Far Western University
Faculty of Education
Professional Bachelor of Education Program

Course Title: **Curriculum, Assessment, and Planning of English Education**

Course No.: Eng. Ed. 424	Nature: Theoretical
Level: P.B.Ed.	Credit: 3
Semester: Second	Teaching Hours: 48

1. Course Introduction

This course provides prospective English teachers a comprehensive knowledge and practical skills to design curriculum, develop assessment strategies, and prepare lesson plans tailored to the secondary-level English curriculum. It emphasizes a balance between theory and practice, enabling students to analyze curriculum goals, plan effective lessons, implement differentiated instruction, and evaluate students' performance using appropriate tools. The course encourages students to get involved in hands-on application through school-based tasks, reflective practices, and classroom implementation activities. Aligning with national curriculum standards, it prepares student-teachers to deliver engaging and inclusive English lessons across diverse classroom contexts.

2. General Objectives

General objectives of this course are to:

1. Develop comprehensive understanding of the fundamental principles and theoretical foundations of English language curriculum design, planning, and assessment.
2. Explore and adapt various approaches and models of English language curriculum
3. Apply assessment tools to evaluate student learning effectively.
4. Implement interactive teaching strategies tailored for secondary-level learners.
5. Adapt instructional techniques for diverse classroom contexts.

3. Contents with Specific Objectives

Specific Objectives	Contents in Detail

• Define key components of English language curriculum.
• Compare different syllabus design approaches.
• Evaluate the role of language policies in shaping curricula.
	Unit One: Fundamentals of English Language Curriculum Design (10 Hours)
	
	1.1 Definition, scope, and components of curriculum
	1.2 Distinction between curriculum and syllabus
	1.3 Various types of syllabi (e.g., structural, notional-functional, task-based, content-based)
	1.4 Principles, trends and issues in ELT curriculum design
	    1.4.1 Needs analysis (target needs and learning needs)
	    1.4.2 Goal and objective formulation
	    1.4.3 Content selection and grading and scaffolding
	    1.4.4 Integration and balance of skills (LSRW)
	    1.4.5 Integration of 21st-century skills
	    1.4.6 ICT in language curriculum
	    1.4.7 Decolonizing the ELT curriculum

Task for the students	• Curriculum Mapping Exercise • Select any one unit from the Grade 9 or 10 English textbook. • Identify and map the curriculum objectives, expected competencies, and skills targeted in the unit. • Prepare a one-page curriculum alignment chart that shows how textbook content meets the national curriculum standards. • Present findings in class and reflect on any gaps or mismatches.
• Explain key theoretical underpinnings and models of curriculum planning in ELT. • Analyze the structure and intent of the secondary-level English curriculum in Nepal. • Design a curriculum plan that aligns with national goals and addresses learners' needs. • Integrate the four language skills meaningfully across a curriculum unit. • Apply scaffolding and differentiated instruction strategies in curriculum design.	**Unit Two: Curriculum Planning (12 Hours)** 2.1 Approaches and Models of Curriculum Development 2.1.1 Product vs. process-oriented approaches 2.1.2 Backward design model 2.1.3 The Taba model and Tyler's rationale 2.1.4 Competency-based and task-based curriculum approaches in ELT 2.2 Structuring Curriculum Plans for Secondary-Level English Teaching 2.2.1 Understanding national curriculum frameworks (Nepali context) 2.2.2 Setting goals, general objectives, and specific learning outcomes 2.2.3 Organizing content around themes, skills, and learner needs 2.4 Integration of Language Skills in Curriculum Planning 2.4.1 Listening, Speaking, Reading, and Writing (LSRW) in holistic planning 2.4.2 Sequencing and progression of skills across a curriculum unit 2.4.3 Linking skills with communicative functions and contexts 2.5 Scaffolding Techniques in Curriculum Design 2.5.1 Concept of scaffolding in language learning 2.5.2 Designing curriculum stages with increasing complexity 2.5.3 Supporting learners through modeling, guided practice, and feedback 2.6 Differentiated Instruction for Mixed-Ability Learners 2.6.1 Understanding learner diversity (linguistic, cognitive, socio-cultural)

	2.6.2 Strategies for differentiation in curriculum (content, process, product) 2.6.3 Planning inclusive curriculum units for equitable learning
Task for the students	**Student Tasks / Practicum Assignments: Curriculum Design Task:** Design a curriculum segment (unit plan) for Grade 9 or 10 English, selecting one major focus (language skill, grammar topic, or literary genre). Align unit objectives with the national curriculum. Sequence lessons integrating pre-, while-, and post-activities. Embed scaffolding and differentiation strategies for diverse learners. **Presentation and Peer Teaching:** 2. Present the curriculum plan in a small group or peer-teaching setting. Demonstrate a selected lesson from the unit. **Reflection Report:** Write a short reflection (1–2 pages) discussing your planning process, peer feedback received, and what you learned about curriculum planning.
• Develop valid and reliable assessment tools for language testing • Implement diverse assessment strategies for different student needs. • Interpret assessment data to improve instructional decisions	**Unit Three: Assessment Strategies in English Language Teaching (10 Hours)** 3.1 Assessment, Testing and Evaluation 3.2 Types of test items 3.3 Developing rubrics for assessment 3.4 Formative vs. summative assessment in ELT 3.5 Alternative assessments (portfolios, peer evaluation) 3.6 Standardized testing vs. classroom-based assessment 3.7 Peer review and feedback mechanisms
Task for the students	• Alternative Assessment Portfolio Task • Choose a lesson you have taught or observed (lesson from Grade 9or 10). • Develop three assessment tools: one formative (checklist, observation), one summative (test), and one alternative (peer evaluation rubric or learning journal template). • Apply the tools during a class or simulation. • Submit a mini-portfolio that includes your tools, sample student work (if available), and a reflection on how effective the tools were in measuring learning.

• Implement classroom management techniques for student engagement. • Apply motivational strategies to enhance learning outcomes. • Incorporate interactive methodologies into secondary-level English teaching.	**Unit Four: Classroom Management and Student Engagement Strategies (8 Hours)** 4.1 Managing diverse and mixed-ability classrooms 4.2 Motivational strategies for language learners 4.3 Effective classroom management in language teaching 4.4 Using interactive methods: group work, projects, gamification
Task for the students	• Design a game-based activity (vocabulary game, grammar race, and speaking board game) to teach a topic from the secondary-level curriculum. • Implement the activity in a real or simulated classroom setting (e.g., during a micro-teaching session). • Prepare a peer feedback form and collect brief feedback. • Submit a report including the game instructions, materials used, classroom pictures/screenshots (if available), and reflections.
• Identify professional development opportunities for English teachers. • Implement reflective teaching practices. • Develop a research-oriented approach to teaching.	**Unit Five: Reflective Teaching and Professional Development (8Hours)** 5.1 Importance of continuous teacher development 5.2 Reflective teaching strategies 5.3 Action research in English language teaching 5.4 Networking, collaboration and community of practice
Task for the students	• Reflective Teaching Journal and Peer Observation • Observe your teacher's model class or a peer during your classroom presentation. • Use a reflective observation sheet to note down teaching methods, materials used, classroom interaction, and student responses. • Write a reflective journal entry (about 500 words) identifying what you learned from the session and how it can improve your own teaching. • Share your reflection in a small group discussion during class.
Assignments	Course tutor shares a plan for at least 3 assignments during the semester as per the guidelines of the university.

Instructional Techniques

Unit 1
Case Study: Analyze existing secondary-level English curricula.
Debate: Discuss the advantages of grammar-based vs. communicative syllabi.
Curriculum Design Task: Draft a sample syllabus based on curriculum goals.
Unit 2
Analyze the structure and intent of the secondary-level English curriculum in Nepal.
Design a curriculum plan that aligns with national goals and addresses learners' needs.

Integrate the four language skills meaningfully across a curriculum unit.
Unit 3
Assessment Critique: Evaluate existing secondary-level exams.
Rubric Design Workshop: Develop grading rubrics for writing assignments.
Portfolio Compilation: Create student-centered assessment portfolios.
Unit 4
Role-Playing: Simulate real classroom scenarios and challenges.
Gamification Exercise: Design interactive classroom activities.
Case Study Analysis: Explore strategies for handling student behavior.
Unit 5
Self-Reflection Journal: Write reflections on teaching experiences.
Research Proposal Development: Draft a mini-research proposal on teaching methodologies.
Teacher Networking Task: Engage with professional forums and discussions.

Note: Students are expected to *submit reports, worksheets, or reflections* related to each task. These will be part of their internal assessment marks and serve as evidence of field-based learning.

Modes of learning:

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

5. Evaluation Scheme

- Internal   40%
- External   60%

5.1 Internal Evaluation

The internal examination will be conducted as follow:
  a) Regularity and class participation   5 marks
  b) Project work and/or assignment I   10 marks
  c) Class presentation   5 marks
  d) Term paper/assignment: II   10 marks
  e) Mid-term Exam   10 marks

5.2 External Evaluation (Final Examination)   **60%**
The Office of the Controller of Examinations will conduct the final examination at the end of the 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

References

Unit One: Fundamentals of English Language Curriculum Design (10 Hours)

Government of Nepal, Curriculum Development Centre. (2019). *Secondary level English curriculum for Grades 9 and 10*. Curriculum Development Centre.

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Unit Two: Curriculum Planning in English Language Teaching

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Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
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Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). ASCD.

Unit Three: Assessment Strategies in English Language Teaching

Brown, H. D., & Abeywickrama, P. (2019). *Language Assessment: Principles and Classroom Practices* (3rd ed.). Pearson Education.

Genesee, F., & Upshur, J. A. (1996). *Classroom-Based Evaluation in Second Language Education*. Cambridge University Press.

Hughes, A. (2003). *Testing for Language Teachers* (2nd ed.). Cambridge University Press.

Bachman, L. F., & Palmer, A. S. (2010). *Language Assessment in Practice*. Oxford University Press.

Unit Four: Classroom Management and Student Engagement Strategies

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge University Press.

Harmer, J. (2007). *How to Teach English*. Pearson Longman.

Scrivener, J. (2012). *Classroom Management Techniques*. Cambridge University Press.

Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge UniversityPress.

Unit Five: Reflective Teaching and Professional Development

Farrell, T. S. C. (2015). *Reflective Language Teaching: From Research to Practice*. Bloomsbury.

Richards, J. C., & Farrell, T. S. C. (2005). *Professional Development for Language Teachers*. Cambridge University Press.

Burns, A. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. Routledge.

Wallace, M. J. (1991). *Training Foreign Language Teachers: A Reflective Approach*. Cambridge University Press.

Recommended Online Platforms:

British Council Teaching English

https://www.teachingenglish.org.uk

(Lesson plans, assessment tools, teacher training resources)

Cambridge English Teacher Development

https://www.cambridgeenglish.org/teaching-english/

TEFL.net

https://www.tefl.net

(Syllabus design, classroom management tips)

Coursera – Language Teaching Courses

https://www.coursera.org

(Offers free access to university-level education modules)

ERIC (Education Resource Information Center)

https://eric.ed.gov

(Research articles, reports on curriculum, assessment, and pedagogy)

Far Western University
Faculty of Education
Professional Bachelor of Education Program
(Pedagogy and Material Development in Schools: Teaching of English)

Course Title: **Teaching of English**   Nature: Theoretical
Course No.:Eng.Ed. 425   Credit: 3
Level: P.B.Ed.   Teaching Hours: 48
Semester **Second**

1. Course Introduction

This course is designed to develop students' theoretical understanding and practical skills in English language pedagogy and instructional resource development. In this course, students explore foundational teaching methodologies, student-centred practices, digital integration, and current innovations in ELT. Emphasis is placed on hands-on activities, critical reflection, and contextual adaptation of materials suitable for diverse learners in Nepalese schools. Through designing, adapting, and evaluating materials, students will become more effective and reflective English language teachers.

2. General Objectives

The general objectives of this course are to:
a) Explore key pedagogical theories and their applications in English language teaching.
b) Develop and evaluate instructional materials for different learning contexts.
c) Integrate student-centred teaching strategies into lesson planning.
d) Design effective assessment tools for language learning.
e) Critically analyse recent trends in English language teaching materials and pedagogy.

3. Contents with Specific Objectives

Specific Objectives	Contents in Detail
• To review the evolution and key features of major language teaching methodologies over time. • To examine how the roles of teachers and learners influence the process of language acquisition. • To identify and explain the core principles that guide communicative language teaching. • To explore how task-based and content-based approaches enhance meaningful language learning. • To identify the relevance of CLIL and critical pedagogy in classroom contexts	**Unit One: Foundations of English Pedagogy (10 Hrs)** 1.1 Historical perspectives on language teaching methodologies 1.2 The role of teachers and learners in language learning 1.3 Principles of communicative language teaching (CLT) 1.4 Task-based and content-based instruction 1.5 Content and Language Integrated Learning (CLIL) 1.6 Critical pedagogy 1.7 Common techniques and activities of teaching English

• To use common techniques and activities in teaching English	
Task for the students	• Prepare and teach a micro-lesson using the principles of Communicative Language Teaching (CLT) from the Grade 9 or 10 English textbook. • Include group work, pair discussion, or real-life communication tasks. Reflect on learner engagement and challenges
• Explain the nature and importance of teaching the four language skills (listening, speaking, reading, and writing) in an integrated way. • Analyze key language aspects (grammar, vocabulary, pronunciation) and their role in communicative competence. • Select appropriate strategies, techniques, and resources for teaching each skill and aspect. • Design skill-based and aspect-based lesson activities suitable for secondary-level learners. • Reflect critically on the challenges and opportunities of teaching language skills and aspects in diverse classrooms.	**Unit Two: Teaching Language Skills and Aspects(12 Hrs)** 2.1 Overview of language skills and aspects 2.1.1 Receptive vs. productive skills 2.1.2 Role of grammar, vocabulary, and pronunciation in language use 2.1.3 Integration of skills in communicative language teaching (CLT) 2.2 Teaching listening and speaking skills 2.2.1 Listening sub-skills: gist, specific information, inference 2.2.2 Speaking functions: dialogues, role plays, oral presentations 2.2.3 Activities: information gap, interviews, storytelling, debates 2.2.4 Teaching pronunciation (stress, intonation, individual sounds) 2.3 Teaching reading and writing skills 2.3.1 Types of reading: skimming, scanning, intensive, extensive 2.3.2 Writing stages: brainstorming, drafting, revising, editing 2.3.3 Text types and genres (narrative, descriptive, argumentative, etc.) 2.3.4 Use of authentic texts and guided writing tasks 2.4 Teaching language aspects (Grammar and Vocabulary) 2.4.1 Grammar in context: deductive vs. inductive approaches 2.4.2 Vocabulary development: word families, collocations, semantic fields 2.4.3 Techniques: lexical sets, visual aids, realia, games 2.4.4 Error correction and feedback strategies 2.5 Integrating skills and aspects in classroom practice 2.5.1 Designing lessons that combine skills and aspects 2.5.2 Addressing learner needs and context (multilingual, mixed ability) 2.5.3 Evaluating teaching resources and textbooks for skill integration
Task for the students	**Lesson Plan Design:** Prepare a detailed lesson plan focused on teaching one language skill (listening, speaking, reading, or writing) and one aspect (grammar or vocabulary) from a Grade 9 or 10 English textbook. Include clear objectives, procedures, materials, and assessment strategies.

	Micro-teaching / Peer Teaching: Teach a 15–20-minute segment of your lesson to your peers. Use interactive and learner-centred strategies appropriate to secondary-level learners. **Reflection Report:** Write a short reflection (1–2 pages) based on your teaching experience. Consider the effectiveness of your strategies, peer feedback, and what you learned about teaching language skills and aspects.
• To create learner-centred materials that differentiate instruction based on students' interests, needs, and learning preferences. • To adapt existing language teaching materials to suit learners at varying levels of English proficiency. • To design language learning materials that reflect the cultural and contextual realities of the learners' environment. • To develop age-appropriate ELT materials. • To apply inclusive strategies in designing ELT materials that accommodate learners with diverse abilities and needs.	**Unit Three: Designing Materials for Different Learners (10 Hrs)** 3.1 Differentiated instruction and learner-centred materials 3.2 Adapting materials for diverse proficiency levels 3.3 Incorporating cultural and contextual relevance. 3.4 Developing age-appropriate learning resources and materials 3.5 Inclusive strategies in materials design and resource development for diverse learners' needs
Task for the students	• Design and implement a differentiated lesson plan for a secondary-level class. Tasks must include: • One activity for lower-proficiency students (e.g., fill-in-the-blanks, picture-based vocabulary). • One activity for higher-proficiency students (e.g., role-play, paragraph writing). • Use the curriculum standards of secondary level to align learning goals with students' level and context. • Collect short feedback from your friends and reflect on how the materials met diverse needs.
• To explore and apply digital tools (e.g., Google Classroom, Padlet, Kahoot) for designing and delivering interactive language lessons. • To create language teaching materials that effectively integrate different display devices and interactive resources	**Unit Four: Technology and Materials Development (8 Hrs)** 4.1 Digital tools for language teaching 4.2 Using display devices and interactive resources 4.3 Online platforms for materials development 4.5 Gamification and AI-assisted learning materials 4.6 Challenges, opportunities and ethical issues in adapting digital

such as audio, video, and interactive quizzes. • To develop and publish ELT materials using online platforms such as Canva, Edmodo, or LearningApps.org. • To design gamified or AI-supported activities that enhance student motivation and engagement in English language learning • To critically analyze and reflect on the practical challenges and ethical issues in using digital tools for creating ELT materials.	resources
Task for the students	Integrate a digital tool (Google Forms, YouTube, LearningApps.org, or Quill.org and so on) into a lesson based on secondary-level English curriculum**.** Tasks include: • Design a grammar or vocabulary quiz using an online platform. • Deliver the lesson using a display device, smartphone, or computer lab, if available. • Evaluate how digital tools enhanced or limited student participation and learning. • Submit a short report with screenshots and reflections.
• To design and present innovative ELT materials using emerging trends such as augmented reality, mobile apps, or blended learning formats. • To conduct a small-scale classroom-based study comparing the effectiveness of two types of ELT materials in promoting language skills. • To experiment with AI tools (e.g., ChatGPT, Quillionz, Canva Magic Write) to generate and evaluate language teaching materials • To create environmentally sustainable and culturally sensitive language teaching materials, considering ethical aspects like representation and inclusion.	**Unit Five: Recent Trends and Research in ELT Materials (8 Hrs)** 5.1 Innovations in language teaching materials 5.2 Research on the effectiveness of different materials 5.3 The impact of AI and automation on materials development 5.4 Sustainability and ethical considerations in material design 5.5 Future directions in ELT pedagogy and materials

Task for the students	In small groups, conduct a mini-classroom-based action research project. Choose one area (e.g., using visual aids, using AI-generated prompts for writing, incorporating mobile phones for vocabulary practice), and do the following: • Implement your strategy during your micro-teaching or school visit. • Observe your peers or students' reactions and learning outcomes. • Collect informal feedback or examples of student work. • Present your findings and share a sample material/resource you developed.
Assignments	The course tutor shares a plan for at least 3 assignments during the semester as per the guidelines of the university.

Methodology and Techniques

Unit 1

Interactive Lecture: For example, visual timelines to show the evolution of teaching methods.

Micro-teaching Practice: Students deliver a 10–15-minute CLT-based mini-lesson.

Role-play and Simulation: Students take roles as "teacher" and "learners" in different methods (Audio-lingual, CLT, TBLT).

Video-based Reflection: Watch sample classroom videos and reflect on the teaching approach used.

Case-based Group Discussion: Analyze classroom scenarios and identify the underlying methodology.

Unit 2

This unit employs interactive lectures, concept mapping, and group discussions to differentiate receptive and productive skills and highlight the role of grammar, vocabulary, and pronunciation in communicative competence. The integration of skills through CLT is demonstrated using visual aids and comparative analysis, while reflective questioning fosters deeper understanding.

Listening and speaking are taught through Task-Based Language Teaching (TBLT), role plays, and communicative tasks such as interviews, storytelling, and information gap activities. Pronunciation is addressed using audio-lingual techniques like stress and intonation drills, with peer feedback enhancing fluency and accuracy.

Reading and writing instruction follows process- and genre-based approaches, using authentic texts for reading strategies and scaffolded writing stages including drafting and editing. Workshops and collaborative tasks build hands-on experience with different text types and genres.

Grammar is taught using both inductive and deductive approaches within meaningful contexts, while vocabulary development is supported through lexical sets, games, visual aids, and realia. Activities such as cloze tests and error analysis build form-function awareness, supported by constructive feedback techniques.

Finally, integrated lesson planning is promoted through project-based learning, microteaching, and textbook evaluation. Emphasis is placed on adapting materials for multilingual and mixed-ability classrooms to ensure inclusive, context-relevant instruction.

Unit 3

Differentiated Task Design: Students create tasks for low, mid, and high proficiency learners.
Gallery Walk: Display and evaluate peer-designed materials for young learners.
Cultural Adaptation Brainstorming: Modify a western reading material to fit a rural Nepalese context.
Simulation & Feedback: Test materials with classmates, collect quick feedback, and revise.
Unit 4
Digital Tool Demonstration: Live demo of Kahoot, Canva, Padlet, LearningApps.org.
Tech Integration Lab: Design a digital quiz or activity using free tools.
Online Resource Evaluation Task: Students assess usability and learning impact of digital ELT tools.
Flipped Lesson Planning: Students design a lesson using videos and digital input for homework.
Unit 5
Seminar Presentation: Groups present on a recent trend (AR/VR Augmented Reality / Virtual Reality ELT, ChatGPT, AI).
Mini Action Research Project: Implement a digital tool or innovative material and document outcomes.
Guest Lecture/Webinar: Invite an expert in ELT materials innovation.
Ethics Debate: Students debate ethical use of AI in language teaching materials.
Modes of learning:
Attending lectures, Doing assignments, Writing papers, Independent and private study, Reading books, reviewing journals and papers, Critiquing Group study, Peer discussion

5. Evaluation Scheme

- Internal   40%
- External   60%

The internal examination will be conducted as follow:

a) Regularity and class participation   5 marks
b) Project work and/or assignment I   10 marks
c) Class presentation   5 marks
d) Term paper/assignment: II   10 marks
e) Mid-term Exam   10 marks

5.2 External Evaluation (Final Examination)   60%
The Office of the Controller of Examinations will conduct the final examination at the end of the 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

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Reading materials
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Unit One: Foundations of English Pedagogy
Ball, P., Kelly, K., & Clegg, J. (2015). *Putting CLIL into practice*. Oxford University Press.
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Unit Two: Teaching Language Skills and Aspects

Bal, A., & Kananen, J. E. (2024). *Practical strategies for lesson planning in ELT*. SAGE Publications.

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Unit Three: Designing Materials

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.

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Unit Four: Technology and Materials Development

Beatty, K. (2013). *Teaching & researching: Computer-assisted language learning* (2nd ed.). Routledge.

Buckingham, D. (2011). *The material child: Growing up in consumer culture*. Polity Press.

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Unit Five: Teacher Reflection and Professional Development

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Useful Digital Resources (Unit Four and General Use)

- American English: https://americanenglish.state.gov/
- British Council Teaching English: https://www.teachingenglish.org.uk/
- Canva (for visual and lesson design): https://www.canva.com
- Learning Apps (interactive teaching tools): https://learningapps.org
- Padlet (collaborative activities): https://padlet.com
- Quill (grammar and writing support): https://quill.org