



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

Course Title: Professional Development in ELT

Course Nature: Theoretical

Course No. Eng Edu.476

Credit Hours: 3

Level: Undergraduate

Teaching hours: 48

Semester: VII

1. Course Introduction

This course aims to expose the students to the strategies of English language teachers professional development. The course consists of five units. The first unit presents the nature of teacher education. The second unit exposes the students to the various strategies of teacher professional development. The third unit presents the mentoring and peer coaching strategies. The fourth unit introduces the students to the collaborative action research procedures. The last unit discusses how to develop the English teachers.

2. General Objectives

The general objectives of this course are to:

1. Explain major concepts and models of teacher education and teacher development.
2. Apply teacher learning strategies for their own professional growth.
3. Demonstrate mentoring and peer coaching skills in simulated or real classroom contexts.
4. Design training packages and plan the challenges of the training planning.
5. Develop a personalized, technology-integrated professional development plan.
6. Evaluate the importance of AI in teacher education and ELT practices.

3. Specific Objectives and Contents

Specific Objectives	Contents in Detail
<ul style="list-style-type: none"> • Define and differentiate the concepts of teacher training and teacher development. • Analyse the novice and expert teacher characteristics • Discuss the teacher learning perspectives • Explain models of teacher training <p>Task for Students</p>	<p>Unit I: Basics of Teacher Education (8 hrs)</p> <p>1.1. Teacher training and teacher development</p> <p>1.2. Models of teacher learning: Behaviourist, cognitive, sociocultural and reflective practice</p> <p>1.3 Understanding teacher learning: Novices and experts, institutional and self-directed and collective learning</p> <p>1.4 Implementing teacher development</p> <p>1.5 Professional Maxims</p> <p>-----</p> <p>1. Write a reflectiveessay in about 800 words on "How your experiences as a student shape your beliefs about teaching and learning".Include what content, pedagogical and contextual knowledge you lacked in the beginning, what transformed your practice and what incidents reshaped your philosophy.</p>
<ul style="list-style-type: none"> • Discuss various teacher learning strategies and use them for their own learning purposes • Develop teaching portfolio • Engage with the teachers 	<p>Unit 2: Teacher Learning Strategies and Professional Networking (10hrs)</p> <p>2.1Teacher learning Strategies: Workshops, Self-monitoring, Keeping teaching journal, Peer-observation, Teaching portfolio, Case analysis, Team teaching, and Teacher support groups</p> <p>2.2 Professional development through professional networks: Examples</p>

<p>associations networks.</p> <p>Task for students</p>	<p>- NELTA, BELTA, SLELTA, ELTAI, SPELT, TESOL, IATEFL -----</p> <ol style="list-style-type: none"> 1. Write four journal entries about your classroom peer teaching experiences, and in each entry, describe what you taught, what worked well, and what difficulties you faced, and explain what you learned from the experience. 2. Conduct one Peer observation and write a short observation report. <ol style="list-style-type: none"> a. Observe your colleague's class b. Take notes on teaching strategies, classroom management, students' participation, and assessment <p>Also, include what you learned, and what strategies you can apply in your own teaching.</p> <ol style="list-style-type: none"> 3. Prepare a Mini Teaching Portfolio. In your portfolio, include one lesson plan that clearly outlines objectives, materials, and an evaluation scheme. It should also include your short reflection on how the lesson was delivered and what you would improve.
<ul style="list-style-type: none"> • Explain the process and models of mentoring • Simulate a mentoring Session • Design a simple classroom observation tool for peer coaching and observe the class • Write a reflective commentary <p>Task for Students</p>	<p>Unit 3: Mentoring and Peer Coaching (10 hrs)</p> <p>3.1. Mentoring: Defining the process, choosing a mentor, and Models of mentoring</p> <p>3.2 Peer coaching: Classroom observation, Methods of observation, and Reflection</p> <p>3.3. Supervision -----</p> <p>Task 1. Simulate a mentoring Session. Work in pairs to simulate a mentoring session. One student may act as a mentor, and another as a mentee. The mentee may present an imaginary teaching problem, such as difficulty in classroom management, low student participation or challenges in lesson planning. The mentor should listen carefully, ask guiding questions and provide feedback. Each pair may perform the role in class for 10 minutes. After completing the activity, students should submit a one-page summary describing the problem, the feedback provided and the final solution.</p> <p>Task II Design a simple classroom observation tool for peer coaching. The tool will include basic information such as the teacher's name, date, subject, and class. It will contain components of a lesson plan such as lesson objectives, students' activities, teaching methods and evaluation schemes. The tool will provide space for comments, strengths, areas for improvement and feedback. The observation form should be clear, simple limited to one page.</p> <p>Task III: Reflective commentary Write a reflective commentary in 500 words. In the reflection, explain what you have learned about mentoring and peer coaching. Describe your experience during the role-play activity and evaluate whether giving or receiving advice was easy or challenging. Explain the importance of mentoring, peer coaching, and developmental supervision in professional</p>

	development. Support your reflection with examples from your own experience.
<ul style="list-style-type: none"> • Design and implement ELT training packages informed by global best practices. • Develop Trainer Competencies for Learner Centred ELT and facilitate effective PD sessions • Evaluate the ELT training packages and plan for the challenges appearing during the training planning <p>Task for students</p>	<p>Unit 4: Designing ELT training Packages (7 hrs)</p> <p>4.1. Components of training packages: need analysis, training objectives, materials and tasks, practice and reflection, evaluation</p> <p>4.2 Teacher Competencies: Pedagogical Knowledge and Content Knowledge</p> <p>4.3 Trainer Competencies: instructional design, mentoring and coaching, classroom observation, feedback and evaluation and reflective facilitation</p> <p>4.4 Trainer roles: mentoring teachers, guiding novice teachers, collaborative reflection and classroom observation</p> <p>4.5 Evaluation, Challenges, and Sustainability in ELT Training: participants' reaction, learning outcomes, classroom application and long-term impact</p> <p>-----</p> <p>Design a training package for basic-level teachers with all details, including all the components of the training package.</p>
<ul style="list-style-type: none"> • Discuss the continued development of English teachers. • Explain the importance of AI tools in ELT • Design AI-integrated lesson activities <p>Task for students</p>	<p>Unit 5: Contemporary Issues in Developing English Teachers and Using AI (10 hours)</p> <p>5.1 Coping with transition</p> <p>5.1.1 Student to teacher</p> <p>5.1.2 School –based teacher education</p> <p>5.1.3 English teachers and continuous development</p> <p>5.1.4 Personal and professional characteristics</p> <p>5.1.5 Subject knowledge</p> <p>5.1.6 Planning and review</p> <p>5.1.7 Assessment and recording</p> <p>5.1.8 Relationship with students and colleagues</p> <p>5.1.9 Management skills, Reflection</p> <p>5.2 Artificial Intelligence (AI) and Teacher Education</p> <p>5.2.1 AI-based learning tools in the classroom</p> <p>5.2.2 AI and Lesson Planning</p> <p>5.2.3 Designing Interactive activities using AI tools</p> <p>5.2.4 AI and teacher-assisted feedback</p> <p>5.2.5 AI for formative assessment in teacher education</p> <p>-----</p> <p>a) Write a reflective inquiry paper describing your transition from student to English teacher, analysing personal and professional competencies. Also, interview a practising teacher to find out how s/he experienced the same transition. Prepare a 15-minute seminar presentation on the findings and present it in class.</p> <p>b) Select and implement an AI-supported English lesson, using AI tools for planning, interactive activities, and formative assessment, and then present a 20-minute interactive session demonstrating the AI integration, student engagement, and pedagogical insights.</p>

4. Methodology and Techniques

- Class presentation, Demonstration, Discussion, Simulation and role play, Case study analysis, Project work, Self-study

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 (Reflective notes, Class presentation and quiz) | 10 Marks |
| c) Assignment-II (Term paper/ project work/Group Work) | 10 Marks |
| d) Mid-term Exam | 10 Marks |

5.3 External Evaluation (Final Examination)

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. Recommended Books and Articles

- Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27(1), 10–20. <https://doi.org/10.1016/j.tate.2010.08.007>
- British Council, & Centre for Education and Human Resource Development. (2013). *English language teacher education programme (ELTEP): Training framework and implementation report*. British Council Nepal.
- British Council, & Centre for Education and Human Resource Development. (2014). *Teacher activity groups (TAGs): Collaborative professional development model for teachers in Nepal*. British Council Nepal.
- British Council. (2015). *Teacher educator and trainer development framework*. British Council.
- Centre for Education and Human Resource Development, & British Council. (2013). *English language teacher education programme (ELTEP): Teacher competency framework*. British Council Nepal
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–22. <https://doi.org/10.17763/haer.57.1.j463w79r56455411>
- Centre for Education and Human Resource Development, & British Council. (2013). *English language teacher education programme (ELTEP): Training framework*. British Council Nepal.
- Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. Falmer Press.
- Diaz-Maggioli G. (2004). *Teacher-Centered Professional Development*. USA: Associate for Supervision and Curriculum Development. (For Units Three and Four)
- Farrell, T. S. C. (2018). *Reflective language teaching: From research to practice*. Bloomsbury Academic.
- Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, 25(1), 207–216. <https://doi.org/10.1016/j.tate.2008.09.001>
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- Goodwyn, A. (1997). *Development English Teachers*. Philadelphia: Open University Press.
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- Harmer, J. (2020). *How to teach English*. Longman.
- Kirkpatrick, D. L. (1994). *Evaluating training programs: The four levels*. Berrett-Koehler.
- Malderez, A. (2007). *Mentoring teachers*. Cambridge University Press.
- Malderez, A., & Bodóczyk, C. (1999). *Mentor courses: A resource book for trainer-trainers*. Cambridge University Press.
- National Centre for Educational Development. (2014). *Teacher professional development framework for school teachers*. Government of Nepal, Ministry of Education.
- Negi, J. S. (2016). *Teacher training as a strategy of professional development*. Retrieved from NepJOL database.
- Negi, J. S. (2016). Teachers' professional development to enhance ELT: Needs analysis for developing teacher training program in an EFL context. *Journal of NELTA*, 21(1–2), 45–56. Nepal English Language Teachers' Association.
- Nepal English Language Teachers' Association. (2012). *Professional development and mentoring initiatives in ELT*. NELTA.
- Peachey, N. (2025): "Transforming teacher education with AI: Lessons from a global Community of Practice." *British Council*.
- Poudel, G. P. (2024). Current policies and pedagogies of English language teacher education. *Journal of NELTA Gandaki*, 7(1), 1–10. <https://www.nepjol.info/index.php/jong/article/view/70229>
- Rauteda, K. R. (2023). *Teacher training as a strategy of professional development*. Retrieved from <https://www.researchgate.net/publication/375870908>
- Regmi, L. (2012). *Role of NELTA in developing ELT situation of Nepal*. Tribhuvan University Central Library. <https://elibrary.tucl.edu.np/items/deb29914-5f5b-4e12-86f5-a8d25a6740d8>
- Richards, J. C. (2011). Competence and performance in language teaching. In *Exploring teacher competence in language teaching* (pp. 45–67). Cambridge University Press.
- Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.
- Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press.
- Richards, J.C.&T.S.C.Farrell (2010).*Professional Development of Language Teachers*. Cambridge: CUP.
- Saha, S. (2018). *Reflective diary for professional development of novice teachers*. arXiv. <https://arxiv.org/abs/1811.02965>
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–22.
- Wallace, M. J. (1991). *Training foreign language teachers: A reflective approach*. Cambridge University Press.



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Course Title: Research In English Education

Course Nature: Theoretical

Course No. Eng Edu. 477

Credit Hours: 3

Level: Undergraduate

Teaching hours: 48

Semester: VII

1. Course Introduction

This course introduces students to the foundations, designs, and practices of research in English education. It equips future teachers with the knowledge and skills to conduct small-scale and classroom-based research, particularly action research and qualitative inquiry relevant to Nepali ELT contexts. Emphasis is placed on research problem identification, literature review, data collection, analysis, interpretation, ethical considerations, and academic writing. The course integrates theory with hands-on research tasks, enabling students to prepare a mini research proposal and report.

2. Objectives

The general objectives of this course are to:

- 1) Explain fundamental concepts and characteristics of research in English education.
- 2) Formulate researchable problems, objectives, and questions.
- 3) Review and synthesize related literature.
- 4) Select appropriate research designs and methods.
- 5) Develop and use data collection tools.
- 6) Analyze and interpret qualitative and quantitative data.
- 7) Address ethical issues in educational research.
- 8) Write a structured research report.

3. Specific Objectives and Contents

Specific Objectives	Contents in Detail
<ul style="list-style-type: none"> • Define research and explain its characteristics. • Differentiate types of research • Discuss the purposes and process of research. • Provide an overview of the types of research. • Discuss the process of research. Identify research Paradigms in education 	<p>Unit 1: Basic Concepts and Characteristics of Research (8 hrs.)</p> <ol style="list-style-type: none"> 1.1 Meaning of research 1.2 Characteristics of good research 1.3 Purposes and process of research 1.4 Steps in the research process 1.5 Types of research: quantitative, qualitative and mixed methods 1.6 Research paradigms: positivism/post-positivism, interpretivism, transformative
<p>Task for Students</p>	<ul style="list-style-type: none"> • Identify any three pertinent ELT issues and mention which one could be explored using quantitative approach, which one could be explored using qualitative approach and which one could be explored using mixed method approach. Also, justify why that particular approach is suitable for that issue.
<ul style="list-style-type: none"> • Identify research problems. • Formulate objectives and questions in their areas of interest. • Review literature related to their 	<p>Unit 2: Components of Research (10 hrs.)</p> <ol style="list-style-type: none"> 2.1 Identifying research problem and narrowing the title 2.2 Formulating research objectives 2.3 Framing research questions 2.4 Literature review: purpose, sources, synthesizing and theoretical

<p>research problem.</p> <ul style="list-style-type: none"> • Avoid plagiarism while reviewing literature 	<p>and conceptual framework</p> <p>2.5 Referencing and academic integrity:</p> <p>2.6 Avoiding Plagiarism, Quoting Paraphrasing, summarizing</p>
<p>Task for Students</p>	<ul style="list-style-type: none"> • Select one researchable problem related to English language teaching and learning in Nepal. Review at least ten relevant sources (Theses, articles and books) and write a brief literature review report by organizing the ideas logically.
<ul style="list-style-type: none"> • Define and differentiate research designs. • Discuss and select appropriate sampling procedures. • Develop data collection tools. • Define ethical issues in research. 	<p>Unit 3: Research Designs and Methods (10)</p> <p>3.1 Research designs</p> <ul style="list-style-type: none"> • Survey research • Experimental research • Action research • Case study • Phenomenology • Ethnography • Historical research • Discourse analysis <p>3.2 Population and sampling procedure: Population vs Sample, random and non-random sampling</p> <p>3.3 Data collection methods and tools</p> <ul style="list-style-type: none"> • Questionnaire and Likert scale • Interviews (structured, semi-structured and unstructured) • Observation (participant and non-participant) • Test items <p>3.4 Data analysis and interpretation procedures</p> <p>3.5 Ethical issues: informed consent, confidentiality, voluntary participation and researcher responsibility</p>
<p>Task for Students</p>	<ul style="list-style-type: none"> • Identify an issue for small-scale research and develop a set of questionnaires containing 10 items. Also, prepare an interview schedule and observation check list. Justify its suitability for the research problem that you have chosen.
<ul style="list-style-type: none"> • Introduce and identify appropriate tools for data analysis • Analyse basic quantitative data. • Code and develop themes from qualitative data. • Present data using tables and figures. • Develops themes from the data. • Interpret the data logically. 	<p>Unit 4: Data Analysis and Interpretation (10 hrs.)</p> <p>4.1 Introduction to basic tools of data analysis</p> <p>4.2 Analysing quantitative data: Descriptive statistics (mean, Percentage and Frequency), tabulation and figures</p> <p>4.3 Analysing qualitative data: Transcribing, coding, categorizing and theme making, triangulation</p> <p>4.4 Interpretative data: linking results with literature, drawing meaning and findings</p>
<p>Task for Students</p>	<ul style="list-style-type: none"> • Analyze a small sample set of data given to you by your teacher and interpret the results. Develop at least four themes from the short interview data provided by your teacher.
<ul style="list-style-type: none"> • Organise research chapters. • Write each section of a research report. • Develop academic writing skills • Use appropriate citation and referencing style (APA 7th style). 	<p>Unit 5: Structure of a Research Proposal and Report (10 hrs.)</p> <p>5.1 Structure of Research Proposal</p> <p>5.2 Structure of Research Report: Introduction, Literature Review, Methodology, Results and Discussion, Conclusion and Implications</p> <p>5.3 Citation and referencing styles: In-text citation, Reference list,</p>

<ul style="list-style-type: none"> Present results systematically and draw conclusions and implications 	Formatting, Tables, figures and Abbreviations (APA 7 th) 5.4 Appendices: Consent form, Samples of raw data
Task for Students	<ul style="list-style-type: none"> Prepare a mini research proposal on the research title that you have selected in about 2500 words including the basic components of the mini research.

4. Methodology and Techniques

- Class presentation, Demonstration, Discussion, Simulation and role play, Case study analysis, Project work, Self-study

5. Evaluation Scheme

- Internal 40 %
- External 60 %

5.1 Internal Evaluation 40%

The internal examination will be conducted as follows:

- | | |
|---|----------|
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5.2 External Evaluation (Final Examination)

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total Marks
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Group C: Long answer questions	2 with 1 'or' question	2 × 10	20

6. Recommended Books

- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. Routledge.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Far Western University, Faculty of Education. (2022). *Guidelines for graduate level thesis writing*. https://facultyeducation.fwu.edu.np/assets/uploads/syllabus/syllabus-1724317963_dean_office.pdf
- Kumar, R. (2019). *Research methodology: Step by step guide for beginners* (5th edition). SAGE Publications.
- Nunan, D. (2008). *Research methods in language learning*. Cambridge University Press.
- Wallace, M. (2000). *Action research for language teachers*. Cambridge University Press.

7. References

- Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis. *Qualitative Research in Psychology*, 18(3), 328–352. <https://doi.org/10.1080/14780887.2020.1769238>
- Creswell, J. W. (2013). *Steps in conducting a scholarly mixed methods study* (Paper 48). DBER Speaker Series. University of Nebraska–Lincoln. <http://digitalcommons.unl.edu/dberspeakers/48>
- Dawson, C. (2002). *Practical research methods: A user-friendly guide to mastering research techniques and projects*. How To Books Ltd
- Yaw, K., Plonsky, L., Larsson, T., Sterling, S., & Kytö, M. (2023). *Research ethics in applied linguistics*. *Language Teaching*, 56(4), 478–494. <https://doi.org/10.1017/S0261444823000010>



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

Course Title: ELT Methods and Techniques
 Course No. Eng Ed.478
 Level: Undergraduate
 Semester: VII

Course Nature: Theoretical
 Credit Hours: 3
 Teaching hours: 48

1. Course Introduction

This is an introductory course in English language teaching primarily meant for prospective secondary level English teachers. The course aims at orienting the students to the essentials of English language teaching thereby enabling them to design tasks and activities for successful delivery of English language lessons. The course consists of five units. The first unit familiarizes them with the basic concepts of language learners, teachers and language teaching. The second unit presents the overview of English language methods and techniques. The third unit engages the students in designing tasks and activities for teaching language system and skills. The fourth unit prepares them to plan lessons, manage class and deliver the lesson sequence in class. Finally, the last unit enables them to design language tests, administer them and assess the language performance of the students.

2. Objectives

The general objectives of this course are to:

- a) Explain key theories and principles of language learning and teaching.
- b) Critique and overview the ELT methods and approaches in local and global contexts.
- c) Design communicative and task-based classroom activities.
- d) Integrate multilingual perspectives in ELT.
- e) Prepare effective lesson plans and manage diverse classrooms.
- f) Use digital tools and AI responsibly and ethically in language teaching.
- g) Design valid, reliable, and classroom-based assessment tools.
- h) Reflect on their emerging teacher identity and professional growth.

3. Specific Objectives and Contents

Specific Objectives	Contents in Detail
<ul style="list-style-type: none"> • Discuss major issues of language learning and teaching. • Identify learner differences and learning contexts. • Explain characteristics of effective language learners and teachers. • Analyze the roles of teachers in contemporary ELT contexts. • Recognize intercultural competence 	<p>Unit 1: Foundations of Language Learning and Teaching (8 hours)</p> <p>1.1. Understanding language learning</p> <p>1.1.1 First and second language learning</p> <p>1.1.2 Language acquisition and learning</p> <p>1.1.3 Contexts for language learning (formal, informal, digital)</p> <p>1.2 Learner characteristics</p> <p>1.2.1 Motivation & autonomy</p> <p>1.2.2 Learning styles and preferences</p> <p>1.2.3 Mixed-ability learners</p> <p>1.2.4 Multilingual and multicultural learners</p> <p>1.3 Characteristics of Effective Language Teachers</p> <p>1.3.1 Pedagogical content knowledge</p> <p>1.3.2 Rapport-building and classroom presence</p> <p>1.3.3 Teacher identity and reflection</p> <p>1.3.4 Roles in modern ELT classrooms (facilitator, designer, evaluator)</p> <p>1.4 Englishes and intercultural communicative competence</p> <p>1.4.1 Englishes and English as a Lingua Franca (ELF)</p> <p>1.4.2 Intercultural communicative competence</p> <p>Task for students</p> <p>a) Differentiate between first and second language learning. Also explain the distinction between language acquisition and language learning</p>

	<p>with reference to the related theories.</p> <p>b) Analyze how language learning occurs in formal, informal, and digital contexts, and support your discussion with relevant academic references.</p> <p>c) Work in groups of four. Discuss and explain the learner’s learning preferences and the challenges of the mixed-ability classrooms. Analyze the learners’ multilingual and multicultural identity and propose practical pedagogical strategies to support those learners. Prepare a 10 minutes presentation to present the group findings in class.</p> <p>d) Write a reflective report in about 700 words describing the characteristics of an effective language teacher who taught you in your school or college. Elaborate the pedagogical content knowledge of that teacher and describe how that teacher built rapport with you and maintained classroom presence as an effective teacher.</p>
<ul style="list-style-type: none"> Describe and critically review traditional, modern, and emerging ELT methods. Compare approaches and apply relevant techniques in classroom activities. Reflect critically on method suitability for Nepali ELT contexts. 	<p>Unit 2: Overview of ELT Methods (7)</p> <p>2.1 Traditional methods: Grammar Translation Method; Direct Method; and Audiolingual Method</p> <p>2.2 Humanistic methods: Silent Way, Content and Language Integrated Learning</p> <p>2.3 Communicative approaches: Communicative Language Teaching, Task-Based Language Teaching, Content-Based Instruction</p> <p>2.4 Post-method pedagogy</p> <p>2.5 Computer-assisted language learning</p> <p>2.6 Digital pedagogy and AI in ELT</p> <p>2.7 Mobile-assisted language learning</p> <p>2.8 Inclusive and differentiated instruction</p> <p>Task for students</p> <p>a) Design a 20-minute activity that could be used in a lesson guided by the principles of one of the traditional methods (GTM, DM, or ALM).</p> <p>b) Select a digital or online or an AI tool that could be used to teach English in your class. Describe how that particular tool could be used to facilitate English language learning.</p>
<ul style="list-style-type: none"> To develop students’ understanding of modern student-centered techniques used in English Language Teaching (ELT) in 21st-century classrooms. To enable students to apply various interactive and collaborative techniques to promote communication, critical thinking, and active participation in English language learning. To enhance students’ ability to design learner-centered classroom activities using appropriate ELT techniques 	<p>Unit Three: ELT Techniques for Effective Class (5)</p> <p>3.1 Language teaching techniques</p> <p>a) Think–Pair–Share</p> <p>b) Jigsaw Technique</p> <p>c) Role-Play and Simulation</p> <p>d) Language Learning Games</p> <p>e) Problem-Solving Tasks</p> <p>f) Case-Based Discussion</p> <p>g) Story telling</p> <p>h) Digital Discussion Forums</p> <p>i) Reflective Journaling</p> <p>j) Interactive Quizzes and Polling</p> <hr/> <p>1. Prepare activities for teaching one English language skill (reading, writing, speaking, or listening) using at least two student-centered techniques.</p> <p>2. Design one interactive language learning activity using a modern ELT</p>

<p>and digital tools.</p> <p>Tasks for students</p>	<p>technique (e.g., debate, information gap, gallery walk, brainstorming, or concept mapping). Submit a written description (400–600 words) including :</p> <p>Objectives of the activity</p> <p>Step-by-step procedure</p> <p>Expected learning outcomes</p> <p>Reflection on how the activity promotes student participation</p>
<p>Design tasks and activities for teaching grammar, vocabulary, pronunciation, and the four language skills.</p> <p>Integrate systems and skills in communicative lessons.</p> <p>Use technology and multimodal tools effectively in skill development</p> <p>Task for students</p>	<p>Unit 4: Teaching Language Systems and Skills (12 hours)</p> <p>4..1.1 Grammar teaching: inductive vs. deductive</p> <p>4.1. 2Vocabulary teaching(Teaching spelling, pronunciation, word class, word meaning, word use)</p> <p>4.1.3 Pronunciation (stress, rhythm, intelligibility)</p> <p>4.2 Teaching the Four Skills</p> <p>4.2.1 Listening comprehension strategies</p> <p>4.2.2 Teaching speaking: interactional strategies</p> <p>4.2.3 Reading: skimming, scanning, critical reading</p> <p>4.2.4 Writing: process approach, genre-based writing</p> <p>-----</p> <p>Design a series of activities that could be used to teach language systems (grammar, vocabulary, or pronunciation) and language skills (listening, speaking, reading, or writing).</p> <p>-Consult a Dictionary and use a mobile for consulting meaning, pronunciation</p>
<p>Prepare structured lesson plans and lesson sequences.</p> <p>Manage classroom dynamics effectively.</p> <p>Evaluate, adapt, and design instructional materials for ELT.</p> <p>Task for students</p>	<p>Unit 5: Planning Lessons and Classroom Management (8)</p> <p>5.1 Components and sequence of a lesson plan</p> <p>5.2 Managing interactions and mixed-ability classrooms</p> <p>5.3 Using and adapting ELT material</p> <p>5.4 Using low/no-cost materials</p> <p>5.5 Digital and multimodal materials</p> <p>-----</p> <p>a) Design a lesson that integrates digital or multimodal materials such as videos, audio clips, infographics, interactive slides, or online platforms. Ensure that digital materials are used to enhance learning outcomes rather than only for presentation.</p> <p>b) Explain how multimodal resources support different learning styles and increase engagement. After designing the lesson, critically reflect on the pedagogical benefits and practical challenges of using digital materials in your teaching context.</p> <p>c) Prepare a micro-teaching session (15–20 minutes) that demonstrates effective lesson planning, classroom management strategies, material adaptation, and use of digital or multimodal resources.</p> <p>d) Observe your classroom context minutely and describe the current situation of the mixed-ability students in your classroom. Prepare a set of English language teaching and learning activities that facilitate the English language learning of the mixed-ability students.</p>

4. Methodology and Techniques

- Class presentation, Demonstration, Discussion, Simulation and role play, Case study analysis, Project work, Self-study

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 (Reflective notes, Class presentation and quiz) | 10 Marks |
| c) Assignment-II (Term paper/ project work/Group Work) | 10 Marks |
| d) Mid-term Exam | 10 Marks |

5.2 External Evaluation (Final Examination)

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. Recommended Books and Articles

- Bahram, Z. (2020) Classroom Techniques and Tasks for Teaching Speaking. International Journal of Science and Research (IJSR), 9(1), 432-434. DOI: 10.21275/ART20204007
- Harmer, J. (2020). *The Practice of English Language Teaching*. Pearson.
- Kenjali, E. R. (2024). Exploring the benefits of pair and group work activities in english language teaching. *Academic research in educational sciences*, 5(CSPU Conference 1 Part 2), 256-259.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching*. OUP.
- Scrivener, J. (2012). *Classroom management techniques*. Cambridge University Press.
- Seilova, Z. (2024). Effective Strategies for Teaching English as a Second Language: A Methodological Overview. *Eurasian Science Review An International Peer-Reviewed Multidisciplinary Journal*, 2(3), 158-170.
- Sevy-Biloon, J. R. F. (2018). Integrating EFL skills for authentically teaching specific grammar and vocabulary.
- Shaniga, R. C., & Ilankumaran, M. (2024). Innovative methods and approaches of teaching English as a second language: An overview. *World Journal of English Language*, 14(4), 569-569.
- Sharma, S. (2023). English language teaching methodologies: Trends, issues, and best practices. *Journal of International English Research Studies (JIERS)*, ISSN: 3048-5231, 1(2), 9-16.
- Singh, C. K. S., Ramachandran, A., Singh, T. S. M., Tek, O. E., Yunus, M. M., & Mulyadi, D. (2020). The use of think pair share of cooperative learning to improve weak students' speaking ability. *International Journal of Psychosocial Rehabilitation*, 24(5), 4008-4023.