2081

One Month Certification Training Curriculum

English
Secondary Level (Grade 9 and 10)

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1. Introduction

The National Education Policy, 2076 has adopted a policy of conducting continuous professional development (CPD) activities to promote the competence of teachers. Similarly, the National Curriculum Framework, 2076 emphasises enhancing teachers' professional competence by updating their content knowledge and skills for effective implementation of the school curriculum. Likewise, the Teacher Professional Development Framework, 2080 outlines various CPD strategies, including a one-month certification training programme. In line with this, this certification training curriculum has been developed to equip secondary-level English teachers with the content, pedagogical knowledge, and skills required to effectively teach English.

This curriculum is drawn upon the Teacher Competency Framework, 2072, the secondary-level English curriculum, 2078, and the Teacher Professional Development Framework, 2080. Moreover, it addresses the needs and demands of teachers by covering key areas. The course itself focuses on making English language teaching activity-based, practical, and learner-centered. The implementation of this training programme is expected to be effective in enhancing and ensuring students' achievement of language skills and aspects.

This training curriculum covers a wide range of areas, including the aims and contents of the current English curriculum and textbook, learner-centred pedagogy, emerging trends in ELT, soft skills for ELT, designing instructional materials, using ICT in ELT, language learning activities, language skills assessment, and action research alongside other professional development strategies. The programme aims to equip teachers with the pedagogical knowledge and skills necessary to deliver the new curriculum effectively. The training delivery will be entirely based on the Grade 9-10 English curriculum and textbooks, ensuring that teachers can effectively implement tasks from the textbook in real classroom settings.

2. Training Competencies

- Demonstrate an understanding of the curriculum, textbook, and teachers' guide and use them in classroom instructions.
- Apply appropriate strategies for learner-centered pedagogy.
- Show an understanding of emerging trends in ELT and integrate them into classroom practice.
- Develop soft skills and effectively incorporate them into the classroom delivery.
- Utilise instructional materials, including ICT.
- Design and implement a variety of activities for teaching language skills and aspects.
- Enhance an understanding of assessment and develop test items for testing language skills and aspects.
- Explore and adopt strategies for ongoing professional development to address classroom challenges.
- Develop skills to conduct research and design projects, including lesson studies.

3. Training Structure

This certification training programme is a one-month (30 working days) course divided into two sections:
   a. 15 Days of Facilitator-Led Training: This section can be delivered face-to-face at the training centre or online or in blended mode using synchronous and asynchronous methods.

   b. 15 Days of School-Based Activities: Following the initial 15 days of training, participants will complete a series of school-based activities to solidify their learning. These activities will allow participants to apply the knowledge and skills acquired during the first section in their respective school settings.
   - Participants are required to complete the following activities in their schools within 60 days of completing the first section of training. These activities will fulfill the training programme requirements.
   - A detailed report documenting the school-based activities must be prepared and presented at the training centre within the stipulated timeframe.

School-based Activities

S.N.	Activities	Weightage (working days)
1.	At least 10 lesson plans and practice teaching	3
2.	Teaching Improvement Plan (TIP)	2
3.	Action Research	2
4.	Lesson Study Practice (Planning, Implementation, Reflection and Improvement)	2
5.	Use of ICT for innovation in learning	2
6.	Use of Supplementary materials in English class	2
7.	An additional project without repeating the contents of points up to six, as outlined in the 15-day training curriculum via face-to-face, online or blended mode	2
Total		**15 days**

4. Training Contents

S. N.	Contents	Content Elaboration	No. of sessions
1	Overview of the Curriculum, Textbook, Teachers' Guide, and Specification Grid	• Overview and analysis of the current English curriculum • Curriculum-based teaching • Linkage between curriculum and textbook • The Structure of the units in the new textbook, including expected language competencies, available resources, and activities • Analysis of a unit each from the Grade Nine and Ten textbooks, aligned with the Teachers' Guide and Specification Grid • Adaptation of textbook	3

2	Learner-centered Pedagogy	• Needs for Learner-centered Pedagogy
		• Strategies for Learner-centered Pedagogy
		  o Eliciting
		  o Group work/pair work
		  o Motivating students
		  o Asking questions
		  o Using boards
		  o Using worksheets
		  o Correcting errors
		  o Self-evaluation
		  o Giving feedback
		• Adapting Differentiated Instruction
		  o Addressing Multiple Intelligence
		  o Heterogeneous classes
		• Classroom Language and Language Games
			4

3	Emerging trends in ELT	• Content and Language Integrated Learning (CLIL) • Flipped Learning • Project-based learning • Task-based learning • ICT-based learning • Post-method pedagogy and context-based language teaching	2
4	Developing Soft Skills	• Communication, Teamwork, and collaboration, Critical thinking and problem-solving, Conflict resolution, Responsibility, Self-discipline, and Work ethic • Stress management	2
5	Instructional materials and use of	• Designing, collecting, and selecting learning materials for teaching language skills and aspects • Using Learning Portals	5

	ICT in Language Pedagogy	• Teacher Competency in ICT: Policy Provision • Embedding ICT in Language Instruction and Assessment • Apps and tools for Language Development	
		• Designing activities for teaching listening skills covering the listening contents given in the secondary English curriculum • Designing activities for teaching speaking content such as describing pictures, maps, charts, tables, and diagrams, narrating debate, speech, dialogues, narration, live commentary, etc. • Designing activities for teaching reading skills: short stories, biographies, essays, short dramas, letters, poems, and other texts such as para-orthographic, argumentative and persuasive, straightforward factual, contemporary issues, etc. • Designing activities for teaching writing skills: news stories, emails, letters, essays, instructions, paragraphs, recipes, advertisements, brochures, reviews, notices, biographies, messages, para-orthographic texts *(Note: The trainer has to design and demonstrate at least a sample lesson on each language skill)*	10
7.	Grammar and vocabulary lessons	• Designing activities for teaching grammar: tense, modals, reported speech, wh- and yes/no questions, relative clauses, active and passive, prepositions, articles and determiners, connectives, concord, question tags, causative verbs, adjectives, and adverbs, etc. • Designing activities for teaching vocabulary in context *(Note: The trainer has to design and demonstrate at least a sample lesson on grammar and vocabulary)*	4
8.	Assessing language skills and aspects	• Assessment of learning, assessment for learning, and assessment as learning (Traditional and alternative assessments) • Test specification chart and specification grid: Test items construction based on the specification grid • Selection of suitable texts for reading tests • Developing reading test items with a marking scheme (following Barrett's Taxonomy: literal, reorganization, inferential, evaluation, and appreciation) • Developing writing test items with scoring rubrics • Developing grammar and vocabulary test items • Developing listening test items with a marking scheme	6

		• Developing speaking test with scoring rubrics	

9	Strategies for Continuing Professional Development (CPD)	• Case study
		• Action research
		  o Identifying classroom problems/issues
		  o Planning, Action, Observation and Reflection
		  o Project Report
		• Lesson Study Practice
		• Self-Directed Learning
		• Learning Networks and ICT-based learning
		• Peer observation
		• Self-evaluation/reflection
		• Mentoring
		Critical Incidence Analysis
		• Training, conferences, workshops, seminars, etc.
			6

10	Examination and Orientation on School-based Activities	• Examination of Participants • Orientation on School-based Activities: Lesson plans, Teaching Improvement Plan (TIP), Action Research, Lesson Study, Use of ICT for Innovative Pedagogy, Use of supplementary materials, Additional project works	2

Note: The duration of each session is of 1.5 hours.

5. Training Implementation Procedure

a. The 15-day training forms part of a one-month certification training programme.
b. The target group of this training is secondary-level English teachers who teach Grades 9 and 10. Participants will be selected based on the following priority criteria:
  i. Permanent teachers who have not received certification training
  ii. Other teachers who have not previously received certification training
c. Participants will be selected from the local level. Provincial Education Training Centres will conduct the training, with priority given to school holidays, the end of the academic year, and the beginning of the new academic year.
d. The teacher professional development training will be delivered based on the curriculum approved by the Educational Human Resource Council. The training will utilise trainers' guides, trainee resource materials, and other necessary materials developed by CEHRD or Provincial Education Training Centres.
e. Training centres have the flexibility to adapt up to 20% of the approved training to address local needs during delivery
f. The trainers or roster trainers of Provincial Education Training Centre trainers (including those on the roster) must complete dedicated TOT sessions before facilitating training sessions based on this curriculum. CEHRD will organise these TOT sessions
g. Optimum use of ICT should be made during training facilitation.

h. All necessary materials for the training should be prepared and available before the training commences.

i. Trainers, including those on the roster, will have to plan their sessions with the following principles of adult learning (andragogy) in mind:
   o Adults are intrinsically motivated by understanding the purpose and goals of learning.
   o They demonstrate a high capacity for self-directed learning, taking ownership of their learning journey.
   o They bring a wealth of life experiences to the learning environment, enriching the learning process for themselves and others.
   o They learn best when training directly addresses their current needs and professional challenges.
   o They are more engaged and motivated when learning is demonstrably relevant to their immediate work or personal situation.

j. The training sessions should employ the following methods to promote effective learning:
   o Discussion and interaction among the participants
   o Synchronous and asynchronous method
   o Group work, pair work, and individual work as per the nature of tasks/contents
   o Micro-teaching
   o Demonstration of the activities by the facilitator
   o Distance learning
   o Self-study
   o Inquiry method
   o Problem-solving method
   o Reflective learning
   o Flipped learning model
   o Relating to real classroom contexts
   o Project-based learning

k. Trainees will be required to consult the provided reference materials, maintain regular contact with facilitators, and prepare a detailed report on their school-based activities. Facilitators will be responsible for guiding trainees through various communication channels, including e-mail, phone calls, or an in-person meeting, depending on what is most convenient.

l. Training certification will be awarded following the revised Teacher Professional Development Framework- 2080. Upon successful completion of both training sections,

respective Provincial Education Training Centres will issue training certificates to the trainee teachers,

6. Training Evaluation

a. The total weightage of the evaluation of the teachers participating in the training will be 100 marks.

b. The criteria for evaluation and distribution of marks will be as mentioned in the table below:

S.N.	Criteria for Evaluation	Marks
First Section: Workshop based on Face-to-face at the training centres or online or in blended mode		
1.	**Participation**	**15 marks**
1.1	Attendance	3
1.2	Active engagement in discussion and presentation	6
1.3	Adherence to the Code of Conduct	3
1.4	Commitment to the training	3
2.	**Written Test**	**30**
3.	**Formulation of work plan for school-based training activities**	**5**
Total		**50 marks**

c. Absences from training sessions will incur a deduction of 0.5 marks per missed session. Participants who are absent for three or more sessions will be deemed to have not completed the training programme.

d. A written test will be administered at the end of the training. The test specifications are as follows:

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	Long answer questions	2	5	10
Total		**17**	**-**	**30**

e. The trainee participants must complete their assigned tasks in collaboration with, and with the full cooperation and support of the school head teacher.

f. The teacher's report on task completion must be verified by the head teacher of their respective school. Similarly, the head teacher's report on task completion must be verified by the chief of the local education unit or a designated expert.

g. The criteria for evaluating school-based training activities will be as follows:

1. Task Completion	
i. At least 10 lesson plans and practice teaching ii. Teaching Improvement Plan (TIP) iii. Action Research Report iv. Lesson Study Practice (Planning, Implementation, Reflection, and Improvement) v. Use of ICT for innovation in learning vi. Use of Supplementary materials in English class vii. An additional project without repeating the contents of points up to six, as outlined in the 15-day training curriculum via face-to-face, online or blended mode	7x3= 21
2. Preparing Reports	

Quality of Reports
   a. Format
   b. Presentation of the contents
   c. Valid evidence
	7 reports x 3 = 21

3. Presentation of the reports	
a. Self-confidence b. Style of presentation c. Logical expression d. Reflection	8

h. The score obtained by the participants will be graded as per the following criteria:

S.N.	Division	Score range
1.	First division with distinction	90 % and above
2.	First division	80% - 90%
3.	Second division	65% - 80%
4.	Third division	50% - 65%
5.	Fail or incomplete	Below 50%

i. The trainees must obtain 50/50 marks in both sections of the assessment.

7. Guidelines for School-based Activities

During the school-based training components, participants will be required to undertake a variety of tasks, including classroom activities, research projects, and other related works. These tasks are essential for the successful completion of the training programme.

Project work 1: Practice Teaching Based on Lesson Plans

- Develop ten distinct lesson plans aligned with the curriculum and textbook for grades 9/10. Ensure these plans incorporate all language skills and aspects.
- Design instructional materials for each lesson.
- Obtain approval for the lesson plans from the headteacher.
- Deliver the ten planned lessons and write a reflective analysis for each class.
- Prepare a report that details student learning achievements and include your own reflection on the teaching experience.
- 1. How did your lesson go?

   2. What did you learn?

   3. If you had to teach the same lesson again, how would you teach it differently?

Project work 2: Formulation of Teaching Improvement Plan (TIP)

As part of the school-based training, trainees must develop and secure headteacher approval for Teaching Improvement Plans for each grade level, followed by a concise report.

Format for TIP

Teaching Improvement Plan (TIP)

Teacher's name:………………........... 	School's name……………....................................

Plan Duration: 2081…............. month to 2081.. ……......…………month

S. N.	Indicator	Baseline	Target	Interventions to achieve the target
1	**Students average achievement**			
(a)	Grade ………… Subject ………….			
(b)	Grade ………… Subject ………….			
(c)	Grade ………… Subject ………….			

| S. N.	Indicator	Baseline	Target	Interventions to achieve the target
(d)	Grade ………… Subject ………….			
2	Based on the self-evaluation, the status of using the instructional materials (Scale from low to high rate 1, 2, 3, 4)			
3	Number of lessons taught with daily activity details preparation			
4	Based on the self-assessment the status of support received from the head teacher for effective teaching evaluation (Scale from low to high rate 1, 2, 3, 4)			
5	Time of completion of monitoring, assistance and instructional counseling from the trainer, roster trainer, education officer and head teacher (quarterly)			

…………...   ……………   … ………………   ……………

Date   Signature   School stamp   Headteacher

Project work 3: Action Research

Conduct classroom-based action research focusing on a challenge in teaching and learning English in Grades 9/10. You can use the following guidelines:

  a. Identify a key challenge you are facing in Grades 9/10 English classroom.
  b. Brainstorm the potential causes of this challenge and explore possible solutions.
  c. Develop a research plan, prioritising the most promising solutions to test.
 d. Implement the chosen solutions, collect data on the impact, analyse the data, and reflect on your findings.

e. Conclude by identifying what worked well, what was less effective in your specific context, and how you can adapt your teaching practices based on your learnings.
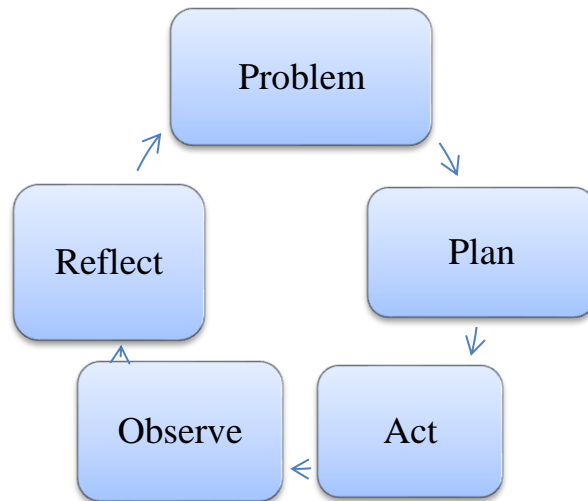
Note: You can use any acceptable format for your action research report.

Project 4: Lesson Study Practice

-   Engage in lesson study, a collaborative professional development approach for teachers. This involves:
    o Developing a lesson plan that addresses a specific student's learning difficulty.
    o Implementing the lesson plan in a classroom setting.
    o Observing and discussing the effectiveness of the instructions with colleagues.
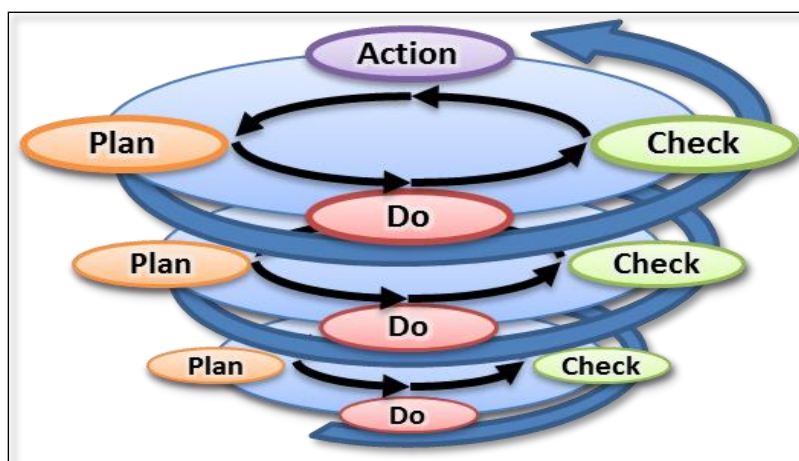
Project 5: Using ICT tools in ELT

-   Utilise an ICT tool (e.g. Wavepad Sound Editor, Formative, Mentimeter, Padlet, Transkriptor, or another innovative tool/app of your choice to design and implement a learning task for your students.

- Prepare a report detailing the task, the chosen ICT tool, and its impact on students' learning outcomes.
- Highlight the specific improvements observed in student learning as a result of using this technology.

Project 6: Use of Supplementary Materials

- Compile a variety of supplementary materials such as newspapers, dictionaries, reference materials, chants, games, storybooks, reports, and articles to enhance the teaching of various language skills and aspects.
- Prepare a report that evaluates the effectiveness of a specific supplementary material you have used in your teaching. Be sure to identify the chosen material in the report.

Project 7: Additional Project works

Choose any one of the additional project works that you want to carry out.

A. Assessment-related Project
- Source authentic, unseen reading passages appropriate for grades 9/10 to assess reading comprehension.
- Develop a reading comprehension test item aligned with Barrett's Taxonomy.
- Administer the reading test to students, score the answer sheets, and analyse the results.
- Prepare a concise report reflecting on the task, including the administered reading test as an appendix.

B. Peer Observation and Report Writing
- Collaborate with peers to develop a peer observation tool specifically for the ELT classroom.
- Observe at least three lessons taught by colleagues (ideally different colleagues) using the developed tool.
- Provide constructive feedback to your observed colleagues, highlighting both strengths and areas of improvement identified in their lessons.
- Prepare a concise report on the peer observation experience. This report should include the developed observation tool as an appendix.

C. Book Review

- Select a literary work of your choice and prepare a concise book review using the following format:

- Research and make notes on the key components of a book review

- Write a brief review using the format given below
  - Introduction (title, author, publisher, date of publication, type of book (fiction, non-fiction, etc.)
  - Author's background
  - Plot summary
  - Interesting part
  - Themes and message
  - Critical analysis and evaluation

D. **Create an activity bank**

- Consider 2-3 fun and engaging activities you have successfully used in your classroom to boost student participation, active learning, or overall learning outcomes.

- Briefly outline the procedure for delivering each activity in class.

- Share these descriptions with a colleague and ask him or her to test-drive the activities. Encourage them to provide feedback on clarity and effectiveness.

- Based on the feedback you receive, revise the activity descriptions to ensure they are clear and easy to understand.

- Ask your colleagues to suggest additional activities for you to try in your classroom.

- Finally, compile the collection of all the successfully revised activity descriptions to serve as a valuable resource for future use.

E. **Application of Multiple Intelligences in language teaching**

- Prepare a questionnaire to assess students' preferences across Howard Gardener's theory of multiple intelligences.

- Administer the questionnaire to students.

- Instruct students to select responses that best reflect their interests.

- Analyse the data to identify the predominant areas of intelligence among the student population.

- Plan and implement learning activities that cater to the students' dominant intelligences.

- Prepare a report outlining the observed changes in student learning and their areas of strength in the implemented activities.

F. Trans-disciplinary Project

- Investigate a pressing issue currently impacting your school or wider community. Examples include but are not limited to, access to clean drinking, promoting a sustainable school environment, improving community sanitation, tackling student dropout rates, or addressing bullying.
- Collect information from the stakeholders
- Write a brief report using the given format
  - Introduction/Project Initiative
  - Objectives
  - Planning
  - Methodology and Engagement
  - Conclusion

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