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Government of Nepal
Teacher Service Commission
Teacher Licensing Curriculum for Lower Secondary Teacher, 2075

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Section B: English

Introduction

This curriculum has been developed in order to test competencies required for a potential English language teacher for grades six to eight. The content areas cover theknowledge and skills of English language as well as the ability to use various instructional strategies and modern technology including ICT in the field of English language teaching. This paper carries 65 marks that comprise of 40 objective questions each carrying 1 mark and 5 long questions carrying 5 marks as per the specification grid. The content covered is based on the required competencies in accordance with the Teacher Competency Framework, 2072 as well as the curriculum of academic and professional qualification required as minimum for this level.

Objective

The overall objective of this curriculum is to test whether the teacher candidates meet the minimum requirement and possess the competencies needed to become an English teacher for grade 6 to 8 so that selection of a qualified and competent teacher can be ensured.

A. Content knowledge

1. English language teaching in Nepal
   1.1 Understanding the need and importance of learning English
   1.2 Learning English as a second/foreign language

2. Introduction to language skills and aspects
   2.1 Language skills: Listening, speaking, reading and writing
   2.2 Aspects: vocabulary, grammar

3. Language functions
   3.1 Defining language functions
   3.2 Types of language functions

4. Written communication in English
   4.1 Letter
   4.2 Invitation
   4.3 Condolence
   4.4 Gratitude
   4.5 Congratulation
   4.6 Paragraph

5. Genre in Literature
   5.1 Prose : Essay, short story
   5.2 Poetry
   5.3 Drama

B. Pedagogical knowledge and skills
6. Current 6-8 English curriculum
    6.1 Focus and organization
    6.2 Competencies and learning outcomes
    6.3 Horizontal and vertical linkage

7. Approaches to teaching English
    7.1 Traditional approaches
    7.2 Modern approaches
    7.3 Communicative approach

8. Teaching language skills
    8.1 Teaching listening
        8.1.1 What is listening and what makes it difficult?
        8.1.2 Listening comprehension
        8.1.3 Teaching listening: techniques, tasks and teaching materials
        8.1.4 Assessing listening: tools and techniques

    8.2 Teaching Speaking
        8.2.1 Components of speaking: pronunciation, stress, intonation
        8.2.2 Tasks and activities for developing communicative skills
        8.2.3 Teaching pronunciation: techniques, tasks and teaching materials
        8.2.4 Fluency and accuracy
        8.2.5 Teaching language functions
        8.2.6 Assessing speaking: tools and techniques

    8.3 Teaching Reading
        8.3.1 Reading: what and why?
        8.3.2 Scanning, skimming, extensive and intensive reading
        8.3.3 Reading comprehension
        8.3.4 Teaching reading: techniques, tasks and teaching materials
        8.3.5 Assessing reading: tools and techniques

    8.4 Teaching writing
        8.4.1 Writing and its components
        8.4.2 Writing activities at basic level
        8.4.3 Assessing writing: tools and techniques

9. Teaching Language aspects
    9.1 Teaching vocabulary
        9.1.1 Vocabulary and its aspects: form, meaning, grammar, use
        9.1.2 Techniques of teaching word meaning
        9.1.3 Teaching vocabulary: techniques, tasks and teaching materials
        9.1.4 Assessing vocabulary: tools and techniques

    9.2 Teaching Grammar
        9.2.1 Teaching grammar in context
        9.2.2 Teaching grammar: techniques, tasks and teaching materials
        9.2.3 Assessing grammar: tools and techniques

10. Teaching literature
    10.1 Teaching short stories and essays
    10.2 Teaching poetry
    10.3 Teaching drama

11. Teaching language in the changed era
    11.1 Innovative teaching practices for enhanced learning
    11.2 Use of relevant technology including ICT in teaching English

12. Instructional planning
    12.1 Annual and unit plans for curriculum implementation
    12.2 Planning daily lessons

Question making plan (Specification Grid)

Section	Question Unit	Objective Question			Subjective Question			Total Question	Full Marks
		No. of Question	Marks	Total	No. of Question	Marks	Total		
A	1	7	1	7				7	7
	2	5	1	5	1	5	5	6	10
	3	5	1	5	1	5	5	6	10
	4	6	1	6				6	6
	5	6	1	6				6	6
B	6	2	1	2				2	2
	7	2	1	2				2	2
	8	3	1	3	1	5	5	4	8
	9				1	5	5	1	5
	10	2	1	2				2	2
	11	2	1	2				2	2
	12				1	5	5	1	5
Total		40	1	40	5	5	25	45	65

Note:
१. प्रश्न पत्र तयार गर्दा संज्ञानात्मक तहका सबैजसो क्षेत्र समेटिने छन् ।

२. विषयगत प्रश्नहरूमार्फत सिर्जनशीलता र शिक्षणसँग सम्बन्धित व्यावहारिक पक्षहरू मापन गर्ने उद्देश्य राखिने छ ।

३. कण्ठस्थ गरी दिइएका जवाफभन्दा शिक्षण सिकाइसँग सम्बन्धित व्यावहारिक पक्षहरूको विश्लेषण/विवेचना तथा समस्याको समाधान गर्दै दिइएका मौलिक तथा सिर्जनात्मक उत्तरलाई प्रोत्साहित गरिने छ ।