hours for respective units.

1. **Instructional Techniques**

The instructional techniques for this course are divided into two groups. First group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to the particular units.

**4.1 General Instructional Techniques**

* Lecture
* Discussion
* Explanation and illustration
* Phonetic practice of phonological data sets
* Self-study and small-scale research
* Group and pair works
* Discovery and inquiry
* Read, discuss, write and share (RDWS)

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Activity and Instructional Techniques** |
| **One**  | Mini-project (Review of the articles, participate in the discussion, relate their experience)  |
| **Two**  | Mini-project (articles and book chapters review followed by classroom presentation) |
| **Three**  | Preparation of the materials to teach language aspects and skills |
| **Four**  | Instructor-guided lesson plan preparation, peer teaching and seminar papers |
| **Five** | Project: The students critically review the pedagogical practices in Nepal  |

**5. Evaluation**

* 1. **Internal Evaluation 40%**

Internal evaluation will be conducted by the instructor based on the following activities:

* Attendance 5 marks
* Participation in learning activities 5 mark
* First assignment/mid-term exam 10 marks
* Second assignment/assessment 10 marks
* Third assignment/assessment 10 marks

Note: The course teacher can develop multiple activities for assignments, depending on the nature of the course/topic and students’ interests. Such activities may include book review, article review, term paper on specific issue/topic, or unit test\quiz, project work, case study, survey/field study, individual/group report writing, literature review and a research article based on primary and/or secondary data.

**5.2 External Evaluation (Final Examination) 60%**

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of the semester.

1. Objective questions (multiple choice questions) (10 x 1) = 10 marks
2. Short answer questions (6 questions with 2 OR questions) (6x 5) = 30 marks
3. Long answer questions (2 questions with 1 OR question (2 x 10) = 20 marks

**6. Recommended Books and References**

**6.1 Recommended Books and Materials**

Baker, T., & Clark, J. (2010). Cooperative learning – a double-edged sword: A cooperative learning model for use with diverse student groups. *Intercultural Education, 21*, 257–268. **(Unit II)**

Boraie, D. (2013). Current Trends in Teaching and Learning EFC / ESL. *International Journal on Studies in English Language and Literature (IJSELL),* 12. 44-54. **(Unit I)**

Brown, H. D. (2001). Teaching by principles. London. Longman. ***(Unit I)***

Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language*

Down, B. and Smyth, J (2012 eds.). Reconceptualizing teacher standards: Aurhentic, critical and creative. Critical Voices in Teacher Education, Explorations. (Accessed : 2009,Fab18). **(Unit IV)**

Harmer, J. (2007). The practice of English language teaching. London. Pearson Education Limited. ***(Unit I, II, III, IV)***

Haven, CT: Yale University Press. **(Unit II)**

Hedge, T. (2008). Teaching and learning in the language classroom. Oxford. Oxford University Press. ***(Unit I, IV)***

Johnson, A. P. (2008). *Teaching reading and writing : a guidebook for tutoring and remediating students. New York:* Rowman & Littlefield Publishers, Inc. (Unit III)

Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching*.

Long, M. H. and Doughty, C. J. (2009). Handbook of English language teaching. Oxford. Wiley-Blackwell.***(Unit I)***

New York, NY: Cambridge University Press. **(Unit II)**

Nobel,A. , Ingleton,C., Double , L. & Rogers, T**.** (2002), “*Leap into ... Collborative Learning* “, Availible: http://www.adelaide.edu.au/ltdu/leap/leapinto/collab\_learning.pdf

Norton, B. and Toohey, K. (Eds.) (2004). Critical pedagogies and language learning. Cambridge. Cambridge University Press. ***(Unit V)***

of Educational Purpose 22, DOI 10.1007/978-94-007-3974-1 5.

Oliver, M. Coyle, D. Connolley, T. (2015). Student and teacher engagement in ELT. *Intercultural Education, 21*, 257–268 **(Unit V)**

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York, NY: Newbury House**. (Unit I)**

Oxford: Oxford University Press. **(Unit II)**

Panitz, T.(2000), “*Benefits of Collaborative Learning*”, Available:

*pedagogy* (4th ed.). New York, NY: Pearson**. (Unit I)**

Richards, J.C. &. Rodgers, T.S. (2009). Approaches and methods in language teaching. Cambridge: CUP. ***(Unit II)***

Richards, J.C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.).

Sarroub, L. K. and Quadros, S. (2015). Critical Pedagogy in Classroom Discourse. *Faculty Publications: Department of Teaching, Learning and Teacher Education.* 156, 33-52.

Ur, P. (2013). A course in English language teaching. Cambridge. Cambridge University Press.***(Unit III, IV***)

Waters, A. (2009). Managing innovation in English language education. Language Teaching, 42:4, 421–458. **(Unit V)**

[**www.teachingenglish.org.uk**](http://www.teachingenglish.org.uk) **(Unit V)**

[**www.learningenglish.org.uk**](http://www.learningenglish.org.uk) **(Unit V)**

[**www.americanenglish.state.gov**](http://www.americanenglish.state.gov) **(Unit V)**

**6.2. References**

Beckett, G. H. & Miller, P. C. (2006). Project-based second and foreign language education. Connecticut: Information Age Publishing.

Brown, H. D. (1994). Principles of language learning and teaching. London: Prentice Hall.

Chambers, A. &Bax, S. (2006). Making CALL work: Towards normalisation. System, 34, 465–479.

Cook, V. (2008). Second language learning and language teaching. London: Arnold.

Davies, P. &Pearse, E. (2008). Success in English teaching. Oxford: OUP.

Ellis, R. (2003). Task-based language learning and teaching. Oxford: OUP.

Kumaravadivelu, B. (2001). Toward a post-method pedagogy. TESOL Quarterly, 35/4, 537-560.

Levy, M. (2007). Research and technological innovation in CALL. Innovation in Language Learning and Teaching, 1/1, 180-190.

McGrath, I. (2002). *Materials Evaluation and Design for Language Teachers*. Edinburgh: Edinburgh University Press. (Unit V)

Nunan, D. (1998). Language teaching methodology. New York: Prentice Hall.

Nunan, D. (Eds.). (2003). Practical English language teaching. New York: McGraw Hill.

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Reagan, T. G. & Osborn, T. A. (2002). The Foreign Language Educator in Society: Toward a Critical Pedagogy. London. Lawrence Erlabaum Associates Publishers.

Richards, J. C. &Renandya, W. A. (2003). Methodology in language teaching. Cambridge. CUP.

Scrivener, J. (2005). Learning teaching. Oxford: Heinemann.

Underwood, M. (1989). Teaching listening. London: Longman.

Woodward, T. (2001). Planning lessons and courses. Cambridge: CUP.

Course title: **Readings in Literary Genres**

Course No.: Eng. Ed. 536 Nature of the course: Theoretical

Level: M.Ed. Credit hours: 3

Semester: Third Teaching hours: 48

**1. Course Description**

Readings in Literary Genres is an advanced literature-based course which builds on Readings in English Part-I (Eng. Ed 528) of the second semester. This course follows the genre-based classification of literature and its analysis and interpretation from different critical perspectives. Units from first to sixth comprise long fictions, short fictions, poetry, prose and dramas, whereas the last unit entails major schools of literary criticisms. The course offers some carefully selected literary writings in English that enrich students with critical insights in varieties of the English language, its cultures, and that motive them in creative writing.

**2. General Objectives**

The general objectives of the course are as follows:

* To orient the students to English literary world through the sampled literary masterpieces
* To develop the students' skills in reading and interpreting literary texts
* To develop their skills in responding to the texts through the lenses of literary criticisms and express their observations in writing.
* To help them produce their own creative writings in different genres.
* To help them apply critical and creative insights from literature in English language teaching.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Read and summarize the novels
* Trace the western history of knowledge
* Distinguish between fact and fiction in the literary work
* Critically appreciate the novels in terms of their plots, themes, settings and characters.
* Compare and contrast between techniques of different writers
* Apply the relevant literary criticism to analyze the novels
* Present their reflection on the novels through writing
* Write reviews for the novels
* Select extracts from the novels and develop teaching learning activities for classroom purpose
 | **Unit I: Readings in Long Fiction (12)**1.**Sophie'sWorld** by Jostein Gaarder2.**The Sorrows of Young Werther** by Johann Wolfgang von Goethe   3. **To Kill a Mocking Bird** by  Harper Lee  |
| * Read and summarize the story
* Analyze the stories in terms of plot, theme, setting and characters
* Apply the relevant literary criticism to interpret the stories
* Write short stories drawing on their own experiences
* Select the stories or extracts and develop teaching learning activities for their students
 | **Unit II: Readings in Short Fiction (8)**4.**My First Goose** by Isaac Babel5. **The Lottery in Babylon** by Jorge Luis Borges 6.**Martha**  by Khalil Gibran7. **The Lady in the Looking – Glass : A Reflection** by Virginia Woolf 8.**The Feathered Orge** by Italo Calvino9.**Everything that Rises Must Converge** by Flannery O’ Conner 10.**The Enemy** by V. S. Naipaul11.**Vanka** by Anton Chekhov 12.**The Garden Party** by Katherine Mansfield 13 **Lullaby** by Leslie Marmon Silko 14.**Myself in India** by Ruth Prawer Jhabvala 15. **August , 2026 : There Will Come Soft Rains** by Ray Bradbury 16. **Lost Forest** by Johannes v. Jenson |
| * Read and summarize the poem
* Interpret the poems in terms of literary devices
* Apply relevant literary criticism to appreciate the poems
* Select the poems and develop teaching learning activities for classroom purpose.
 | **Unit III: Readings in Poetry (6)**17 .**The Garden of Love**  by William Blake  18. **Because I Could Not Stop for**  **Death** by Emily Dickinson 19. **I Wandered Lonely as a Cloud** by  William Wordsworth 20. **The Second Coming** by W.B.  Yeats 21. **Landscape with the Fall of Icarus**  by William Carlos Williams  22. **An Introduction** by Kamala  Suraiyya  23. **The Fisherman Mourned by His**  **Wife** by Patrick Fernando  24 **Letter from Mama Dot** by Fred  D’Aguiar 25.**To Autumn** by John Keats  26 . **Sonnet No. 5** by Laxmi Prasad  Devkota    |
| * Read and summarize the dramas
* Analyze the drama from the perspective of performance
* Distinguish between readability and playability of the drama
* Analyze the dramas in terms of their key elements: dialogues, setting, characters, plots and themes.
* Apply the relevant literary criticism to analyze the dramas
* Produce their own drama drawing on their own experiences or based on the stories they have read
 | **Unit IV: Readings in Drama (8)** 27.**The Rising of the Moon** by Lady Gregory 28 **The Cherry Orchard** by Anton Chekhov 29.**The Glass Menagerie** by Tennessee Williams 30. **The Homecoming** by Harold Pinter  |
| * Summarize the interviews
* Compare and contrast between different writers in terms of their views on creative writing and writing style
* Develop interview questions and interview the Nepalese writers
* Read and summarize the essays
* Interpret the themes of the essays
* Argue on the themes of the selected essays

  | **Unit V: Face-to-Face with Writers at Work (4)** 31. Simone de Beauvior32. Boris Pasternak 33. Haruki Murakami 34. V.S. Naipoul**Unit VI : Essays (4)****35. What I Believe** by E. M. Froster**36 My Philosophy of Life** byProf. Haldane **37. Why I Write** by George Orwell**38. Of Marriage and Single Life** by Francis Bacon |
| * Summarize each literary criticism
* Compare and contrast between the literary theories in terms of their views on language, creativity, society and culture, and reader-writer relation.
* To apply the literary theories to critically appreciate the given literary texts.
 | **Unit VII: Literary Criticisms and Applications (6)** 39. New Criticism 40. Russian Formalism and the Bakhtin School41.Reader-oriented theories42.Structuralist theories43.Marxist theories 44.Feminist theories 45.Psychoanalysis approach 1. Postmodernism
2. .Deconstructionism
3. Postcolonial theory
4. Cultural criticism
5. Queer theories
6. Eco-criticism
 |

Note: The figures in the parenthesis indicate approximate teaching hours for respective units.

**4. Instructional Techniques**

The instructional techniques for this course are divided into two groups. First group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to the particular units.

**4.1 General Instructional Techniques**

* Lecture and discussion
* Book Discussion Club (Single-title discussion, multi-titles discussion)
* Book Reading Club
* Online Clubs in Social Networks (e.g. Facebook Club, Yahoo Club, Blogs)
* Read, discuss, write and share (ReDWS)
* Demonstration
* Explanation and illustration
* Instructor-guided self-study

4.2 **Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit**  | **Activities and Instructional Techniques**  |
| I  | Project Work on Writers and Their Writings, Critical Appreciation, Book Review  |
| II  | Critical, Reflective and Creative Writing  |
| III | Reflective Creative Writing  |
| IV  | Argumentation  |
| V | Mini-survey and Document Analysis  |
| VI  | Argumentation |
| VII  | Argumentation and analysis |

**5. Evaluation**

* 1. **Internal Evaluation 40%**

Internal evaluation will be conducted by the instructor based on the following activities:

* Attendance 5 marks
* Participation in learning activities 5 mark
* First assignment/mid-term exam 10 marks
* Second assignment/assessment 10 marks
* Third assignment/assessment 10 marks

Note: The course teacher can develop multiple activities for assignments, depending on the nature of the course/topic and students’ interests. Such activities may include book review, article review, term paper on specific issue/topic, or unit test\quiz, project work, case study, survey/field study, individual/group report writing, literature review and a research article based on primary and/or secondary data.

**5.2 External Evaluation (Final Examination) 60%**

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of the semester.

1. Objective questions (multiple choice questions) (10 x 1) = 10 marks
2. Short answer questions (6 questions with 2 OR questions) (6x 5) = 30 marks
3. Long answer questions (2 questions with 1 OR question (2 x 10) = 20 marks

**6. Recommended Books and References**

Seldan, R. (1988). *The theory of criticism: A reader*. London: Longman

Tyson ,L.(2011). *Using critical theory:* *How to read and write about literature*. Routledge.

**Sophie's World** by Jostein Gaarder

**The Sorrows of Young Werther** by Johann Wolfgang von Goethe

 **To Kill a Mocking Bird** by Harper Lee

**The Rising of the Moon** by Lady Gregory

 **The Cherry Orchard** by Anton Chekhov

 **The Glass Menagerie** by Tennessee Williams

**The Homecoming** by Harold Pinter

Course title: **Dimensions of Teacher Development**

Course No: Eng. 539 Nature of the course: Theoretical

Level: M. Ed. Credit hours: 3

Semester: Third Teaching hours: 48

1. **Course Description**

Dimensions of Teacher Development is a course beyond methodology, and it covers the key concepts of English language teaching as a professional and various dynamics of teacher development. It addresses the fundamentals of teacher development such as beliefs, maxims, and identities. The course also discusses the second language teacher education and makes an attempt to empower the students to operationalize various teacher learning models and approaches. It also enables them to design and deliver training sessions. Thus, the course aims at producing professionally competent English language teachers and trainers.

1. **General Objectives**

The general objectives of this course are as follows:

* To make students familiar with the basic concepts of English teaching and teacher development;
* To acquaint them with the fundamentals of teacher development;
* To help the students link various learning theories with ELT teaching situations;
* To provide students with the concept and skill in using the various teacher learning models and teachers’ roles;
* To enable the students design and deliver training sessions.
1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Present the basic concept of teaching profession, language teaching, and language teacher development
* Discuss the characteristics and perspectives of teacher development
* Explain the scope of teacher development
* Analyze the teacher career cycle
* Review the English teachers’ development in Nepal
 | **Unit I: Conceptualizing Teacher Development (8)*** 1. Teaching as a profession
	2. English language teaching and Teacher education: training and teacher development
	3. Characteristics and perspectives of teacher development
	4. Understanding teacher development: experience, expertise, and competence
	5. Developing new English teachers: managing the transition into the profession
	6. Teacher career cycle
	7. Teacher induction

Practical work: English teacher development in Nepal |
| * Describe factors of teacher professional development
* Explain teachers’ beliefs, maxims, and identities
* Present the types of teacher maxims and their implications in language teacher education
* Overview of the concept and sources of teacher belief
* Describe the soft skills as a professional development
* Analyze the teacher identity formation process
 | **Unit II: Factors of Teacher Professional Development (6)*** 1. Factors affecting teacher professional development
	2. Motivating factors of teacher professional development
	3. Teachers’ beliefs: Sources of beliefs and beliefs about the English language, learning, teaching, programs and curriculum, and language teaching as a profession
	4. Teachers’ maxims, their types, and implication to ELT
	5. Soft skills in the teacher education programme
	6. Reconstructing teacher identities after their initial teacher education
 |
| * Describe the scope, and trends of second language teacher education
* Define second language teacher professionalism, their standards
* Describe teacher preparation and non-native English-speaking educators and trainer develop
* Describe the use of technology in teacher development
* Describe and use second language classroom research
 | **Unit III: Second Language Teacher Education (10)** * 1. Scope of second language teacher education
	2. Trends in second language teacher education
	3. Critical language teacher education
	4. Second language teacher professionalism
	5. Standards and second language teacher education
	6. Teacher preparation and non-native English-speaking educators
	7. Professional development for language teacher education
	8. Technology and second language teacher education
	9. Second language classroom research
 |
| * Analyze the various models, approaches, and roles of teachers
* Prepare portfolios collecting various practical works on journal writing, project work, action research, critical incidents analysis, feedback giving and receiving, etc.
* Explain teachers’ roles while applying teacher development models and approaches.
 | **Unit IV: Teacher Development Models, Approaches, and Teacher’s Roles (12)**4.1 Teacher development models: Craft model, Applied Science model, Reflective model4.2 Teacher development strategies: Workshops, seminars, journal writing, teacher support group, cases and critical incidents analysis, action research, mentoring, classroom observation, supervision, portfolio collection, etc.4.3 Teachers’ roles: Passive Technicians, transformative intellectuals and reflective practitioners |
| * Design a framework for training
* Work in groups for training
* Explain the practical process of training session
* Discuss and use the ways of feedback, assessment, and evaluation in teacher training
* Provide feedback in training
* Design and conduct trainings
 | **Unit V: Trainer Development** (12)* 1. A framework for training
	2. Working with groups in training
	3. Working with participants’ experience
	4. New and shared experiences in training
	5. The awareness-raising process and its consequences
	6. Talk in training courses
	7. Creating meaning: New learning
	8. Planning for action
	9. Feedback, assessment, and evaluation in training
	10. Inside a training course

Practical work: Designing and conducting the training sessions for teaching language skills, language systems and enhancing professionalism  |

Note: The figures in the parenthesis indicate approximate teaching hours for respective units.

1. **Instructional Techniques**

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to the particular units.

**4.1 General Instructional Techniques**

* Lecture
* Discussion
* Explanation and illustration
* Self-study and small-scale research
* Group and pair works
* Discovery and inquiry
* Read, discuss, write and share
	1. **Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Activities and Instructional Techniques** |
| Unit One | Individual reflection and narrative writing |
| Unit Two | Pair and group discussion on teacher development issues, beliefs, etc. |
| Unit Three | Pair work and small group discussion on the review and analysis of the models and theories |
| Unit Four | Portfolio collection and individual assignment |
| Unit Five | Individual assignment on training session design |

**5. Evaluation**

* 1. **Internal Evaluation 40%**

Internal evaluation will be conducted by the instructor based on the following activities:

* Attendance 5 marks
* Participation in learning activities 5 mark
* First assignment/mid-term exam 10 marks
* Second assignment/assessment 10 marks
* Third assignment/assessment 10 marks

Note: The course teacher can develop multiple activities for assignments, depending on the nature of the course/topic and students’ interests. Such activities may include a book review, article review, term paper on a specific issue/topic, unit test\quiz, project work, case study, survey/field study, individual/group report writing, literature review, and research articles. **External Evaluation (Final Examination) 60%**

Examination Division, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester.

1. Objective questions (multiple choice questions) (10 x 1) = 10 marks
2. Short answer questions (6 questions with 2 OR questions) (6x 5) = 30 marks
3. Long answer questions (2 questions with 1 OR question (2 x 10) = 20 marks

**6. Recommended Books and References**

**6.1. Recommended Books and Materials**

Burns, A. & Richards, J.C. (Eds.) (2009). *The Cambridge guide to second language teacher education.* Cambridge University Press. (Unit 3)

Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. Falmer press. Gunpowder Square, London. (pp. 48-69) (Unit 1)

Goodwyn, A. (1997). *Developing English teacher: The role of mentorship in a reflective profession.* McGraw-Hill Education (UK). (pp. 91-114) (Unit 1)

Goodwyn, A., Manuel, J., Roberts, R., Scherff, L., Sawyer, W., Durrant, C., & Zancanella, D. (Eds.). (2022). *International Perspectives on English Teacher Development: From Initial Teacher Education to Highly Accomplished Professional*. Taylor & Francis. (pp. 294-306) (Unit 1)

Head, K & Taylor, P. (1997). *Readings in teacher development*. Macmillan Education. (Unit 1, 2, 4)

Hiver, P., Kim, T.Y., & Kim, Y. (2018). Language teacher motivation. In S. Mercer & A. Kostoulas (Eds.), *Language teacher psychology* (pp. 18–33). Bristol, England: Multilingual Matters. (Unit 2)

Huberman, M.A. (1993). *The lives of teachers*. New York: Teachers College Press. Huberman (1993, pp. 3-12) (Unit 1)

Kaya, M.H. & Dikilitas, K. (2019). Constructing, reconstructing and developing teacher identity in supportive contexts. *Asian EFL Journal*, 1 (21), 56-81. (Unit 2)

Pachauri, D. & Yadav, A. (2014). Importance of soft skills in teacher education programme, *International journal of education research and technology*, Vol. 5, [1], retrieved from<http://soeagra.com/ijert/ijertmarch2014/5.pdf> (Unit 2)

Richards, J. & Farrell, T.S.C. (2005). *Professional development for language teachers*. Cambridge: CUP. (Unit 1, 4)

Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.. (pp. 388-392) (Unit 1)

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