



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

Course Title: Curriculum and Materials in ELT

Course No.: Eng. Ed. 367

Level: Undergraduate

Semester: Sixth

Course Nature: Theoretical

Credit Hour: 3

Teaching Hour: 48

1. Course Introduction

This course on Curriculum and Materials in ELT aims to introduce students to the basic concepts of curriculum, syllabus and course. This course supports mastering the art of selecting, adapting, and creating diverse teaching materials and implementing them in a classroom setting. This course also orients students to lesson planning skills, practical teaching experience through microteaching techniques, structured, effective lessons and critical reflections on teaching practice. The course also provides an overview of integrating modern educational technologies into language teaching practice, developing digital literacy skills and technology-enhanced pedagogical skills for enhanced learning outcomes.

2. Objectives

General objectives of this course are to:

- a. Introduce the students to the basic concepts of curriculum, syllabus, and course.
- b. Make them familiar with the various types of materials and their use for classroom purposes.
- c. Orient them to develop lesson planning skills and gain practical teaching experience through microteaching.
- d. Enable the learners to explore, evaluate, and implement diverse educational technologies and online resources to design and develop effective digital language learning environments for enhanced pedagogical practice.

3. Specific Objectives and Contents

Specific Objectives	Contents in Detail
<ul style="list-style-type: none">• Explain the basic concepts of curriculum, syllabus and course.• Differentiate between curriculum, syllabus, and course.• Identify the elements of a syllabus.• Define different types of syllabi.• Identify principles and processes of syllabus designing.	<p>Unit 1: Curriculum and Syllabus (13)</p> <p>1.1 Concepts of curriculum, syllabus and course</p> <p>1.2 Relationship between curriculum, syllabus and course</p> <p>1.3 Elements of a syllabus</p> <p>1.4 Types of syllabi</p> <p>1.4.1 Approach-based syllabus</p> <p>1.4.1.1 Structural syllabus</p> <p>1.4.1.2 Notional-Functional syllabus</p> <p>1.4.1.3 Situational syllabus</p> <p>1.4.1.4 Skill-based syllabus</p> <p>1.4.1.5 Task-based syllabus</p> <p>1.4.1.6 Content-based syllabus</p> <p>1.4.2 Arrangement-based syllabus</p> <p>1.4.2.1 Linear syllabus</p> <p>1.4.2.2 Spiral syllabus</p> <p>1.5 Principles and processes of syllabus designing</p> <p>1.5.1 Need Analysis</p>

	1.5.2 Situation analysis 1.5.3 Setting up goals and objectives 1.5.4 Selecting and grading content 1.5.5 Providing for effective teaching 1.5.6 Designing instructional materials 1.5.7 Approaches to evaluation
<ul style="list-style-type: none"> • Tasks for the students 	<ul style="list-style-type: none"> • Analyze three different language learning syllabi (provided by instructor) and identify all essential elements present in each. • Design a 4-week mini syllabus for a specific language skill (speaking, writing, reading, or listening) for a chosen proficiency level.
<ul style="list-style-type: none"> • Define teaching material and discuss its importance. • Differentiate between different types of visual aids. • Construct and design different types of visual materials. • Create different types of supplementary materials. 	Unit 2: Language Teaching Materials (12) 2.1 Defining teaching material 2.2 Importance of teaching materials in language teaching 2.3 Types of teaching materials and construction 2.3.1 Traditional material and technology-based modern teaching material 2.3.2 Display devices for teaching English (Interactive whiteboard, Smartboard, Magnet board, Tablets, Multimedia Projector, Mind mapping board) 2.3.3 Visual materials for teaching English (Realia, Pictures, Flashcards, Matchstick figures, Videos and animations, 3D pictures) 2.3.3 Supplementary materials for teaching English (Songs, Rhymes, Games and Puzzles)
<ul style="list-style-type: none"> • Tasks for the students 	<ul style="list-style-type: none"> • Choose one topic (food, transportation, or occupations) and create 20 laminated flashcards, 15 picture sequence cards, and 5 realia items or models. • Work in a group to discuss the significance any one teaching material and share a short report in the classroom covering the procedure of its use and areas of language it supports in teaching and learning. • Collect 10 songs/rhymes/games/ puzzles from the online platforms and prepare an analytical report on how they can be integrated in language teaching, highlighting the skills, aspects and functions each type facilitates. • Organize a one-day material creation workshop and engage students in the material development process.
<ul style="list-style-type: none"> • Define a lesson plan and discuss its importance. • Discuss the components of a lesson plan. • Define microteaching and discuss its steps. • Involve them in microteaching and commenting. • Distinguish between practice teaching and microteaching. 	Unit 3: Planning Lessons and Peer Teaching (12) 3.1 Lesson plan and its importance 3.2 Parts of a lesson plan 3.3 Concept of peer teaching 3.4 Stages of peer teaching 3.4.1 Briefing 3.4.2 Teaching 3.4.3 Commenting 3.4.4 Reteaching 3.5 Comparing practice teaching and peer teaching

<ul style="list-style-type: none"> • Tasks for the students 	<ul style="list-style-type: none"> • Examine five different lesson plan templates and identify common components across all plans. • Design a detailed 50-minute lesson plan for teaching grammar/vocabulary/language skills, including objectives, materials, procedures, timing, assessment, and reflection notes. Present your plan to peers for feedback. • Prepare and conduct a 10-minute microteaching session with classmates as students. • Organize a field visit to a school where students will observe live English language instruction and develop a comparative report analyzing the differences between peer teaching methodologies and authentic classroom teaching practices.
<ul style="list-style-type: none"> • Identify different types of technology in language teaching. • Analyze the evolution from CALL to TELL in language teaching contexts. • Search for online resources. • Explore the web-based platforms and create interactive PowerPoint presentations. • Identify digital ethics principles and apply them in Virtual Learning Environments. 	Unit 4: Technology in Language Teaching and Learning (11) 4.1 Use of ICT in language teaching 4.2 From CALL to TELL 4.3 Web-based classes (Zoom, Google Meet, MS Teams) 4.4 Online resources 4.5 PowerPoint presentations (Making slides) 4.6 Digital literacy, digital competence, digital pedagogy and skills 4.7 Social media for language learning 4.8 AI in teaching and learning 4.9 Classroom innovations: flipped classroom, gamification, technology integration, blended learning 4.10 Virtual Learning Environments (VLEs) and Digital Ethics
<ul style="list-style-type: none"> • Tasks for the students 	<ul style="list-style-type: none"> • Explore the list of 10 online resources for language learning (websites, apps, digital libraries) and share the list with your peers with a description. • Set up online classrooms using Zoom, Google Meet, MS Teams. Schedule an online class, create breakout rooms, and share screens. • Design a 10-slide interactive PowerPoint presentation for teaching vocabulary or grammar with appropriate animations and hyperlinks. • Create language learning activities using social media platforms (Instagram stories, TikTok videos, Twitter polls) and AI tools (ChatGPT prompts, language learning bots).

4. Methodology and Techniques

- Class presentation
- Demonstration
- Discussion
- Drawing and labelling
- Group work/pair work
- Project work
- Self-study

5. Evaluation Scheme

- Internal 40 %
- External 60 %

5.1 Internal Evaluation

40%

The internal examination will be conducted based on the following criteria:

- | | |
|--------------------------|---------------------------------------|
| i. Attendance | 5 marks |
| ii. Presentation | 5 marks |
| iii. Midterm examination | 10 marks |
| iv. Practical assignment | 20 marks (Materials/reports and viva) |

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' questions	2×10	20
Total			60

6 Prescribed Texts

- Nunan, D. (1988). *Syllabus design*. Oxford University Press. (For Unit 1)
- Pérez, M. C. (Ed.). (2021). *Artificial intelligence in second language learning: Raising ethical challenges*. Springer. (For Unit 4)
- Richards, J.C. (2010). *Curriculum development in language teaching*. Cambridge University Press. (For Unit 1)
- Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching*. Macmillan. (For Unit 2)
- Tomlinson, B. (2013). *Developing materials for language teaching* (2nd ed.). Bloomsbury. (For Unit 3)
- Walker, A., & White, G. (2013). *Technology-enhanced language learning: Connecting theory and practice*. Oxford University Press. (For Unit 4)

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>
- Interactive presentation software: <https://www.mentimeter.com/>
- ESLSongs.com | The best pop song lyrics to teach ESL English
<https://kahoot.com/>



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B.Ed. in English Education

Course Title: Literature and Language Teaching
Course No.: Eng. Ed. 368
Level: Undergraduate
Semester: Sixth

Course Nature: Theoretical
Credit Hour: 3
Teaching Hour: 48

1. Course Introduction

This course provides an in-depth exploration of how literature can be effectively integrated into the language classroom. It is designed for pre-service teachers who are preparing to teach English at the secondary level, and it emphasizes both theory and practice. Students will examine major approaches to literature teaching, explore genre-specific strategies, and critically evaluate the role of literature in developing learners' linguistic, cultural, and critical thinking skills. The course goes beyond the simple introduction of literary texts by equipping students with practical tools for lesson planning, materials selection, and classroom activity design. It also highlights the creative, affective, and cognitive dimensions of literature teaching, ensuring that students can adapt their instructional methods to different learner contexts. In addition, attention is given to challenges such as mixed-ability classes, limited resources, and cultural appropriateness, with an emphasis on reflective teaching practices.

2. General Objectives

General objectives of this course are to:

- a. Familiarize students with major approaches to literature teaching and demonstrate how literary texts can support language learning and learner development.
- b. Develop students' skills in teaching different literary genres through practical strategies that enhance comprehension, interpretation, and creativity.
- c. Equip students with the ability to select, evaluate, adapt, and integrate literary texts into lesson planning for effective classroom instruction.
- d. Provide students with practical classroom strategies and resources, including digital and multimodal tools, for engaging learners with literature.
- e. Enable students to apply assessment methods and reflective practices for evaluating learners' progress and improving literature teaching in diverse classroom contexts.

3. Specific Objective with Contents

Specific Objectives	Contents in Detail
Familiarise students with approaches to teaching literature as a resource for language learning. Explore strategies for integrating literary texts into classroom practice. Develop skills for designing activities that enhance learners' linguistic, cognitive, and cultural competence through	Unit One: Using Literature in the Language Classroom (10 hours) 1.1 Approaches to Teaching Literature 1.1.1 Language-based approach 1.1.2 Reader-response approach 1.1.3 Stylistic approach 1.1.4 Critical literacy approaches 1.2 Teaching Different Genres 1.2.1 Strategies for teaching poetry 1.2.2 Strategies for teaching prose 1.2.3 Strategies for teaching prose 1.3 Selecting Materials and Designing Lessons with Literature 1.3.1 Principles of Text Selection

literature.	1.3.2 Evaluating and Adapting Texts 1.3.3 From Text to Lesson Plan 1.3.4 Evaluating and Refining Lesson Plans 1.4 Classroom Strategies and Techniques 1.4.1 Using discussion, dramatization 1.4.2 Role-play and group work 1.4.3 Creative writing
Task for the students	<ul style="list-style-type: none"> Organize a “Teaching Literature Micro-Workshop.” In small groups, students select a short poem/story excerpt and design a 15-minute lesson plan showing how they would teach it in a language class. Write a short reflective note on the challenges and possibilities of using literature in English language teaching.
<ul style="list-style-type: none"> Explore genre-specific strategies for teaching poetry, prose, and drama. Learn to design classroom tasks that promote comprehension, interpretation, and creativity. 	Unit Two: Teaching Poetry, Prose, and Drama (10 hours) 2.1 Teaching Poetry 2.1.1 Imagery 2.1.2 Rhythm 2.1.3 Performance 2.1.4 Creative response 2.2 Teaching Prose (short stories/novels) 2.2.1 Narrative techniques 2.2.2 Storytelling 2.2.3 critical questions 2.3 Teaching Drama 2.3.1 Role-play 2.3.2 Dramatization 2.3.3 Performance-based learning 2.4 Designing Pre-, While-, and Post-reading/performing activities
<ul style="list-style-type: none"> Tasks for the students 	<ul style="list-style-type: none"> Select a poem, story, or scene and demonstrate a short classroom activity.
<ul style="list-style-type: none"> Develop criteria for selecting and adapting literary texts for language classrooms. Connect materials selection with lesson planning for different genres and learner groups. Practice designing activities and lesson outlines based on chosen texts. 	Unit Three: Selecting Materials and Designing Lessons with Literature (8 hours) 3.1 Principles of Text Selection 3.1.1 Factors: language level, learner background, thematic relevance 3.1.2 Choosing genres (poetry, prose, drama) 3.1.3 Learner-centered approach: aligning with interests, culture, and objectives 3.2 Evaluating and Adapting Texts 3.2.1 Criteria: readability, vocabulary load, cultural/social appropriateness, curriculum alignment 3.2.2 Using frameworks/checklists (Oxford, Lazar, Carter & Long) 3.2.3 Strategies for adaptation: simplifying language/structure, adding scaffolding (glossaries, visuals, pre-reading tasks) 3.3 From Text to Lesson Plan 3.3.1 Linking text selection with learning outcomes (reading, speaking, writing, cultural awareness) 3.3.2 Designing pre-, while-, and post-reading activities 3.3.3 Building integrated skills lessons (literature for language and critical thinking)

	<p>3.3.4 Structuring a 40-minute lesson with a selected text</p> <p>3.4 Evaluating and Refining Lesson Plans</p> <p>3.4.1 Assessing pedagogical value (engagement, skills development, critical thinking)</p> <p>3.4.2 Considering flexibility, learner autonomy, and inclusivity</p> <p>3.4.3 Reflecting on limitations of published materials and adapting them for context</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Group Discussion: Choose a genre and argue why it fits a specific learner group. 2. Text Evaluation Exercise: Use a checklist to assess a sample literary text. 3. Text-to-Lesson Workshop: Take a short story/poem, design a lesson plan (with pre-/while-/post-reading activities). 4. Peer Review: Exchange lesson plans and give constructive feedback. 5. Adaptation Task: Simplify/adapt a text and integrate it into a short lesson plan. 6. Reflection: Discuss challenges in aligning materials selection with lesson planning.
<ul style="list-style-type: none"> • Tasks for the students 	<ul style="list-style-type: none"> • Individual Assignment: Select a short literary text, evaluate it using the given criteria, and design a lesson plan (with objectives, activities, and assessment ideas). • Group Project: Adapt a chosen text and create complementary lesson materials (e.g., glossary, comprehension questions, discussion prompts, creation).
<ul style="list-style-type: none"> • Equip students with practical classroom techniques for engaging learners. • Explore digital, multimodal, and authentic resources for literature teaching. 	<p>Unit Four: Classroom Strategies and Resources for Teaching Literature (10 hours)</p> <p>4.1 Discussion-based Teaching</p> <p>4.1.1 Questions</p> <p>4.1.2 Think-pair-share</p> <p>4.1.3 Group work</p> <p>4.2 Creative Activities</p> <p>4.2.1 Dramatization</p> <p>4.2.2 Role-play</p> <p>4.2.3 Literature circles</p> <p>4.2.4 Creative rewriting</p> <p>4.3 Using ICT and Multimedia</p> <p>4.3.1 Films</p> <p>4.3.2 Podcasts</p> <p>4.3.3 Online texts</p> <p>4.3.4 Interactive platforms</p> <p>4.4 Adapting Literature to Different Levels</p> <p>4.4.1 Graded readers</p> <p>4.4.2 Simplified texts</p> <p>4.4.3 Scaffolding</p>

<ul style="list-style-type: none"> Tasks for the Students 	<ul style="list-style-type: none"> Workshop: Design an activity integrating ICT with a literary text (e.g., podcast on a poem, digital storytelling).
<ul style="list-style-type: none"> Understand assessment strategies in literature teaching. Reflect on challenges and opportunities of teaching literature in ELT contexts. 	Unit Five: Assessment and Reflection in Literature Teaching (10 hours) 5.1 Traditional and Alternative Assessment in Literature Teaching 5.2 Project Work, Portfolios, and Reflective Journals 5.3 Peer- and Self-assessment in Literature Activities 5.4 Challenges in Teaching Literature (large classes, mixed abilities, resource limitations) 5.5 Contextualizing Literature Teaching in Nepalese Classrooms
<ul style="list-style-type: none"> Tasks for the students 	<ul style="list-style-type: none"> Write a short action plan for how you would integrate literature in your own teaching context.

4. Instructional Techniques

- Attending lectures, Class presentation, Discussion/interaction, Group work/pair work, Project work and Self-study

5. Evaluation Scheme

- Internal 40%
- External 60%

5.1 Internal Evaluation 40%

The internal examination will be conducted based on the following criteria:

- Attendance and participation 10 marks
- Assignment 1(Reflective Notes) 5 marks
- Presentation 5 marks
- Assignment 2 (Term Paper Writing/Project work) 10 marks
- Midterm examination 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 questions	10 questions	10x1	10
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Total marks			60

6. Prescribed Texts

- Beach, R., Appleman, D., Hynds, S., & Wilhelm, J. (2011). *Teaching Literature to Adolescents*. Routledge. (focus on reflective practice and assessment)
- Benton, M., & Fox, G. (1985). *Teaching Literature: Nine to Fourteen*. Oxford University Press.
- British Council Teaching English (website): Free resources and lesson plans on teaching literature.
- British Council Teaching English – Literature Section
- Carter, R., & Long, M. (1991). *Teaching Literature*. Longman.
- Carter, R., & McRae, J. (Eds.). (1996). *Language, Literature and the Learner: Creative Classroom Practice*. Routledge.
- CDC English Textbooks for Grades 9–12 (Ministry of Education / Curriculum Development Centre)
- Collie, J., & Slater, S. (1987). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge University Press.
- ELT Journal and TESOL Online Resources
- Graded Readers for English Learners (Nepal English Language Learning Series)
- Hall, G. (2005). *Literature in Language Education*. Palgrave Macmillan.
- Hirvela, A. (1996). “Reader-response Theory and ELT.” *ELT Journal*, 50(2). (accessible in many databases)
- Lazar, G. (2010). *Literature for language teaching*. Cambridge University Press.
- Maley, A. (2001). “Literature in the Language Classroom.” In Carter & Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages*. (chapter available online in many repositories)
- Maley, A. (2001). “Literature in the Language Classroom.” In Carter & Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages*.
- Maley, A., & Duff, A. (2005). *Drama Techniques: A Resource Book of Communication Activities for Language Teachers* (3rd ed.). Cambridge University Press.
- National and Local English Magazines / Newspapers
- Oxford, R. L. (2001). *Teaching and Learning in the Language Classroom* (selected chapters).
- Parkinson, B., & Thomas, H. R. (2000). *Teaching Literature in a Second Language*. Edinburgh University Press.
- Poe, M., Lerner, N., & Craig, J. (2010). *Learning to Communicate in Science and Engineering: Case Studies from MIT*. MIT Press. (chapter on alternative assessment, free PDF)
- Savvidou, C. (2004). “An Integrated Approach to the Teaching of Literature in the EFL Classroom.” *The Internet TESL Journal*, X(12). (freely available)
- Short, M. (1996). *Exploring the Language of Poems, Plays, and Prose*. Longman. (parts accessible online)
- URL: <https://www.gutenberg.org>
- URL: <https://www.teachingenglish.org.uk/resources/literature>



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B.Ed. in English Education

Course Title: **Teaching English to Young Learners**

Nature: Theoretical

Course No.: Eng. Ed. 369

Credit Hour: 3

Level: Undergraduate

Teaching hours: 48

Semester: Sixth

1. Course Introduction

This course aims to provide students with basic foundations in the theory and practice of Teaching English to Young Learners (TEYL). The course is designed to introduce fundamental concepts, contextualize language learning, develop competence in classroom management, lesson planning and using instructional techniques appropriate for young learners. The course is organized into five units covering essential areas of English language teaching and learning such as language skill development, assessment strategies and the integration of twenty-first-century skills. Each unit is supported by hands-on practical activities including micro-teaching, thematic project design and reflective journaling, ensuring the application of theoretical knowledge in real-world educational settings.

2. Objectives

General objectives of this course are to:

- a) Introduce students to the basic concepts of TEYL.
- b) Expose them with the learning contexts and classroom management.
- c) Acquaint learners with teaching and learning of skills and aspects of English language.
- d) Orient learners on language assessment strategies
- e) Familiarize them with twenty-first-century skills in TEYL and teacher professional development.

3. Contents with Specific Objectives

Specific Objectives	Contents in Detail
<ul style="list-style-type: none">Observe and discuss EYL practices globally.Identify benefits of early English learning.Set up Montessori-inspired learning corners.Apply basic principles of	<p>Unit One: Introduction to TEYL (8 hrs.)</p> <p>1.1 Teaching English around the World</p> <p><i>Activity: Watch 5–10 min videos of young learner classrooms globally. Students discuss observed strategies, materials, and learner engagement.</i></p> <p><i>Montessori Angle: Highlight use of materials, movement, and learner independence.</i></p>

<p>TEYL through micro-teaching.</p> <ul style="list-style-type: none"> Design and practice short, engaging lesson plans. 	<p>1.2 Reasons for an Early Start <i>Activity: In groups, make a poster showing benefits of early English learning (cognitive, social, and cultural). Share with class.</i></p> <p>1.3 Planning for Success in EYL Programs <i>Activity: Set up a mini “English corner” in class using Montessori principles – include labeled objects, picture cards, and interactive tools.</i></p> <p>1.4 Basic Principles of TEYL <i>Activity: Micro-teach a 5–10 min story, song, or rhyme using gestures, props, or puppets. Peer feedback focuses on engagement and interaction.</i></p> <p>1.5 Designing Sample Lessons <i>Activity: Students create a short lesson plan (10–15 min) with a clear objective, Montessori materials, and playful activity. Practice teaching it to peers.</i></p>
<ul style="list-style-type: none"> Plan thematic units with integrated crafts, songs, and role-play. Draft long-term and daily lesson plans using Montessori materials. Understand and apply effective classroom management strategies. 	<p>Unit Two: Contextualizing Instruction and Classroom Management (8 hrs.)</p> <p>2.1 Creating Thematic Units and Lesson Plans</p> <p>2.1.1 Thematic Instruction <i>Activity: Pick a theme (e.g., Animals, Festivals). Brainstorm related songs, stories, vocabulary, and games.</i></p> <p>2.1.2 Planning Thematic Units <i>Activity: Integrate hands-on crafts, role-plays, and movement activities aligned with the theme.</i></p> <p>2.1.3 Long-Term Planning <i>Activity: Draft a monthly/unit plan with 4–5 sequential lessons. Highlight learner outcomes for each.</i></p> <p>2.1.4 Daily Lesson Planning <i>Activity: Create 1–2 day-to-day lessons using Montessori manipulatives, picture cards, and realia.</i></p> <p>2.2 Classroom Management</p> <p>2.2.1 Importance of Classroom Management <i>Activity: Discussion & role-play of real-life classroom scenarios.</i></p> <p>2.2.2 Effective Management Activities <i>Activity: “Classroom jobs” rotation, using visual schedules and learner-led routines.</i></p> <p>2.2.3 Designing a Management Plan <i>Activity: Draft a plan including transitions, group work rules, and Montessori-inspired organization of materials.</i></p>
<ul style="list-style-type: none"> Conduct listening and speaking activities using songs, rhymes, puppets, and role-play. 	<p>Unit Three: Teaching Language Skills and Aspects (16 hrs.)</p> <p>3.1. Teaching listening and speaking <i>Activity Ideas: Action songs, rhymes, story audio with gestures, puppet dialogues, role-play.</i></p>

<ul style="list-style-type: none"> • Design reading and writing lessons using visuals, realia, and story sequencing. • Teach vocabulary through games, word walls, and thematic mini-lessons. • Facilitate learner-centered grammar lessons using sentence-building and storytelling activities. • Reflect on the role of playful practice and repetition in language acquisition. 	<p><i>Lesson Design:</i> Prepare 15–20 min integrated listening & speaking lesson with visuals and props.</p> <p>3.2 Reading & Writing <i>Activity Ideas:</i> Picture story sequencing, shared reading, guided writing, story completion, labeling objects. <i>Lesson Design:</i> Create a lesson using realia or visuals to develop reading and writing skills.</p> <p>3.3 Vocabulary <i>Activity Ideas:</i> Word walls, flashcards, matching games, bingo, labeling objects. <i>Lesson Design:</i> Mini-vocabulary lesson tied to a theme.</p> <p>3.4 Grammar <i>Activity Ideas:</i> Sentence-building games, storytelling with focus on verbs, prepositions, and sentence structure. <i>Lesson Design:</i> Prepare a 15–20 min learner-centered grammar lesson using Montessori materials. <i>Task for the Students:</i> Reflect on how playful practice, repetition, and hands-on activities support language acquisition in young learners.</p>
<ul style="list-style-type: none"> • Understand age-appropriate assessment considerations. • Use key assessment terms and concepts in classroom tasks. • Design simple rubrics and formative assessments for listening, speaking, reading, and writing. • Develop oral, written, and portfolio-based assessment tasks. • Integrate assessment into lesson planning effectively. 	<p>Unit Four: Assessing Young Learners (8 hrs.)</p> <p>4.1 Considerations for Assessing Young Learners <i>Activity:</i> Discuss age-appropriate assessment scenarios; group reflection.</p> <p>4.2 Assessment Terms and Concepts <i>Activity:</i> Quiz using flashcards of assessment vocabulary (e.g., rubric, formative, summative).</p> <p>4.3 Principles of Assessment <i>Activity:</i> Design a simple rubric for listening/speaking tasks using pictures or symbols.</p> <p>4.4 Types of Assessments <i>Activity:</i> Create oral, written, and portfolio assessment tasks for a theme.</p> <p>4.5 Designing Assessment Activities <i>Activity:</i> Plan formative activities (games, exit tickets, show-and-tell) to evaluate learning.</p> <p>4.6 Creating Assessment Plans <i>Activity:</i> Integrate assessment into a full lesson plan; simulate peer observation.</p>
<ul style="list-style-type: none"> • Apply creativity and critical thinking in English learning activities. • Foster collaboration and communication through group storytelling and 	<p>Unit Five: Twenty-First-Century Skills in TEYL and Teacher Professional Development (8 hrs.)</p> <p>5.1 Integrating 21st-Century Skills 5.1.1 Creativity & Critical Thinking <i>Activity:</i> Problem-solving tasks, story creation with alternative endings, art-based English activities.</p>

<p>peer teaching.</p> <ul style="list-style-type: none"> • Integrate simple educational technology into lessons. • Reflect on personal growth and engage in peer-based professional development activities. • Maintain reflective journals and evaluate teaching practice continuously. 	<p>5.1.2 Collaboration & Communication <i>Activity: Pair/group storytelling, peer teaching, cooperative games.</i></p> <p>5.1.3 Technology Integration <i>Activity: Digital storytelling, simple podcasts, interactive educational games.</i></p> <p>5.2 Teacher Professional Development</p> <p>5.2.1 Importance of Continuous Growth <i>Activity: Reflective discussion on personal strengths and areas for growth.</i></p> <p>5.2.2 PD Approaches & Activities <i>Activity: Peer-teaching sessions, mini-conferences in class.</i></p> <p>5.2.3 Reflective Practice <i>Activity: Maintain weekly reflective journals and share insights in groups.</i></p> <ol style="list-style-type: none"> 1. Montessori-aligned: Hands-on, self-directed, sensory materials. 2. Activity-based: Every subtopic has a practice-oriented task. 3. Ready-to-use: Students can implement lessons immediately. 4. Reflective: Encourages journaling, peer feedback, and teacher reflection.
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4. Instructional Techniques

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5. Evaluation Scheme

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5.1 Internal Evaluation 40%

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Group A: Multiple-choice questions	10 questions	10x1	10
Group B: Short answer questions	6 with 2 'or' questions	6x5	30
Group C: Long answer questions	2 with 1 'or' questions	2x10	20
Total marks			60

6. Prescribed Texts

Shin, J. K. & Crandall, J. (2014). *Teaching Young Learners English: From Theory to Practice*. National Geographic Learning. **(For all units)**

Cameron, L. (2010). *Teaching Languages to Young Learners*. CUP. **(for unit 3, from pp. 36 to 157)**

Philips, S. (2003). *Young Learners: resource book for teachers*. OUP. **(for unit 3)**