

2081

**Teacher Professional Development
Training Curriculum**

Basic Level (Grades 6 to 8)

English

Phase II

**Government of Nepal
Ministry of Education, Science and Technology
Centre for Education and Human Resource Development
Sanothimi, Bhaktapur**

Table of contents

S.N.	Contents	Page
1	Introduction	1
2	Training objective	1
3	Training competencies	1
4	Training structure	1
5	Training content	2
6	Training implementation procedure	5
7	Evaluation	6
8	Project work	6

1. Introduction

This training curriculum is developed to equip English teachers with the pedagogical knowledge and skills required to facilitate the English language at the basic level (grades 6-8). It is based on the Teacher Competency Framework 2072, the Teacher Professional Development Framework, and the basic-level English curriculum. Moreover, it addresses the needs and demands of teachers with coverage of key areas such as understanding the context and content of English Language Teaching (ELT), managing lessons, and utilizing recent technologies and teaching practices, including teaching and assessing language skills and aspects. This curriculum is intended for use in the second phase of a comprehensive TPD cycle for English teachers, who have already completed the first phase.

2. Training objective

On completion of the training course, the participants (teachers) will be able to:

- a. demonstrate increased understanding of the skills and aspects of English language for planning and teaching
- b. implement effective pedagogical skills for English language teaching

3. Training competencies

- demonstrate an understanding of how learners learn the English language and use appropriate teaching approaches
- develop instructional plans and use strategies to attain the learning outcomes mentioned in the school curriculum by:
 - using relevant resources, including ICT
 - adapting appropriate materials to address students' needs, interests, and levels
- facilitate students' learning by using appropriate methods and techniques of teaching language skills and aspects
- design test items for assessing language skills and aspects and implement them for enhanced learning outcomes
- explore resources and strategies for teaching and Continuous Professional Development (CPD)
- design and carry out the project works specified in the training curriculum

4. Training Structure

- a. The duration of this training is 15 days, comprising 10 days of Education Training Centre-based and followed by a 5-day equivalent school-based project work.

- b. The participants will be required to complete four project works at their schools and submit reports to the training centre within 52 days of completing the Education Training Centre-based training. These projects are designed to enable the trainees to apply the theoretical and practical knowledge and skills they have developed during the training and to enhance their creative and innovative abilities.
- c. The trainer/s will integrate IT into each training session for language skills and aspects.

5. Training Content

S.N.	Content	Content Elaboration	Possible Activities	Weight
1	Understanding learners and language learning	<ul style="list-style-type: none"> • Learner diversity and learning strategies • Ways to motivate learners in the learning facilitation process • Tools to identify the needs of learners to meet learning outcomes • Understanding approaches to teaching based on how children learn 	<ul style="list-style-type: none"> • Individual, pair, and group work • Brainstorming • Presentation • Self-reflection 	2 sessions
2	Basic Education English Curriculum (Grade 6-8), Textbook and Teachers' Guide	<ul style="list-style-type: none"> • Understanding the major elements of Basic Education English (Grade 6-8) Curriculum • Structure of grade 6-8 English Textbook • Adapting materials: Receptive and productive skills, grammar, vocabulary, pronunciation • Teachers' Guide and its relation with curriculum and textbook 	<ul style="list-style-type: none"> • Discussion • Group work, Pair work • Quizzes • Self-reflection • Presentation 	2 sessions
3	Developing vocabulary	<ul style="list-style-type: none"> • Awareness of basic concepts related to vocabulary: (meaning (connotation and denotation, use, form, pronunciation, spelling, and collocation) • Techniques of teaching and checking the meaning of words and phrases • Effective lesson planning to develop students' vocabulary • Teaching vocabulary in context • Relevant resources to enhance teachers' vocabulary and teaching effectively 	<ul style="list-style-type: none"> • Individual, pair, and group work for vocabulary • Model lesson plans • Self-reflection • Dictionary use • Vocabulary games 	2 sessions
4	Developing	<ul style="list-style-type: none"> • Basic Principles of teaching grammar: <ul style="list-style-type: none"> ○ Teaching grammar inductively 	<ul style="list-style-type: none"> • Individual, pair, and group 	2 sessions

	grammar	<ul style="list-style-type: none"> ○ Teaching grammar communicatively ○ Teaching grammar in context ● Teaching grammar: tense, voice, narration, connectives, articles 	<p>work</p> <ul style="list-style-type: none"> ● Model lesson ● Presentation ● Self-reflection 	
5	Developing Listening skills	<ul style="list-style-type: none"> ● Teaching listening skills: <ul style="list-style-type: none"> ○ Essentials in listening ○ Listening file types: day-to-day conversation, instruction, announcements, etc. ○ Stages of teaching listening skills ○ Designing listening lessons ○ Possible activities for teaching listening: Listening for gist, specific information, main ideas, and supporting detail, following instructions and directions 	<ul style="list-style-type: none"> ● Individual, pair, and group work ● Demonstration of listening tasks ● Presentation ● Self-reflection 	3 sessions
6	Developing speaking skill	<ul style="list-style-type: none"> ● Demonstrate understanding of the basic concepts of teaching speaking skills ● Essentials in speaking skills: accuracy, fluency, pronunciation, language functions, managing interactions ▪ Language functions given in the basic level English curriculum ▪ Tasks and activities for developing speaking skills: conversation, exchanging information, expressing feelings, describing people, places, and things, interpreting pictures, cartoons, maps, posters, charts, tables, and diagrams, retelling short stories, describing oneself, speaking with stress and intonation with intelligibility ● Errors and error correction of students' oral language 	<ul style="list-style-type: none"> ● Individual, pair, and group work ● Demonstration of speaking tasks ● Demo presentation ● Self-reflection 	3 sessions
	Developing Reading skill	<ul style="list-style-type: none"> ● Awareness of basic concepts related to reading skills: scanning, skimming, intensive and extensive reading ● Demonstrate understanding of the types of reading texts given in the textbook ● Dealing with reading texts: biography, short stories, letters, short dramas, weather forecasts, recipes and instructions, menus, brochures, poems, advertisements, rules and regulations, orthographic texts, dictionary use/e-dictionary 	<ul style="list-style-type: none"> ● Individual, pair, and group work ● Demonstration of adaptation of reading text ● Model teaching ● PowerPoint Presentation 	5 sessions

			<ul style="list-style-type: none"> • Self-reflection 	
	Developing writing skill	<ul style="list-style-type: none"> • Demonstrate understanding of the basic concepts of writing skills: mechanics of writing, organization, grammar and vocabulary • Process vs product approaches to teaching writing skills • Dealing with writing contents: writing words, sentences, simple postcards, notes, messages, invitations, schedules, paragraphs, essays, news stories, stories, biographies, diaries, brochures, leaflets, letters, emails, recipes and instructions, sets of rules, opinions, impressions, filling in forms, describing people, place, pictures, objects, writing interpretations, narrating events, activities, personal experience • Errors and correcting students' written language using a range of techniques 	<ul style="list-style-type: none"> • Individual, pair, and group work • Demonstration of planning writing tasks • Presentation • Self-reflection 	5 sessions
	Integrating Language skills	<ul style="list-style-type: none"> • Understanding the importance of integrating skills • Integrating activities for teaching language skills • Planning and delivering an integrated lesson • Increasing Student Talking Time (STT) 	<ul style="list-style-type: none"> • Micro-teaching • Group work • Presentation • Self-reflection 	2 sessions
10	Assessing language skills	<ul style="list-style-type: none"> • Assessment for and assessment of learning • Internal Assessment System: Maintaining Students' portfolio • Specification grid and designing test items for assessing language skills and aspects 	<ul style="list-style-type: none"> • Individual, pair, and group work assessment tasks • Presentation • Self-reflection 	2 sessions
11	Learning Resources and Use of ICT in ELT	<ul style="list-style-type: none"> • Learning resources for developing language skills and aspects • Browsing open resources and learning portals • Useful language learning applications <ul style="list-style-type: none"> ○ Oxford dictionary text checker (https://www.oxfordlearnersdictionaries.com/textchecker/) ○ Email writing (https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/lesson-plans/intermediate-b1/email-writing) 	<ul style="list-style-type: none"> • Individual, pair and group work • Demonstration and exploring the Oxford Dictionary and teaching English website 	2 sessions

Note: The duration of each session is one and a half hours.

6. Training Implementation Procedure

- a. The target groups of this training are teachers teaching English in grades 6 to 8 who have previously completed the first phase of the ELT training course or those who have completed two 10-day TPD training and possess a good enough language proficiency to teach up to grade 8.
- b. As per the TPD framework, 2072, an examination will be administered at the end of the training. The Respective Educational Training Centres will provide training certificates to the teachers.
- c. Each trainee will have to consult the reference materials, be in contact with the experts, and write the report while doing project work during the self-study section of the training. The trainers will have to guide the trainees on request via e-mail or phone or by meeting in person.
- d. The training facilitation should at least follow the given standards:

- The English trainers of ETCs will deliver the training sessions. Experienced people in the subject or the personnel from the relevant institution can be invited to deliver the training as per the content. However, the trainers should have attended and completed the TOT sessions of this module.
- While facilitating training sessions, the trainers need to consider the learning styles and strategies of the adults and how they are different from the learning styles and strategies of children. Every activity the trainers carry out should address the following features of adult learning:
 - Adults want to know the purpose of learning.
 - They can take responsibility for their own learning.
 - They bring their own experience to the learning process.
 - They learn better when training addresses real needs.
 - They are more motivated to learn linked to their immediate situation.
- Therefore, the training sessions should adopt the following methods to ensure better learning among the participants
 - Discussion including sharing ideas and experience
 - Scaffolded delivery building on teachers' previous knowledge and supporting the learning of new ideas and skills
 - Group work, pair work, and individual work relevant to the topic and task
 - Regular reflection on learning
 - Consistent linking to the teachers' real classroom contexts
 - Exposure to examples of good practice
 - Self-study exercises and project work
 - Well-planned presentations
 - Micro-teaching

7. Evaluation

- a. The assessment of the achievement of the trainees on completion of the training should follow the following framework:

Component-wise assessment weightage		
S.No.	Assessment Components	Weightage
1	Regularity, participation, and activeness	5
2	Creative and innovative work	10
3	Written exam	25
4	Completion of 4 pieces of project work during the self-study section	10
Total		50
The pass marks for each component is at least 50%		

Grading System

- 90 % and above: First division with distinction
- 80% - 90% : First division
- 65% - 80% : Second division
- 50% - 65% : Third division
- Below 50% : Fail or incomplete

- b. The written examination should follow the following specification:

S.No.	Question types	Number of questions	weightage of each question	Total marks
1	Multiple Choice	10	0.5	5
2	Short answer questions	5	3	15
3	Problem-solving	1	5	5
Total		16	-	25

8. Project work

The participating teachers should carry out four projects during the school-based phase for the completion of the training. Project work 1 and 2 from the list below are mandatory, whereas, they can choose any two tasks from project work 3.

Project work 1: Practice teaching based on lesson plans

- a. Develop 10 different lesson plans covering the four language skills and selected aspects and get them approved by the head teacher.
- b. Execute the 10 planned lessons and fill up the self-reflection section stating how the lesson went.

Project work 2: Action research

As a part of the school-based self-practice, the trainees need to identify an issue in their students' participation, their errors in learning, or their teaching and conduct action research to explore ways of addressing the issue and strengthening their professional knowledge, understanding, and skills. While doing action research, the following steps should be followed:

Identification of problem: Investigate students' errors from your lessons on receptive and productive skills. Compile and analyse these errors to identify their causes and sources. Then write a report with the samples of errors on how you addressed these errors to prevent students from repeating similar errors and mistakes in further learning. Also, include what you learnt from this project work.

It is not required to follow a specific writing format for documenting the learning and reflection from action research. However, the suggested format below may be helpful:

(Title)
1. Problem (What it is, why it is a problem)
2. Things I did
3. Lesson learnt
4. Next steps
5. Reflection

Teachers may choose to present their learning in different media e.g. posters, reports, and PowerPoint.

Project work 3

The teachers need to choose any two areas from this section. Alternatively, the trainers can suggest any other relevant tasks for the project work. Below are some of the suggested projects:

A. Material adaptation

- a. Choose a task from an English textbook you use
- b. Apply the suitable material adaptation methods so that the task suits your students
- c. Write a report on what methods you used to adapt the material and why. Deliver the lesson and reflect on how your lesson went (Also attach your adapted materials.)

B. Teaching vocabulary

- a. Select a lesson that you are going to teach the next week
- b. Prepare a list of the key vocabulary and make a table on how you teach different aspects of those words.
- d. Deliver the lesson and reflect on how you incorporated all aspects of vocabulary (pronunciation, spelling, meaning, and use) while teaching to the students. What in particular helped your students learn?

C. Using authentic listening texts

- a. Record two pieces of English news from Radio Nepal/BBC or CNN on your mobile phone or extract from websites
- b. Devise tasks based on the recording and conduct a listening lesson
- c. Deliver the lesson and write a brief report on the implications of using authentic texts in teaching

D. Teaching Speaking

- a. List the tasks and activities that you used for 15 days in your teaching.
- b. Write a brief reflective report on what changes you could make to maximise speaking opportunities for students in your class. (Also attach two or three recorded files.
- c. Consider your role during those speaking activities.

E. Conducting needs analysis

- a. Develop a simple classroom tool you can use to gather information about your students' interests and needs in English classes.
- b. Use the tool to collect information from your students
- c. Write a brief report outlining 5 ways you can adapt your planning and teaching to address the findings.

F. Assessing learning

- a. Select 1 skill and 1 language focus lesson plan you have delivered.
- b. Identify points in the lesson when you could assess the students' interest, understanding, progress, or achievement.
- c. Write a brief report outlining the different assessment tools or techniques you could use and explain how you would use the assessment findings to inform your teaching.

G. Create an activity bank

- a. Think of 2 or 3 fun activities that you have used successfully in your classroom to promote student participation, engagement, or learning.
- b. Write a brief description of the procedure for delivering each activity in class.

- c. Share the descriptions with a colleague and ask him or her to try those activities and give you feedback.
- d. Revise the description based on feedback to ensure clarity.
- e. Ask your colleagues to add more activities for you to try.
- f. Compile a final bank of successfully revised activity descriptions (minimum 10).