

TEACHING ENGLISH

New Syllabus

Level: Class XI (Education)

Full Marks: 50

Pass Marks: 18

Course Contents:

- A. Theoretical perspectives of teaching and learning English** Teaching hours: 2
- how young pupils learn a foreign language, and,
 - how teachers can motivate learners and set goals.
- B. Introduction to methods and approaches of teaching English** Teaching hours : 3
- the grammar-translation method,
 - the oral-structural-situational approach, and
 - the communicative/functional approach, including an overview of the following:
 - skill based teaching
 - teacher centered versus students centered teaching.
 - correcting errors: accuracy-versus fluency, communicative exercises &, language use and functional varieties.
- C. Preparatory Skills** Teaching hours: 2
- classroom and technical language for example 'sit down', 'be quiet' and 'pair work', 'group work' and 'drill'
 - use of ALDCE as a pronunciation guide,
 - use of the blackboard, including correct hand writing, and
 - use of the voice in the classroom, for example, using appropriate volume, and speaking slowly and clearly.
- D. Introductory overview of the primary English curriculum and textbooks** Teaching hours: 2
- curriculum objectives, contents teaching items, methodology and evaluation,
 - the textbook 'My Primary English' and its contents,
 - supporting materials, including the teachers' guide, teaching manuals and reference books.
- E. Teaching the four language skills, using a communicative approach** Teaching hours: 24
- The following items should be based on the grade 4 and 5 textbooks and curriculum.
- teaching listening, including using tape recorders (wherever possible) and teaching primary pupils to perform the following activities: follow simple instructions, hear key words, draw pictures from spoken instructions, match words and pictures, and respond to true or false statements,
 - teaching speaking with correct pronunciation and stress including the use of the following communicative activities: drilling, demonstration, pair work, group work, role-playing, responding to questions, conversations,
 - teaching reading, including the use of the following activities: pre-reading exercises, word and sentence recognition, reading aloud, and reading-silently with comprehension,
 - teaching writing, including teaching the correct use of the following: handwriting; full stops, capital letters, question marks and apostrophes.
 - using songs, games and stories to teach listening, speaking, reading and writing, and,
 - teaching vocabulary without the use of the mother tongue (for example, Nepali).

F. Teaching the course contents using "My Primary English" and a communicative approach. Teaching hours: 5

For examples: greetings, requests, asking for information, directing, commanding, introductions, speaking of home, school and family members, time duration, place, location, calendar dates, familiar activities, shopping, visiting relatives, families and friends and visiting places of interest.

G. Designing teaching materials for use in communicative activities. Teaching hours: 6
Students will:

- design visual aids, for example on blackboards, flashcards, pictures, magazine cut-outs, photographs, matchsticks figures, real objects and puppets, and,
- design material for display in the classroom.

H. Testing Teaching hours: 5

- what is testing
- the importance of testing
- the relationship between testing and language learning,
- the construction of tests, for examples,
 - ♦ short answer tests
 - ♦ written tests and oral tests
 - ♦ objective tests, including jumbled words, matching, true or false, fill in the gap and multiple choice, and subjective tests
- the administration of tests including the correct conduct of examinations.

I. Lesson Planning and Classroom Management Teaching hours: 6

- what is a lesson plan?
- the importance of planning lessons,
- the structure of lesson plans including the following components,
 - ♦ teaching unit
 - ♦ teaching item
 - ♦ general objectives
 - ♦ specific objectives
 - ♦ lesson timing
 - ♦ teaching materials required
 - ♦ lesson methodology, for example revision, presentation, practice, production, evaluation and homework.
- the construction of lesson plans including the consideration of class size, the needs of pupils of differing needs and abilities, the learning environment, including the physical features of the classroom, and the control and supply of materials,
- the construction of mini lesson plans for micro-teaching which include specific objectives and activities,
- long-terms planning.

J. Practicum / Practice Teaching Teaching hours: 20

The students on this course are required to perform the following activities, which should take place after they have completed all the aspects of the course:

- prepare mini-lesson plans for peer-micro teaching and teach 2 mini-lessons to their peers followed by self and peer evaluation,
- observe a teacher in a local primary school for a minimum of 5 lessons and write a report on their observations of the teaching activities, students' learning, the classroom environment, strengths and weaknesses of the teaching, etc.
- prepare lesson plans, visual aids, and other teaching materials for a minimum of 16 lessons and teach those lessons in a local primary school, and
- write an evaluation of their own teaching performance following discussions with the course supervisor.

MODEL QUESTION
[HSEB EXAMINATION - 2056]

Time: 1:30 hrs

Full Marks: 50

Pass Marks: 18

1. Why is motivation important in a language classroom? Give one example to support your answer. **5 [From Chapter-A]**
2. What order do the young learners following to learn the foreign (English) language skills? **5 [From Chapter-D]**
3. Is communicative approach teacher-centered or students-centered? Explain. **5 [From Chapter-B]**
4. List four disadvantages of communicative or grammar translation method. **5 [From Chapter - B]**
5. How do you teach the teaching term 'What time is it?' according to S.S approach? **5 [From Chapter - E]**
6. How can the blackboard be used to teach the following items? **5**
a. It is raining b. Mt. Everest c. Correcting spelling **5 [From Chapter-F]**
7. What techniques would you apply to help students distinguish key sounds and words? **5 [From Chapter-D]**
8. What important points should be considered while writing a subjective classroom test? **5 [From Chapter-H]**
9. What different types of tests would you use to test writing skill at the primary level? Mention any four. **5 [From Chapter-H]**
10. How do you find 'My primary English suitable for young learners in the Nepalese classroom situation? **5 [From Chapter-G]**

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Chapter A | Theoretical Perspectives of Teaching & Learning English

Q. No. 1(2069)

What are the differences between OSS (Oral-Structural-Situational) approach and Communicative approach?

Q. No. 1(2068)

What activities do you conduct for motivating the students towards your lesson? Discuss.

Q. No. 1(2066)

Discuss the differences between accuracy & fluency in language learning.

Q. No. 1(2065)

In what way can we motivate learners to the lesson we are teaching?

Q. No. 1(2064)

How can you motivate learners towards an English lesson? Explain in brief.

Q. No. 1(2063) - 5 MARKS

Enumerate and explain different activities that a language teacher should use to motivate the students towards learning.

Q. No. 1(2062) - 5 MARKS

Explain the role of motivation in the process of foreign language learning.

Q. No. 1(2061) - 5 MARKS

How can an English Teacher motivate the learners towards his / her class? Discuss.

Q. No. 11(2060) - 5 MARKS

Explain very briefly, how young people learn a foreign language?

Q. No. 1(2058) - 5 MARKS

Explain the ways in which you can motivate your learners towards an English lesson.

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Chapter B | Introduction to Methods & Approaches of Teaching English

Q. No. 8 (2070)

Make a list of some group/pair work activities for teaching speaking skills.

Q. No. 1(2070)

Discuss the differences between student centered teaching vs teacher centered teaching.

Q. No. 9(2069) - 5 MARKS

How can we teach English by using group work? Explain.

Q. No. 2 (2069) - 5 MARKS

How can we correct the learners' errors in early stage of learning?

Q. No. 2 (2068) - 5 MARKS

What are the major features of communicative approach to language teaching? Discuss them in brief.

Q. No. 4 (2067) - 5 MARKS

Show in brief how you can teach the structure "What time is it?" to the primary level students according to OSS approach.

Q. No. 3 (2067) - 5 MARKS

Between teacher centered and student centered teaching, which one do you prefer and why?

Q. No. 2 (2067) - 5 MARKS

What are the salient features of communicative approach? Discuss.

Q. No. 2 (2065) - 5 MARKS

What are major features of communicative approach to language teaching? Discuss in brief.

Q. No. 2 (2064) - 5 MARKS

Between the oral structural situational approach and communicative approach, which one do you like to use and why?

Q. No. 2 (2063) - 5 MARKS

In what ways is teacher-centered teaching different from students-centered teaching? Discuss.

Q. No. 3 (2062) - 5 MARKS

List any five demerits of the grammar translation method.

Q. No. 2 (2062) - 5 MARKS

What are the differences between teacher-centered and student-centered teaching techniques? Which one do you prefer to teach the English Language and why?

Q. No. 4 (2061) - 5 MARKS

Between immediate error correction and delayed error correction, which technique do you prefer and why?

Q. No. 3 (2061) - 5 MARKS

What are the main features of communicative approach to language teaching? Explain in brief.

Q. No. 2 (2061) - 5 MARKS

Why is the Grammar Translation method still practised by some English teachers in Nepal? Explain.

Q. No. 5 (2060) - 5 MARKS

Why is communicative approach considered the appropriate approach for teaching English in Nepal?

Q. No. 4 (2059) - 5 MARKS

What are the different methods of correcting learners' errors? Discuss them briefly.

Q. No. 3 (2059) - 5 MARKS

Discuss briefly the demerits of the grammar-translation method.

Q. No. 4 (2058) - 5 MARKS

Between teacher-centered & student-centered teaching, which one do you like & why?

Q. No. 2 (2058) - 5 MARKS

How is OSS approach considered better than the grammar translation method? Explain briefly.

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Chapter C | Preparatory Skills

Q. No. 4 (2068)

What are the roles of teaching manuals for a language teacher? Discuss.

Q. No. 3 (2068)

In what way can the Oxford Advanced Learners Dictionary help as a pronunciation guide? Explain.

Q. No. 1 (2067) - 5 MARKS

What do you mean by classroom language? Give two examples of each of the classroom language used to introduce and end a lesson.

Q. No. 2 (2066)

What do we need to consider while using the blackboard in the classroom?

Q. No. 3 (2065)

What is classroom language? Explain with examples.

Q. No. 3 (2063)

What do you mean by classroom language? Give two examples of each of the classroom language used to introduce and end a lesson.

Q. No. 1 (2059) - 5 MARKS

Why is classroom language necessary for a teacher? Give two examples of each of the classroom language used to introduce and end a lesson.

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Chapter D | Teaching the Four Language Skills, Using A Communicate Approach

Q. No. 9 (2070)

How can drill be useful in language class?

Q. No. 4 (2070)

How will you teach English vocabulary without using mother tongue?

Q. No. 2 (2070)

What resources and activities can you use to teach English pronunciation to the primary level students?

Q. No. 10 (2069)

Explain the steps of teaching of writing at primary level.

Q. No. 5 (2069)

Describe the techniques of vocabulary teaching at the primary level.

Q. No. 3 (2069)

What is drill? Explain the role of drills with examples in a language class.

Q. No. 10 (2068)

How do you teach writing in a primary classroom?

Q. No. 5 (2068) - 5 MARKS

List the communicative activities that we can use to teach speaking and describe three of them.

Q. No. 7 (2067) - 5 MARKS

Describe in brief how you would teach the following words effectively to the students of grade 4 and 5 book: rhino, dance, late and beautiful

Q. No. 6 (2067) - 5 MARKS

What different activities do you use for teaching listening skill to the primary children? Explain any two of them.

Q. No. 5 (2067) - 5 MARKS

Show the importance of group work and pair work in English language classes.

Q. No. 3 (2066)

Evaluate "My Primary English" as a textbook.

Q. No. 10 (2065)

How do you teach reading in a primary English classroom?

Q. No. 9 (2064)

How do you teach writing to the primary grade children? Explain with suitable examples.

Q. No. 5 (2064)

What different activities do you use for teaching listening skill to the primary grade children? Explain in brief, how you use any two of them?

Q. No. 4 (2064)

How can you teach English vocabulary without the use of the mother tongue? Explain in brief.

Q. No. 10 (2063)

How you would teach the true beginners to write the letters of English alphabet?

Q. No. 9 (2063)

Why do you use pre-reading activities while teaching reading? Illustrate with examples any two pre-reading activities for teaching English to the students of grade five.

Q. No. 5 (2063)

"Role-playing and conversations are two major communicative activities for teaching speaking. Illustrate your answer.

Q. No. 4 (2063)

Make a list of different techniques of vocabulary teaching and then explain how you use one of them to teach vocabulary items to the primary grade children.

Q. No. 6 (2062) - 5 MARKS

What problems might a teacher face when conducting a group work? Suggest the ways of solving them.

Q. No. 5 (2062) - 5 MARKS

Why is pre-reading activity necessary? Give any three examples of pre-reading activity.

Q. No. 6 (2061) 2+3=5 MARKS

What different activities can you use for teaching speaking to the primary grade children? Make a list and then explain any one of them.

Q. No. 5 (2061) - 5 MARKS

Give any four ways of teaching vocabulary items with examples.

Q. No. 10 (2060) - 5 MARKS

What different activities do you use for teaching listening skill to the primary children? Explain any two of them.

Q. No. 7 (2060) - 5 MARKS

Illustrate two pre reading activities (with examples) for teaching English to the student of grade five.

Q. No. 6 (2060) - 5 MARKS

Mention with examples how you will teach vocabulary without using the mother tongue.

Q. No. 4 (2060) - 3+2=5 MARKS

What is meant by Language Functions? Why is it important to teach language functions to primary grade children?

Q. No. 11 (2059) - 5 MARKS

Draw a map of your village or town and illustrate what language function(s) you can teach with it.

Q. No. 6 (2059) (OR) - 5 MARKS

How do you teach 'speaking' in a large class? Explain briefly.

Q. No. 5 (2059) - 5 MARKS

Why is pre-reading activity necessary? Give any three examples of pre-reading activities.

Q. No. 6 (2058) - 5 MARKS

How do you teach writing to the beginners? Illustrate your answer.

Q. No. 5 (2058) - 5 MARKS

Give any four ways of teaching vocabulary items with examples.

Q. No. 3 (2058) - 5 MARKS

What are the elements of communicative approach to language teaching? Give examples to illustrate your answer.

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**Chapter
E**

**Teaching The Course Contents Using
'My Primary English' & A
Communicative Approach**

Q. No. 3 (2070)

Briefly describe the role of primary English textbooks in language teaching.

Q. No. 10 (2066)

How do you teach speaking in a primary English Classroom?

Q. No. 8 (2066)

What do we teach when we teach writing in primary English Classrooms?

Q. No. 4 (2066)

In what way can we use stories to teach listening?

Q. No. 9 (2060) - 2 MARKS

How will you teach 'Calendar dates' to primary grade children?

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**Chapter
F**

**Designing Teaching Materials For
Using Communicative Activities**

Q. No. 10 (2070)

Describe a game to teach reading to grade four students.

Q. No. 5 (2070)

Illustrate with example, how you will design teaching materials to teach "time".

Q. No. 8 (2069)

Provide a game to teach listening for the students of grade five.

Q. No. 4 (2069)

What is the importance of textbooks? Explain.

Q. No. 6 (2068)

In what way can we use games to teach English?

Q. No. 8 (2067) - 5 MARKS

What are the benefits of language games and songs in language teaching? Describe in brief.

Q. No. 7 (2065)

Draw a picture and explain how you would use it to teach vocabulary.

Q. No. 5 (2065)

In what way can we use songs to teach listening and speaking?

Q. No. 10 (2064)

'Visual aids are indispensable in language teaching.' Discuss to the point.

Q. No. 3 (2064)

Make a list of things that should be considered while writing on the black/white board.

Q. No. 9 (2062) - 5 MARKS

Describe the importance of visual aids in English language teaching.

Q. No. 4 (2062) - 5 MARKS

How does the use of cassettes help the students to develop listening comprehension? Discuss.

Q. No. 10 (2061) - 5 MARKS

Why is blackboard necessary in the English classroom? Explain.

Q. No. 7 (2061) - 5 MARKS

Explain the importance of visual aids in language teaching.

Q. No. 8 (2060) - 3 MARKS

Draw three match-stick figures and also mention how and why you will use them.

Q. No. 10 (2059) - 3 MARKS

What are the different uses of a blackboard in a language classroom? Give example.

Q. No. 2 (2059) - 5 MARKS

Give any two examples of communicative activities and also state how you can perform them.

Q. No. 10 (2058) - 2+3=5 MARKS

What are the uses of match-stick figures? Draw any two match-stick figures and state what two language items you can teach with them.

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Chapter G | Introductory Overview Of the Primary English Curriculum & Textbooks

Q. No. 6 (2066)

Draw five matchstick figures and explain how you would use them to teach a grammatical item.

Q. No. 4 (2065)

Evaluate "My Primary English" as a textbook.

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Chapter H | Testing In The Teaching Language

Q. No. 6 (2070)

What are the various types of test? Explain one of them in brief.

Q. No. 6 (2069)

List the type of tests and explain the role of test in a language class.

Q. No. 9 (2068)

What do we need to consider in designing True/False questions? Construct five questions of this type.

Q. No. 9 (2067) - 5 MARKS

What are the strengths and weakness of a subjective test? Describe them in brief.

Q. No. 7 (2066) - 5 MARKS

What do we need to consider while designing gap-fill questions? Construct five questions of this type.

Q. No. 8 (2065)

What should we consider in designing multiple-choice questions? Construct four questions of this type.

Q. No. 7 (2064)

Mention any four different types of test with suitable examples that you would use to test reading skill at the primary level.

Q. No. 7 (2063)

Mention any four different types of tests with suitable examples that you would use to test writing skill at the primary level.

Q. No. 7 (2062) - 5 MARKS

Give examples of four different types of objective test to test the reading skill of grade 4 students.

Q. No. 8 (2061) - 5 MARKS

What are the advantages of objective tests over subjective ones? Explain briefly.

Q. No. 3 (2060) - 1+4=5 MARKS

What is an objective type test? Give examples of any two types of objective test.

Q. No. 9 (2059) - 5 MARKS

Why is a language test necessary? Discuss.

Q. No. 8 (2059) - 5 MARKS

What are the advantages of objective tests over subjective tests? Explain briefly.

Q. No. 9 (2058) - 5 MARKS

Discuss briefly the relationship between language testing and language learning.

Q. No. 8 (2058) - 5 MARKS

Give any four different examples of objective tests.



Chapter I | Lesson Planning & Classroom Management

Q. N. 7 (2070)

Prepare a lesson plan to teach the language function "visiting relatives" to students of grade two.

Q. No. 7 (2069)

Prepare a lesson plan to teach the language function "Request" at grade four.

Q. No. 8 (2068)

Draw a picture & explain how you would use it to teach a grammatical item.

Q. No. 7 (2068)

Construct a lesson plan on teaching 'greetings'.

Q. No. 10 (2067) - 5 MARKS

What is a daily lesson plan? Make a list of major components of it.

Q. No. 9 (2066)

List the components of a lesson plan and explain two of them.

Q. No. 5 (2066)

Construct a mini-lesson plan to teach requesting.

Q. No. 9 (2065)

List the components of a lesson plan and explain two of them.

Q. No. 6 (2065)

Construct a mini-lesson plan on teaching introduction oneself.

Q.No.8 (2064)

Write a dialogue in about eight exchanges between two friends in a cafeteria about the relationship between testing and language learning.

Q.No.6 (2064)

Construct a mini-lesson plan on 'teaching greeting' that can be used in micro-teaching consisting of only specific objectives and teaching activities.

Q. No. 8 (2063)

Compose a dialogue in about eight exchanges between two friends in a classroom about the importance of teaching language functions to the primary children.

Q. No. 6 (2063)

Construct a mini-lesson plan on "telling time" that can be used in micro-teaching consisting of only specific objectives and teaching activities.

Q. No. 9 (2062) - 5 MARKS

Write a dialogue between two friends in a tea shop about the importance of micro-teaching in about eight exchanges.

Q. No. 8 (2062) - 5 MARKS

What is a lesson plan? Why is it important for a language teacher?

Q. No. 9 (2061) 2+3 = 5 MARKS

What is a lesson plan? Why is it necessary? Explain briefly.

Q. No. 2 (2060) - 5 MARKS

Show the importance of role-playing in an English language class.

Q. No. 1 (2060) - 5 MARKS

Explain the importance of planning a lesson before actual teaching.

Q. No. 7 (2059) - 2 MARKS

List the major components of a lesson plan.

Q. No. 7 (2058) - 5 MARKS

Why is a lesson plan necessary? Give any two reasons to support your answer.

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