



Far Western University
Faculty of Education
B.Ed. in English Education

Course Title: **Creative Writing**
 Course No. : Eng.Ed.356
 Level: Undergraduate
 Semester: Fifth

Nature: Theory
 Credit: 3
 Teaching Hours: 48

1. Course Introduction

This course introduces students to poetic techniques, story writing and essay writing with the aim of enabling them to create poems, short stories and essays. It will enable them to gain an appreciation of how poetry works, and develop confidence in deploying such devices as metre, rhyme and figurative language. This course is practical in nature and students are expected to write their poems and short stories of different length including essays. The course also aims to help them use creative writing to help their students develop their English competency.

2. General Objectives

General objectives of this course are to:

- a) Expose the students to a wide range of verse forms and structures and the components of short story.
- b) Help them experience techniques that can be used to use creative writing in ELT.
- c) Build their confidence in writing in a wide range of verse forms.
- d) Provide them an opportunity to show their ability to recognize and experiment with different poetic structures and techniques.
- e) Enable them to gain confidence in writing short stories.
- f) Enable them to engage their students in creative writing activities to improve their English.

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
<ul style="list-style-type: none"> • Explain creative writing. • Describe the differences between creative writing and other kinds of writing. • Discuss the purposes of creative writing. • Be familiar with different forms of creative writing. 	<p>Unit One: Introduction to Creative writing(9 Hrs)</p> <ol style="list-style-type: none"> 1.1. Defining creative writing 1.2. Creative writing and other kinds of writing 1.3. Purpose of creative writing 1.4. Different forms of creative writing (poems, stories, essays)
<ul style="list-style-type: none"> • Define poetry and be familiar with the elements of a poetry. • Compose different types of poetry. • Identify rhyme, rhythm and metre (iamb, trochee, dactyl, anapest) in a poem and compose poems with such devices. • Be familiar with the figures of speech (simile, metaphor, imagery, alliteration, personification, etc.) and use them in writing poetry. • Be familiar with and compose different forms of poetry (haiku, couplets, acrostics, sonnet, lyric). • Be familiar with free verse and compose poems in free verse. 	<p>Unit Two: Writing Poetry (15 Hrs)</p> <ol style="list-style-type: none"> 2.1. Elements of a poetry 2.2. Compose descriptive poetry, reflective poetry, narrative poetry, lyric, sonnet, elegy, limerick and haiku 2.3. Rhyme, rhythm and metre 2.4. Figures of speech 2.5. Forms of poetry (sonnet, haiku, acrostic, limerick, lyric, epic, couplet, free verse) 2.6. Free verse 2.7. Prose vs poetry 2.8. Poetry for language development

<ul style="list-style-type: none"> • Distinguish between prose and poetry. • Write different kinds of poems and plan lessons to teach language through literature. 	
<ul style="list-style-type: none"> • Identify plot, theme, dialogue, character, and conflict in a short story. • Write short stories (mini-saga, stories of 600 words, stories of 1500 [and more] words). • Design lesson plans to teach language through story. • Write different kinds of short stories. 	<p>Unit Three: Fiction (Writing Short Stories) (12Hrs)</p> <ul style="list-style-type: none"> 3.1. Components of a short story 3.2. Telling a story (fables, fairy tales, narrative stories and other fictional stories) 3.3. Writing short stories 3.4. Story for language development
<ul style="list-style-type: none"> • Identify the elements of an essay. • Identify descriptive, narrative, cause and effect, compare and contrast, persuasive, reflective, argumentative essays, and write them. • Talk about the difference between travelogue and fiction. • Write short travelogues (500 to 1500 words). • Design lesson plans to teach language through essays and travelogue. • Write different kinds of non-fictional prose. 	<p>Unit Four: Non-fictional Prose (12 Hrs)</p> <ul style="list-style-type: none"> 4.1. Elements of an essay (audience, purpose, subject, point of view, mode of writing, organization, rhetoric) 4.2. Write descriptive, narrative, cause and effect, compare and contrast, argumentative, persuasive, reflective essays. 4.3. Write travelogues. 4.4. Non-fiction prose for ELT

4. Methodology and Techniques

- guided reading
- guided writing tasks
- short demonstration by the tutors
- classroom presentations by the students
- guided use of relevant websites
- use of tutor notes and handouts
- writing trips

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

- a) **Attendance and Participation in class activities:** **5+5= 10**
- b) **Assignment I: Reflective Notes and Class presentation:** **5+5= 10**
(Reflective notes on 2 to 4 questions given by teacher at the end of the every unit and presentation on any two questions among them)
- c) **Assignment II: an Term paper/ Essay/Project and Interview:** **5+5=10**
(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)
- d) **Mid-term exam:** **10**

5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination will conduct final examination at the end of semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10 × 1	10
Group B: Short answer questions	6 with 2 'or' questions	6 × 5	30
Group C: Long answer questions	2 with 1 'or' question	2 × 10	20

Students will be deemed to have completed the course on the basis of satisfactory engagement with the writing tasks set in each unit. They will be deemed to be worthy of credit if, in addition to satisfactory engagement with the writing tasks, they, as project work 1 and 2 submit a portfolio of four poems comprising approximately 130 lines of verse, two short stories of 2,000 words each a travelogue of about 3000 words, and an essay or a haibun of at least 1500 words. In the mid-term exam, they would either sit for a writing test or do some project works.

External Evaluation: 60%

Recommended Reading

1. Abrahams, M.H., & Harpham, G.G. (2015). *A glossary of literary terms* (11th edition). Cengage Learning.
2. Alan, D., & Maley, A. (2009). *Literature*. Oxford University Press.
3. Maley, A. (2006). *English through literature*. Central Radio and TV University Press.
4. Maley, A., Mukundan, J., & Rai, V.S. (Eds.) (2012). *Life in words and words in life: Poems and stories for Asian students*. Bhundipuram Prakashan.
5. Matthews, P. (1994). *Sing me the creation*. Hawthorne Press.
6. Morley, D. (2007). *The Cambridge introduction to creative writing*. Cambridge University Press.
7. Rai, V.S. (2013). *A handbook for teaching English at the secondary schools of Nepal*. NELTA Birgunj & American Embassy, Nepal.
8. Spiro, J. (2004). *Creative poetry writing*. Oxford University Press.
9. Strand, M., & Boland, E. (2001). *The making of a poem: A Norton Anthology of poetic forms*. W. W. Norton & Co. Ltd.
10. Wright, A., & Hill, D.S. (2009). *Writing stories*. Helbling.



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Course Title: **Language Testing**
Course No. : Eng.Ed.357
Level: Undergraduate
Semester: Fifth

Nature: Theory
Credit: 3
Teaching Hours: 48

1. Course Introduction

This is an introductory course on Language Testing for the students pursuing their undergraduate level. The course combines both practical and theoretical aspects for developing the learners skills on language testing. The aim of the course is to introduce the students the basic concepts of language testing and involve them in designing the tests. It develops basic concepts in testing the English language tests for enhanced teaching and learning. The course encompasses six units. The unit one deals with the introduction of language testing. Unit two deals various types of tests. Unit three deals with the practical aspects of language testing on designing various types of tests. Unit four deals with qualities of language tests. Unit five orients' learners with scoring techniques for the learners and the stages of test construction.

2. General Objectives

General objectives of this course are to:

- a) Introduce the students to the basic concepts of language testing.
- b) Make them familiar with qualities of language testing.
- c) Expose them to the various types of tests.
- d) Provide them exposure to the aspects of language testing.
- e) Enhance their abilities and skills to analyze the test items.
- f) Enable the students to construct test items to measure language skills.

3. Contents with Specific Objectives

Specific Objectives	Contents in Detail
<ul style="list-style-type: none">• Explain the basic concepts of language testing.• Differentiate between Testing and Evaluation• Define language testing as a separate discipline	<p>Unit One: Introduction to Language Testing (8 Hrs)</p> <ol style="list-style-type: none">1.1. Introduction1.2. Testing and Teaching1.3. Evolution of Language Testing: from discrete point testing to Communicative testing1.4. Language Testing as a Separate Discipline1.5. Testing and Assessment1.6. Approaches to Language Testing

<ul style="list-style-type: none"> • Classify language tests based on different criteria. • Explain the purpose and application of various test types. • Analyze the advantages and limitations of different test classifications. • Design sample test items based on different classification criteria. • Evaluate the effectiveness of standardized and non-standardized tests. 	<p>Unit Two: Classification of Tests (9 Hrs)</p> <p>2.1. Goal Based Tests 2.2. Mode Based Tests 2.3. Medium Based Tests 2.4. Aspect Based Tests 2.5. Reference Based Tests 2.6. Standardized tests</p>
<p>Task for the students</p>	<p>Create one test item for each classification category (goal-based, mode-based, medium-based, aspect-based, reference-based, and standardized). Each item should align with its category, include a brief explanation of its purpose and be suitable for an English language learner at the secondary level.</p> <p>Submit a short report (200–250 words) explaining your test items</p>
<ul style="list-style-type: none"> • Describe the sub-skills of language skills. • Design language tests to measure different skills. • Familiar with the techniques of testing grammar vocabulary and pronunciation. • Devise tests to test grammar, vocabulary and pronunciation. 	<p>Unit Three: Testing Language Skills and aspects(15Hrs)</p> <p>4.1. Sub Skills of Language Skills 4.2. Testing Language Skills: Listening, Speaking, Reading, Writing 4.3. Testing Language Aspects: Grammar, Vocabulary, Pronunciation, Testing language function</p>
<ul style="list-style-type: none"> • Task for the students 	<p>Design at least two test items for each skill: Listening, Speaking, Reading, and Writing and provide clear instructions, expected responses, and scoring criteria.</p> <p>Select a grammar, vocabulary, or pronunciation test from the annual examination of Grade 9 of any secondary school of your district and analyze its strength and weaknesses.</p>
<ul style="list-style-type: none"> • Identify different types of reliability and understand how to measure them using test-retest, 	<p>Unit Four: Practical Aspects of Language Testing (8Hrs)</p> <p>4.1. Getting a grip on Reliability 4.2. Making a sense of Validity</p>

<p>inter-rater, and internal consistency methods.</p> <ul style="list-style-type: none"> Recognize and apply different types of validity (content, criterion, construct) to evaluate language tests. Discuss how language tests influence teaching and learning, and design tests that minimize negative washback. Evaluate the practicality, scoreability, administrability, and economy of language tests 	<p>4.3. Looking at Washback effects 4.4. Practicality quality of a good test: 4.4.1 Scoreability 4.4.2 Administrability 4.4.3 Economy</p>
<ul style="list-style-type: none"> Assignment 2: Comparative analysis of language test question papers 	<p>Select Two Language Test Papers:</p> <p>Choose two language test question papers (e.g., grammar, vocabulary, reading comprehension) either from your course book, previous exams of SEE, or other available resources. Ensure that the tests cover similar topics but may vary in structure or format. Evaluate and compare both test papers in terms of the following qualities: Reliability, Validity, Washback Effects, Practicality, Scoreability, Administrability and Economy</p> <p>Prepare a Comprehensive Report</p> <p>Based on your comparison, write a detailed report (3-4 pages) that includes:</p> <p>Prepare a comparison of both tests for each of the qualities listed above. Your evaluation of which test is more effective based on the analysis.</p> <p>Present suggestion for improving each test in terms of the qualities listed above.</p>
<ul style="list-style-type: none"> Develop skills in scoring tests. Be familiar with scoring techniques. Figure out the stages of test construction. 	<p>Unit Five: Scoring Tests and Construction (8 Hrs)</p> <p>6.1. Scoring Subjective Tests 6.2. Scoring Objective Tests 6.3. Scoring Techniques 6.4 Stages of test construction 6.5 Improving test items</p>
<ul style="list-style-type: none"> Task for the students 	<p>Scoring Objective Tests</p> <p>Choose an objective test (e.g., a multiple-choice, true/false,</p>

	<p>or matching test) from your course book. Score the test for a sample of responses (either from your own or a classmate's work). Pay close attention to: Consistency in scoring. Ensuring clarity and fairness in your grading process. Provide feedback on your scoring approach, challenges in scoring, ensuring consistency across different students' responses. Scoring Subjective Tests:</p> <p>Create a subjective question (e.g., essay, short answer) based on a topic you've recently studied.</p> <p>Develop a scoring rubric that clearly defines the criteria for a high-quality response. Score the subjective responses of either your own or a classmate's essay or short answer. Focus on: Objectivity in grading. Use of the rubric to assess responses. Write a brief reflection on the scoring process for subjective items. How rubrics help ensure fairness in grading.</p>
<p>Model question paper preparation and presentation</p>	<p>Prepare a full model question paper for SEE students covering: Language Skills: Listening, Speaking, Reading, Writing. Language Aspects: Grammar, Vocabulary, Pronunciation, Language Functions. Include clear instructions, time allocation, and a marking scheme. Each student will present their paper and justify their test design choices.</p>

4. Methodology and Techniques

Modes of instruction:

- Lecture, Exercises , Guided study, Tutorial, Independent study and Project work

Modes of learning:

- Attending lectures, Doing assignments, Writing papers, Independent and private study, Reading books, reviewing journals and papers, Critiquing, Group study and Peer discussion

5. Evaluation Scheme

- Internal 40%
- External 60%

5.1 Internal Evaluation 40%

The internal examination will be conducted as follow:

- a) Regularity and class participation 10 marks
- b) Assignment I: Project work/ reflective notes and presentation 10 marks
- c) assignment II: Term paper/project work/Essey and presentation 10 marks
- d) Mid-term Exam 10 marks

5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination will conduct final examination at the end of semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10 × 1	10
Group B: Short answer questions	6 with 2 'or' questions	6 × 5	30
Group C: Long answer questions	2 with 1 'or' question	2 × 10	20

6. Prescribed Texts

J.B. Heaton. (1988). *Writing English Language Tests: A practical Guide for Teachers of English as a Second or foreign Language*. Longman.

Hughes, A. (2003). *Testing for Language Teachers*. Delhi. Cambridge University Press.

Khaniya, T.R. (2010). *Examination for Enhanced Learning*.

Bachman, L.F. (1990). *Fundamental considerations in language testing*. Oxford: OUP.

Reference Books

Coombe, C., Davidson, P., O'Sullivan, B. and Stoyhoff, S. (2012). *The Cambridge guide to second language assessment*. Cambridge. CUP.

Green, A. (2014). *Exploring language assessment and testing*. London. Routledge.



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Course Title: **Language in Society**
Course No. : Eng.Ed.358
Level: Undergraduate
Semester: Fifth

Nature: Theory
Credit: 3
Teaching Hours: 48

1. Course Introduction

This course covers concepts related to language in society. It is designed for students who are interested in pursuing an undergraduate degree in English language education and wish to familiarize themselves with sociolinguistic concepts and issues. Students may also wish to apply concepts and research findings from sociolinguistics in order to better understand and improve their pedagogical practices. In this course, students will start by reading the relation of language and society. They will also develop ideas on bilingualism and multilingualism. They will develop basic concept of language change, and language policy in multilingual situation of Nepal. The learners will be familiarized with the current issues in socio linguistics like linguistic imperialism, global competence and intercultural competence. Final unit deals with different sociolinguistic patterns: language and social class.

2. General Objectives

General objectives of this course are to:

- a) Investigate the relationship between language, culture and society
- b) Understand and interpret sociolinguistic variables such as dialect, register and style
- c) Discuss language policy and planning in society.
- d) Examine the relationship between language, gender and age.
- e) Analyze the characteristic of bilingualism and multilingualism in context of Nepal.
- f) Discuss about code switching and code mixing.
- g) Identify the current issues of linguistic imperialism.
- h) Describe various sociolinguistic patterns.

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
<ul style="list-style-type: none">• Define sociolinguistics.• Show the relationship among language , culture and society.• Mention characteristics of dialect and register	Unit One: Language culture and Society (9 Hrs.) 1.1 Introduction to sociolinguistics 1.2 Language and Society 1.3 Language and culture 1.3.1 Direction of Influence

<ul style="list-style-type: none"> • Discuss the language standardization process. 	<p>1.3.2 The Whorfian Hypothesis 1.3.3 Correlation 1.4 Language and Dialect 1.4.1 The mutual Intelligibility 1.4.2 The role of Social identity 1.5 Language Standardization 1.6 Register , Style, and Genre</p>
	<p>Assignment: Show the relationship between language and society with the examples of your own community.</p>
<ul style="list-style-type: none"> • Define bilingualism and multilingualism. • Enlist causes of language shift and language death • List reasons of code switching and mixing • Be familiar with multilingual context and use of language in multilingual setting. • Orient on language families in NEPAL. • List the mother tongues of Nepal. 	<p>Unit Two: Language in Contact: Bilingual and Multilingual Society (12 Hrs.)</p> <p>2.1 Bilingualism 2.1.1 Types of Bilingualism 2.1.2 Diagglossia 2.1.3 Language shift , Death and Revitalization</p> <p>2.2 Multilingualism 2.2.1 Language ideology and surrounding multilingualism 2.2.2. Linguistic Landscape 2.2.3 Code Switching and Code Mixing 2.2.4. Language attitude in multilingual setting</p> <p>2.3 Sociolinguistic Situation of Nepal 2.3.1 Mother Tongues in Nepal 2.3.2 Language Families in Nepal 2.3.3 Bilingualism and Multilingualism in Nepal</p>
	<p>Assignment: Record a conversation of your friends in different context and analyze why they mix and switch the code during their conversation.</p>
<ul style="list-style-type: none"> • Mention current issues in sociolinguistics. • Mention the aspects of linguistics imperialism. • Discuss the role of global and intercultural competences 	<p>Unit Three: Current issues in Sociolinguistics (7 Hrs)</p> <p>3.1. Linguistic Imperialism 3.1.1 Aspects of Linguistic Imperialism : Language Dominance, Hegemony and power 3.1.2 English in Core and English in Periphery 3.1.3 Linguistic imperialism and ELT</p> <p>3.2 Global Competence 3.3 Intercultural competences</p>
	<p>Assignment: Write an essay on English language and Linguistic imperialism (about 500 words)</p>
<ul style="list-style-type: none"> • Show the relationship between language, gender and sexuality. • Review the relationship between language and gender • Describe women's language 	<p>Unit Four: Linguistics and Social Justice (8 Hrs.)</p> <p>4.1 Language, Gender and sexuality 4.2 Sexist language 4.2.1 Grammatical Gender Marking 4.2.2 Features of sexist language</p>

<ul style="list-style-type: none"> • Familiarize with the language and identity 	4.3 Deficit, Dominance, Difference, and Identities 4.3.1 Women's language 4.3.2 Dominance and Difference 4.3.3 Gender and sexuality Identities
<ul style="list-style-type: none"> • Discuss the concept of language policy and planning along with its types. • Explain the role of agents in language policy. • Familiarize with language policy in context of Nepal 	Unit Five: Language Policy and Planning (12 Hrs.) 5.1 Language policy and planning 5.2 Types of Language Planning 5.3 Agency in Language Policy 5.4 Language policy in Nepal <ul style="list-style-type: none"> • History, politics and power • Multilingual education policies and practices 5.5 Mother tongue based Multilingual Education in Nepal 5.6 Medium of Instruction Policy in Nepal 5.7 English as Medium of Instruction in Nepal
	Assignment: Go to a school where EMI has been practiced and ask teachers and students why they have started EMI policy at their school and prepare a report on Reasons of EMI implementation in Nepal

4. Methodology and Techniques

Modes of instruction:

- Lecture, Seminar, Exercises, Guided study, Tutorial, Independent study and Project work

Modes of learning:

- Attending lectures, Doing assignments, Writing papers, Independent and private study, Reading books, Reviewing journals and papers, Critiquing, Group study and Peer discussion

5. Evaluation Scheme

- Internal 40%
- External 60%

5.1 Internal Evaluation 40%

The internal examination will be conducted as follow:

- Regularity and class participation 5+5=10 marks
- Assignment I: Project work/ reflective notes and presentation 5+5=10 marks
- Assignment II: Term paper/project work/Essey and presentation 5+5=10 marks
- Mid-term Exam 10 marks

5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination will conduct final examination at the end of semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10 × 1	10
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6. Prescribed Text

Wardhough, R. & Fuller, J.M. (2015). An Introduction to sociolinguistics . (7th ed). Blackwell Publishing.

Romaine , S . (2009). Language in Society . Oxford: OUP

Meyerhoff,M. (2011). Introducing Sociolinguistics. Rutledge

References

Holmes,J (2008). An Introduction to sociolinguistics. Harlow, UK: Pearson Education Limited

Global competence is a 21st century imperative. NEA education policy and practice department/Centre for great public school. Washington