

**English Language Teaching (ELT) at Basic Level (Grades 6-8)
Customized Teacher Training**

TRAINER GUIDELINE

**Government of Nepal
Ministry of Education, Science and Technology
Center for Education and Human Resource Development
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Preface

The English language is being taught as foreign language in Nepal. It is one of the compulsory subjects in school education system of Nepal. Curriculum Development Centre (CDC) develops and updates the school level curricula. As a regular activity of CDC, Basic level (grades 6-8) English curriculum has recently been updated incorporating latest concepts and trends. Contents to be taught are to some extent are same but the way of dealing with those contents are different. It is the case like '**ancient route: new journey**'. Some new concepts like skill integration, assessment of student learning are few to mention here are updated and upgraded.

The concept of newly developed curriculum won't go into practice itself. It is the English teachers they put it into practice. For this, teacher training is one of the common activities that should be done at the outset. English teachers' capacity should be enhanced to handle the contents; create safe learning environment; creating ample opportunities for students practice; using a variety of tasks, activities and materials; and ensuring effective and inclusive students' learning.

This is a Trainer Guide (TG), has been developed to support the trainers of English to facilitate 'A Five- Days Customized English Teacher Training at Basic level (grades 6-8)'. The contents included in the customized teacher training English curriculum aim to enhance the knowledge and skill of grades 6-8 English language teachers so that they would effectively design or select the teaching learning activities to suit and fit their particular context considering the content and the intent of the English curriculum developed by Curriculum Development Centre.

All the sessions designed in this trainer guide require active participation and collaboration of the participating teachers. Efforts have been made to make the session activities simple, practical, doable and useful. The sessions designed here are based on the contents included in the curriculum such as use of curriculum, textbook, teacher guide, supplementary materials, teaching language skills and aspects, use of ICT in ELT and student learning assessment are few to mention here.

This trainer guide has been developed by the Centre for Education and Human Resource Development (CEHRD) with the technical support from Himalaya Trust Nepal. CEHRD would like to thank all the contributors for their support and contribution to the development of this guide.

CEHRD always welcomes constructive feedback on this guide from its users for its further improvement and betterment.

Centre for Education and Human Resource Development
Sanothimi, Bhaktapur
July, 2022

A Five Days Working schedule

Day	10: 30-12:00	Break	12:15-1:45	Break	2:30-4:00
	First session	15 minute short break	Second Session	45 minutes long break	Third Session
First	Basic level grade 6-8 English curriculum		Learning principles, use of textbook, teacher guide and supplementary materials		Developing listening skill
Second	Developing listening skill		Developing reading skill		Developing reading skill
Third	Developing speaking skill		Developing speaking skill		Developing writing skill
Fourth	Developing writing skill		Integration of language skills		Dealing with vocabulary and pronunciation
Fifth	Dealing with English grammar		Use of ICT in ELT		Student learning assessment

**Curriculum, Textbook and Teacher Guide
(Basic Level Grade 6-8 English Curriculum)**

Day: One

Session: First

Time: 1 hr. 30 min.

Introduction

Curriculum is core document of school education. It is also known as living document of school education. It is a policy document. It prescribes what to do and what not to do school education context. It provides clear road map. This means curriculum sketches every detail of teaching and learning process. From the organizational perspective, it includes not only what to teach (content) but also why to teach, how to teach, when to teach, with what supporting materials and activities and student assessment processes.

Objectives: By the end of this session, the students will be enabled to;

- familiarize with the different curriculum approaches
- tell the components of basic level for grades 6-8 English curriculum;
- link the curriculum provisions with daily lesson activities;
- select classroom tasks and activities to deliver curriculum provisions;

Materials

- Curriculum
- Hand out
- Worksheet
- List of lesson activities

Major content

- Concept of curriculum
- Approaches of curriculum development
- Components/elements of basic level English curriculum for grades 6-8
- Sample lesson activities to deliver the curriculum provisions

Facilitation process

Activity No. 1: Riddle (brain teaser)

(5 min.)

- Introduce yourself to the participants. Inform them about the session topic, time and possible tasks that can possibly be carried out during the session.
- Ask participants the following questions.
 - ✓ I am core document of school education system.
 - ✓ I am also called as living document in teaching and learning process.
 - ✓ I am made up of by 10 alphabets.
 - ✓ Who am I?
- Write participants' ideas on the board. This is just collecting rough and tentative ideas. Therefore, do not judge participants' ideas as right and wrong. If participants said the word 'curriculum', it's okay. Otherwise, inform them the possible answer- curriculum.

Activity No 2: Brainstorming**(5 min.)**

- Write open question on the board: What do you mean by English curriculum in school education system? Participants could provide their ideas with reference to basic level English curriculum for grades 6-8.
- Write their ideas on the board. Their ideas should not be viewed from judgmental perspective. They can freely express their views on English curriculum. The intent is just to collect rough and tentative ideas on English curriculum.
- Having collected their ideas on curriculum, tell them that the discussion ahead will be of curriculum in general and basic level English curriculum for grades 6-8 in particular.

Activity No. 3: Components of curriculum- group work**(35 min.)**

- Ask open question to the participants: what are the possible components of English curriculum?
- Write their ideas on the board.
- Divide them into seven groups.
- Provide each group reading material (one piece for each group- from basic level English curriculum for grades 6-8) along with worksheet.
 - ✓ **Group A:** vision of the curriculum (introduction)
 - ✓ **Group B:** competences
 - ✓ **Group C:** learning outcomes
 - ✓ **Group D:** language functions
 - ✓ **Group E:** learning facilitation process
 - ✓ **Group F:** assessment techniques
 - ✓ **Group G:** specification grid
- Tell them that they have to read the piece of work and write some key points in the worksheet. Provide them 20 minute for this task.
- Move around the class checking their participation. If they need any kind of support from you, provide immediately.
- When all groups complete their assigned task, ask them to present turn by turn.
- After all presentation, provide them clear concept about the structure of basic level English curriculum for grades 6-8.

Activity No. 4: Linking curriculum provision with daily lesson activity**(40 min.)**

- Prepare 4/5 tasks. Some of the possible tasks are given below.
 - ✓ Designing a sample lesson activity to achieve one of the learning outcomes of teaching listening skill to the grade six students.
 - ✓ Select one language function from grades 6-8 English curriculum and design one activity to teach the function that you select.
 - ✓ Design one test item to test the writing skills of the grades 6-8 students.
 - ✓ Design any one assessment technique that can be used while conducting internal assessment of basic level grades 6-8.
- Divide participants into four groups. Provide one task to each group.

- ✓ **Group A:** Sample activity for teaching listening
 - ✓ **Group B:** Sample activity for teaching language function
 - ✓ **Group C:** Sample test item to test writing skills
 - ✓ **Group D:** Assessment technique for internal assessment
- Ask them to work in group and prepare answer as indicated by the task.
 - Provide them 20/25 minutes for this task.
 - When all groups complete their assigned tasks, ask them to present turn by turn.
 - After all presentation, summarize the four tasks which participants did in their group works.

Activity No. 5: Reflection

(5 min.)

Ask participants the following questions and reflect the whole session activities.

- What is curriculum?
- What are the components of basic level for grades 6-8 English curriculum?
- How do you best utilize the curriculum provisions in daily lesson activities?

Learning Principles, Use of Textbook, TG, Supplementary Materials

Day: One

Session: Second

Time: 1 hr. 30 min.

Introduction

Curriculum lists out the learning outcomes and possible teaching content to be taught to the students. It is the textbook, teacher guide and supplementary materials that are used to achieve those learning outcomes. Learning principles are the theoretical guidelines that guide classroom activities to make them suit and fit according to the needs and interests of the students. Textbook is just one means to an end. Textbook creates context and provides some possible classroom activities. Teacher Guide provides the possible classroom activities along with step wise step classroom delivery process. Supplementary materials like newspaper, rhymes, games, charts, grammar books, etc. assist to the teacher to develop learning outcomes on the part of students. In this session the discussion spins around the use of textbook, teacher guide, supplementary materials and some possible and practical learning principles.

Objectives: By the end of this session, the participating teachers will be enabled to;

- select the activities from teacher guide to deliver the textbook activities;
- use the supplementary materials to deliver the textbook activities;
- establish linkage among curriculum, textbook, teacher guide, supplementary material and learning principles;

Materials

- Grades 6-8 textbooks
- Grades 6-8 teacher guides
- Curriculum

Major content

- Use of textbook
- Use of teacher guide
- Supplementary materials
- Learning principles
- Linkage among curriculum, textbook, teacher guide, supplementary materials and learning principles

Facilitation process

Activity No. 1: Brainstorming - core learning documents

(5 min.)

- Ask trainee teachers the following question.
 - What are the core documents that you use while teaching English subject to the lower secondary level students?
- Collect their ideas and experiences. Their possible responses might be;
 - Curriculum
 - Textbook
 - Teacher Guide

- After collecting their response, conclude the discussion with curriculum, textbook, teacher guide and supplementary materials are the core documents that we use while teaching English to the lower secondary level students.

Activity No. 2: Discussion and experience sharing – learning principles (25 min.)

- Divide participants into 4/5 groups. Provide them the following questions.
 - What are learning principles?
 - Do you plan and organize your daily classroom activities based on certain learning principles? Can you share some of the learning principles that you use in your English language teaching?
- Collect participants’ ideas and experiences. Write them on the board. Some of the possible responses might include;
 - Yes, we use learning principles.
 - No. I don’t know.
 - Sorry, I am not aware of.
 - Yes. Some of the learning principles are:
 - ✓ English classroom should be fun and engagement.
 - ✓ English classroom activities should be communicative and interactive.
 - ✓ Provide ample exposure to the students.
 - ✓ Content and language integration should be focused on.
- Tell them that learning principles are the theoretical guidelines that assist to organize classroom activities to make best fit and empower students’ needs and interests. Some of the learning principles are;
 - Recognize your students’ Learning DNA- desire, need and asset.
 - Know Your Student (KYS)
 - Make the classroom friendly and interesting.
 - Plan activities to be interesting and fun.
 - English classroom should be happy atmosphere.
 - Ensure English classroom is safe for learning.
 -

Activity No. 3: Group work – textbook and teacher guide linkage (35 min.)

- Divide participants into 4/5 groups. Provide grade six textbook and teacher guide to each group. And then provide them the following tasks.
 - Group A:** Unit 1 (consult unit 1 of textbook and related content in TG)
 - Group B:** Unit 2 (consult unit 2 of textbook and related content in TG)
 - Group C:** Unit 3 (consult unit 3 of textbook and related content in TG)
 - Group D:** Unit 4 (consult unit 4 of textbook and related content in TG)
 - Group E:** Unit 5 (consult unit 5 of textbook and related content in TG)
- Ask them to go through the assigned task and check the textbook activities and the activities given in the teacher guide. Provide them 15/20 minutes to compare and prepare

the presentation. They have to consult textbook and teacher guide and prepare how teacher guide helps teachers to deliver textbook content.

- After their reading, discussion among friends and preparation, ask them to present one by one. When they present, allow other group members to put their viewpoints as well if they have any.
- Inform them that teacher guide generally consists of different content areas of teaching and learning. Some of them are;
 - objectives of the unit/lesson
 - content and context of the textbook
 - exercises from the textbook
 - materials required to deliver textbook lessons
 - lesson activities in detail
 - basic classroom delivery process of each lesson activity
 - suggested and possible answers
 - extended activities for further practice
- Make sure that while teaching textbook activities every English teacher should consult curriculum, textbook and teacher guide. The activities should be guided by the learning principles to make them best fit for the purpose.

Activity No. 4: Discussion- supplementary materials

(20 min.)

- Ask the participants the following question.
 - What is supplementary material?
 - What is difference between supplementary material and teaching material?
 - How often do you use supplementary materials? Name some of them.
- Write down their ideas on the board and make open discussion between supplementary materials and teaching materials.
- Having received participants' ideas, tell them that supplementary materials are those materials that are used to supplement the lacking and missing part of textbook. The purpose of using supplementary materials are also to help learners achieve the learning outcomes set by the curriculum. Teaching materials are anything that can be used in regular classroom teaching they are expected to facilitate the overall learning process.

Activity No. 4: Reflection

(5 min.)

- What relationship do you see among curriculum, textbook, teacher guide and supplementary materials?
- What are the learning principles and how they are useful in teaching English language to the lower secondary level students?
- Can you name some of the supplementary materials?

Developing Receptive Skill

(Developing Listening Skill)

Day: One/Two

Session: Third/Fourth

Time: 3 hours

Introduction

Listening is one of the receptive skills. According to the English curriculum of Grade 6-8, by the end of grade eight, the students should be able to listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. For this, curriculum has prescribed the learning outcomes, activities, and assessment provision for teaching and testing listening skill in this level. Within these two sessions, the training participants will share their experiences about teaching listening skill in their context, practise the listening activities, and discuss the techniques and resources that can be used to meet the learning outcomes mentioned in the curriculum.

Objectives: By the end of these two sessions, the training participants will have;

- Developed an understanding of learning competencies and outcomes related with listening skill mentioned in English curriculum of Grade 6-8
- Shared their experiences about teaching listening skill among each other
- Reflected on their practice of teaching listening skill in their context
- Discussed the stages of teaching listening skill
- Practiced some learner-centered activities for developing listening skill

Materials

- Textbook, Grade 6-8
- Handouts (printed copies of the lyrics of a song)
- Audio text for listening from grade 6/7/8
- Mobile phone/laptop/cassette player

Major content

- Developing receptive skill
- Listening skill
- Experience sharing about teaching listening skill
- Activities for developing listening skill
- Resources for teaching listening skill

Facilitation process

Activity No. 1: Energizer

(10 min.)

- Ask the participants to stand in a circle.
- Tell them that they are going to play a 'Right or Wrong Game'.
- Instruct them to nod their heads when you read out a true statement and shake their head when you read out a wrong statement.
- Tell them that the person who does the opposite will be out of the game.
- Read out about 8 to 10 both true and false statements from the content discussed in the previous two sessions. For example;

Statement 1

The English curriculum of Grade 6-8 aims to develop communicative competence among the students.

Statement 2

Thirty out of 50 marks has been allocated for reading skill in external examination.

Statement 3

Language learning depends on the amount of exposure the students get.

Statement 4

School level textbook is developed by Curriculum Development Centre in Nepal

Statement 5

A teacher's guide is prepared for the students.

- Monitor whether the participants nod or shake their heads after listening each statement.
- Ask the participants if they enjoyed the game. At the end of this activity, elicit the participants' responses to the question "Would you like to try out this game with your students in an English class? If yes, why?"

Activity No. 2: Listening activity

(40 min.)

- Select one listening text from any unit of grade 6/7/or 8 textbook.
- Ask the participants to describe the picture/s given on the textbook before listening to the audio.
- Instruct the participants that they are going to listen to the audio and complete the exercises that follow.
- Play the audio for the first time.
- Let the participants write the answers to the questions given in the textbook.
- Play the audio for the second time and then ask the participants to write the unfinished answers.
- Play the audio for the third time and ask the participants to check their answers and correct the answers themselves.
- Conclude this activity reminding the participants about stepwise activities (pre-listening, while-listening, and post-listening) to be performed while completing the listening tasks.

Activity 3: Listening activity

(30 min.)

- Distribute a printed copy of the lyrics of one English song with some blanks to be filled up by the participants after listening the song.
- Play the audio/video and let the participants listen the song.
- Ask them to fill up the blanks in the copy provided to them.
- Give another printed copy of the lyrics of the same song, this time there are no blank spaces in the lyrics.

- Ask the participants to read the lyrics and correct their answers filled up in the first copy provided to them.
- Ask the participants how they felt while being involved in this activity and whether they would want to try out this activity with their students.

Activity No. 4: Experience sharing about teaching listening skill (80 min.)

- Divide the participants into 4 groups.
- Ask all the groups to discuss the following questions orally within their group and note the key points from their discussion in the newsprint.

- a. What is your experience regarding teaching listening?
- b. In what activities do you involve your students to develop their listening skill?
- c. What are the challenges of teaching listening skill in your context?
- d. What could be the possible solutions to overcome these problems?

- Let the participants present the key points from their group discussion to the whole class in turn.
- Conclude this activity with your opinion about the opportunities and the challenges in teaching listening skill in different contexts and their possible solutions.

Activity No. 5: Reflection- summary and review (20 min.)

- Summarize the discussion with power point slides those contain information on learning competency, learning outcome, and listening tasks mentioned in the curriculum, the activities and resources for developing listening skill.

Developing Receptive Skill

(Developing Reading Skill)

Day: Two

Session: Fifth/Sixth

Time: 3 hours

Introduction

Reading is an act of comprehending a text written in a particular language and extracting the required information from that text. According to the English curriculum of Grade 6-8, by the end of grade eight, the students should be able to read and understand a variety of literary, informational, and graphic texts, using a range of strategies or cognitive processes to construct meaning. For this, curriculum has prescribed the learning outcomes, activities, and assessment provision for teaching and testing reading skill in this level. Within these two sessions, the training participants will share their experiences about teaching reading skill in their context, practise some reading activities, and discuss the techniques and resources that can be used to meet the learning outcomes mentioned in the curriculum.

Objectives: By the end of these two sessions, the training participants will have:

- Developed an understanding of learning competencies and outcomes related with reading skill mentioned in English curriculum of Grade 6-8
- Shared their experiences about teaching reading skill among each other
- Reflected on their practice of teaching reading skill in their context
- Discussed the stages of teaching reading skill
- Practiced the learner-centered activities for developing reading skill

Materials

- Meta card
- News Print
- Textbook, Grade 6-8
- Handout (Reading Skill)

Major content

- Developing receptive skill
- Reading skill
- Experience sharing about teaching reading skill
- Activities for developing reading skill
- Resources for teaching reading skill

Facilitation process

Activity No. 1: Energizer

(10 min.)

- Ask the participants to stand in a circle. If possible, you can also take them outside the training hall.
- Tell them that they are going to play the game called ‘Simon says’.
- Explain the participants that they are supposed to act out the phrase/sentence if you tell it with the phrase ‘Simon says’ whereas they are not supposed to act it out if you tell it without the phrase ‘Simon says’.

- Inform them that they will be out of the game if they do not act out accordingly.
Speak the statements as the ones given in the table one after the another.

- a. Simon says, touch something that starts with ‘h’.
- b. Simon says, stand on your left foot as if your right foot is injured.
- c. Hold someone whose name starts from S.
- d. Simon says, give a thumbs up.
- e. Simon says hide behind someone else.
- f. Touch your knees together.
- g. Simon says, give yourself a big hug.

- Ask the participants how they felt while being involved in this activity and whether they would want to try out this activity with their students.

Activity No. 2: Whole group discussion (10 min.)

- Ask the participants individually the similarities and differences in listening skill and speaking skill.
- Elicit the responses that reading and listening are similar in a sense that the previous is about comprehending the message out of a spoken language whereas the latter is all about comprehending the message out of a written text.
- Conclude the discussion explaining that because of the similarities among listening and reading skill (productive skills), some of the techniques or exercises used for teaching and testing listening work well for teaching reading as well.

Activity No. 3: Reading race (60 min.)

- Divide the handout given below into three parts as follows: Part A, Part B, and Part C.

Reading Skill

Part 1

A. Introduction

Reading simply means understanding a text written in a particular language and getting the required information from that text.

Reading has mainly the two purposes:

- (i) For pleasure (from novels, poems, dramas, etc.)
- (ii) For information (from newspapers, textbooks, magazines, reports, etc.)

B. Reading in the curriculum

Learning Outcome: Read and understand a variety of literary, informational, and graphic texts, using a range of strategies or cognitive processes to construct meaning.

Types of reading texts mentioned in the curriculum:

- a. Stories
- b. Letters and emails
- c. Rules and regulations
- d. Instructions

- e. Description of people, places, and things
- f. Graphic texts: charts, tables, graphs, maps
- g. Biography
- h. Autobiography
- i. Menu
- j. News article
- k. Essays
- l. Drama
- m. Travelogue
- n. Poems

C. Assessment

Internal Assessment: 50%

Out of 50 marks, 16 marks is allocated for reading and writing.

Out of that 16 marks, 8 marks is allocated for reading.

External Assessment: 50%

Out of 50 marks, 25 marks is allocated for reading and 25 marks is allocated for writing.

Part 2

Teaching reading skill

Students are provided opportunities to get involved in varieties of activities while teaching reading skill. Those activities can be divided into pre-reading, while-reading and post-reading activities.

(i) Pre-reading activities

Pre-reading activities are practised before students read the actual reading text with the aim to focus their attention to the text, motivate them, and facilitate the comprehension of the text.

Activities

- Guessing the topic and content through illustrations and pictures
- Guessing about the content, plot and characters
- Predicting the theme of the text
- Presenting new words which will appear in the text with their meanings
- Giving one/two questions in oral or written form

(ii) While-reading Activities

While reading is a practice stage where actual reading takes place. Students read the text to find out the required information. They actively get involved in the following activities either individually or in a pair or a group:

- Answering questions
- Completing Sentences
- Completing table/charts/grids
- Labelling picture
- Matching items
- Multiple choice items

(iii) Post-reading Activities

At the last stage, students do some other extended activities related to the topic. They are engaged in activities such as:

- Discussing new and interesting events in the text in group/pair
- Summarizing the text
- Role playing
- Relating the text to real life experience

Part 3

A. Materials

Different materials can be used for teaching reading skill. Some of them are:

- a. literary texts (novels, stories, poems)
- b. letters, emails
- c. postcards
- d. magazines
- e. newspapers
- f. brochure
- g. recipe
- h. advertisements
- i. reports
- j. notice
- k. posters
- l. dictionaries
- m. tourist maps
- n. charts

B. Some Practical Strategies for Teaching Reading Skill in Grade 6-8

- a. If possible, provide visual representation (such as picture, map) of a text for comprehension.
- b. Encourage the students to guess the meaning of a new vocabulary item from the context.
- c. Make students practice writing together with the reading activity whenever possible.
- d. Ask questions before, during and after reading the texts.
- e. Divide the students into pairs/groups and assign them the classroom tasks.
- f. Encourage every student to participate in comprehension exercises.

- Divide the participants into 3 groups: Group A, Group B, and Group C.
- Distribute Part 1 of the handout to Group A, Part 2 to Group B, and Part 3 to Group C.
- Inform that all the participants are required to read the content in the handout within 7-8 minutes.
- Once they finish reading their respective parts, they pass the handout to another group in clockwise direction.
- This way, make sure that all the members within all three groups have read all three parts (Part 1, 2, and 3) of the handout that contains information on reading skill.
- Ask each group to choose one member as a leader.

- Write a set of 4/5 questions on meta-cards and paste them on the 3 corners of the wall with blank newsprints below the questions. The leaders from each group go to each corner of the wall, read the first question, come back to the group, tell the question to the group, discuss the answer in the group, go back to the wall, and finally write the answer to the first question.
- Declare the group that answers all the questions correctly within the shortest duration as the winner of this Running Race.

Activity No. 4: Group discussion and reflection

(40 min.)

- Write the following questions on the board and ask the participants to discuss the answer to these questions within their group:

- a. How did you feel about this reading technique?
- b. Have you tried this sort of reading activities with your students?
- c. Is it possible for you to try out this technique in your context? If not, why?
- d. Why are your students sometimes not interested in reading?
- e. How can you motive them towards reading activity?
- f. What is your experience regarding teaching reading?
- g. What activities do you try out with your students to develop their reading skill?

- Let the leader from each group present the key points from their discussion to the whole group in turn.
- Conclude this activity with your opinion regarding reading practices, problems, possible solution, activities, and resources used in teaching reading with the help of power point slides.

Activity No. 5: Story completion activity

(20 min.)

- Select one story from grade 6/7/8 textbook and divide it into two parts.
- Divide the students into 4 groups using mix-freeze-group up technique.
- Ask group 1 and 2 to read the first part and group 3 and 4 to read the second part.
- Ask each group to read the part provided to them, discuss the missing part within their group and write it on their note book individually.
- Once they finish writing the missing part, let them read the complete story from the textbook and compare the story with the part that they wrote on their note book.

Activity No. 6: Planning reading activities

(40 min.)

- Select any four reading texts from Grade 6/7/8 textbook.
- Divide the students into 4 groups.
- Assign separate reading text to each group.
- Ask the participants to read the text assigned to them in their group and design the activities to teach the given reading text.
- Ask the students to prepare their group work and make a presentation based on the following points:

- a. How will you teach the given text: mention the technique/s with explanation
- b. What materials will you and your students use?
- c. How will you check if your students have understood the text?
- d. Make your reading activities as interesting, collaborative, and engaging as possible.

- Monitor to ensure that all the participants within each group are contributing equally to complete the group work assigned to them.
- Conclude this activity with your feedback on the group presentations.

Developing Productive Skill

(Developing Speaking Skill)

Day: Three

Session: Seventh/Eighth

Time: 3 hours

Introduction

The English curriculum of Grade 6-8 aims to develop communicative competence among the learners. Speaking in a second/ foreign language requires the knowledge about particular language itself and a range of strategic competences with a good control of vocabulary and structure to express oneself in several formal and informal contexts. As intended by the curriculum, the students, by the end of Grade 8 are expected to speak appropriately to communicate with different audiences for a variety of purposes in a variety of personal, social and academic contexts. These two sessions on developing speaking skill and teaching language functions aim to equip the language teachers with knowledge and skills to develop their learners' speaking skill. The training participants will share their experiences about developing their learners' speaking skill and teaching language functions in their context, practise some speaking activities, and discuss some useful techniques and resources to develop speaking skill.

Objectives: By the end of these two sessions, the training participants will have:

- Developed an understanding of learning competencies and outcomes related with speaking skill and language functions mentioned in English curriculum of Grade 6-8
- Shared their experiences about developing speaking skill and language functions among each other
- Reflected on their practice of teaching speaking skill and language functions in their context
- Discussed the activities for developing speaking skill and teaching language functions
- Practiced the learner-centered activities for developing speaking skill and teaching language functions

Materials

- Curriculum, Grade 6-8
- Textbook, Grade 6-8
- Situation cards

Major content

- Developing productive skill: speaking skill
- Language functions
- Experience sharing about teaching speaking skill and language functions
- Activities for developing speaking skill and language functions
- Resources for developing speaking skill and language functions

Facilitation process

Activity No. 1: Energizer- speaking activity

(20 min.)

- Write some words/phrases such as those given below in the pieces of paper.
 - My favorite place

- Importance of English language
- My school
- My family
- Mount Everest
- Importance of healthy food
- Nepal
- My first job
- Fold the pieces of paper and put them on the table.
- Call someone from the group of the participants by referring to them indirectly instead of calling their name. For example,
 - Someone who has 3 brothers
 - Someone who has two sons
 - Someone who has one daughter
 - Someone whose school is nearest from here
 - Someone who walked more than 2 hours this morning
 - Someone whose (spouse) husband/wife is also a teacher
 - Someone who participated in this English teacher training for the first time
 - Someone who is a vegetarian
- The participant will raise up his/her hand if the description matches him/her.
- Call the participant to the front.
- Give him/her a candy and tell he/she can eat the candy but before eating he/she has to pick up a piece of paper from the table and speak for at least 1 minute on the topic mentioned in the piece of paper.
- The participant picks up one piece of paper and speaks spontaneously on the topic given on the paper for about a minute. He/she will eat the candy after they speak on the topic for about a minute.
- Call 3/4 other participants in turn and ask them to do the same.

Activity No. 2: Reflection and experience sharing

(40 min.)

- Ask the following questions to the participants individually:

- a. How did you feel about this speaking activity?
- b. Have you tried this sort of speaking activity with your students?
- c. Is it possible for you to try out this technique in your context? If not, why?
- d. How would you make this activity more effective to suit your classroom context?
- e. What is your experience regarding teaching speaking?
- f. Why do you think some of your students hesitate to speak in target language in the English classroom?
- g. What activities have you tried out to motivate such students to speak out?
- h. Which speaking activities/techniques work the best in your context?

- Let the participants share their experience and opinions in turn. With the power point slides or a handout, explain the techniques of developing speaking skills and teaching language functions, challenges to developing speaking skills and possible solutions.
- Conclude this activity informing the participants about the learning competency, outcomes, activities related with speaking skill and language functions mentioned in the curriculum.

Activity No. 3: Pair work- situation card activity (40 min.)

- Prepare some situation cards that include different situations such as the ones given below.

Handout: Situation cards

<p>Situation 1 Your friend invited you to his/her birthday party this Saturday evening but you can't attend the party because you have an exam the next morning.</p>	<p>Situation 2 You met a tourist in your village. He asked you the way to Namche Bazar.</p>
<p>Situation 3 You and your friend planned to meet at some place. Your friend arrived on time and was waiting for you but you reached two hours late.</p>	<p>Situation 4 You met your best friend whose grandfather passed away recently.</p>

- Divide the participants into pairs and distribute one situation card to each pair. Each pair reads the situation and prepare a short dialogue to perform to the whole group. Allow five minutes for the preparation.
- Let the pairs perform the dialogue based on the situation provided to them to the whole group in turn.
- Conclude this activity with your feedback on the performance of the participants.

Activity No. 4: Reflection on situation card activity (20 min.)

- Ask the following questions to the participants:

<p>a. How did you feel about this speaking activity? b. Have you tried this sort of activity to teach language functions to your students? c. Is it possible for you to try out this technique in your context? If not, why? d. How would you make this activity more effective to suit your classroom context?</p>

- Let the participants share their experiences and opinions in turn.

Activity No. 5: Pair work- designing activities to teach functions (60 min.)

- Continue with the same pair of participants formed for the previous activity for this pair work too.
- Ask each pair to choose any one language function from the curriculum (Grade 6/7/8) and design the activities to teach that language function. Allocate 10 minutes for this task.
- Let each pair present their work in turn.
- Conclude this activity with your feedback on the presentation of each pair.

Developing Productive Skill

(Developing Writing Skill)

Day: Three/Four

Session: Ninth/Tenth

Time: 3 hours

Introduction

Writing in a second/foreign language is one of the toughest skills to be learnt. It is because writing involves several sub-skills such as developing the idea, transitioning, and organizing the information. As intended by the English curriculum of Grade 6-8, the students, by the end of Grade 8 are expected to write for an intended purpose and audience by generating, gathering, and organizing ideas and information. These two sessions on writing will involve the teachers in some writing activities which they can transfer into the classroom to develop their learners' writing skill. The training participants will also share their experiences about developing their learners' writing skill in their context.

Objectives: By the end of these two sessions, the training participants will have:

- Developed an understanding of learning competencies and outcomes related with writing skill mentioned in English curriculum of Grade 6-8
- Shared their experiences about developing writing skill among each other
- Reflected on their practice of developing students' writing skill in their contexts
- Discussed the activities for developing writing skill
- Practiced the learner-centered activities for developing writing skill and correction techniques

Materials

- Textbook, grade 6-8
- Handout for summary writing
- Curriculum, grade 6-8
- Power point slides

Major content

- Developing productive skill: writing Skill
- Experience sharing about developing writing skill
- Activities for developing writing skill
- Resources for developing writing skill

Facilitation process

Activity No. 1: Energizer followed by pair work

(40 min.)

- Involve the participants in mix-freeze-pair game. For this, instruct the participants to walk around and mingle as music plays or the bell rings. Once the music/bell stops, the participant will freeze (stand still) and pair up with the person closest to him/her.
- When the music/bell re-starts, the participants walk around and mingle again. Again, when the music/bell stops, the participant will freeze and pair up with another person closest to him/her.
- Repeat this process 2 to 4 time as desired and divide the students into several pairs.

- Let the participants discuss the answer to the following questions in pairs and note down the key points of their discussion in the newsprint:

- a. What are the learning outcomes related with writing skill mentioned in the curriculum?
- b. What sort of writing tasks have been assigned in the textbook?
- c. What is your experience regarding developing your students' writing skill?
- d. Why do teachers find teaching writing challenging?
- e. In what activities do you involve your students to develop their writing skill?
- f. What resources help you develop your students' writing skill?
- g. How can we make the writing tasks more engaging, interesting and collaborative?

- Let each pair present their work to the whole group in turn.
- Conclude this activity with your power point presentation/handout that includes information on activities, resources, and strategies to develop writing skill.

Activity No. 2: Summary writing and reflection (40 min.)

- Distribute the following handout and ask the participants to read it individually.

Handout

Writing skill

Introduction

Writing is an expressive skill. Writing in a foreign language is not an easy task. Therefore, writing is felt to be one of the most challenging skills to be learnt. Skill of writing begins with simply copying and ends with free writing.

Language learners need to know the content knowledge, language system knowledge and writing system knowledge to achieve the mastery in written skill.

a. Types of Writing

- (a) Controlled writing -students do not have freedom to select words.
- (b) Guided writing- some freedom in selection of words and structures, some clues are provided to the writers
- (c) Free composition- free selection of vocabulary, structure and style

Some Practical Strategies for Teaching Writing Skill in Basic Level (Grade 6-8)

- a. Make writing tasks communicative. Think of what we write in real life. We write e-mails, lists, notes, letters, summary, reports, assignments, essays, articles, news stories and many more. Involve the students in these sorts of tasks.
- b. Assign the tasks those are non-competitive and non-threatening in nature.
- c. Provide a model text or several examples of the genre (essay, poem, story, etc.) and let students go on organizing their own ideas in a similar way.
- d. Find the ways to integrate writing with other language skills such as reading, listening, and speaking to make it interesting.

- e. Respond the content of the work that your learners give you as well as correct the errors they make by suggesting them in a constructive way.
- f. Encourage peer response/ peer correction to your students' written work.

Writing skill in the curriculum

Learning outcome

Write for an intended purpose and audience by generating, gathering, and organizing ideas and information.

Some writing tasks prescribed by the curriculum

- a. Personal letter, email
- b. Official letter
- c. Simple instructions
- d. Describing chart, table, diagram
- e. Short, simple biography
- f. Story
- g. Essay
- h. Description of event, activities
- i. Rules and regulations
- j. Dialogue
- k. Message of apology, congratulation, condolence
- l. Brochure
- m. News report

Assessment of writing

Writing carries 8 marks out of 50 marks in internal assessment and 25 marks out of 50 marks in external assessment.

- Ask each participant to write the summary of the content in about 100 words.
- Let the participants read out their summary in turn.
- Ask the participants to exchange their notebook with their partner sitting next to them and correct each other's written work (punctuation, grammar, content).
- Finally, go through the written work of 4/5 participants and provide them oral feedback. Share the guidelines to summary writing with an example.
- Ask the participants how they get their students' written work corrected.
- Conclude this activity with information on correction techniques including: self-correction, peer correction, mass correction, and teacher correction.

Activity No.3: Dictogloss

(40 min.)

- Ask the participants if they would like to listen a story.
- Tell one short but interesting story.
- Divide the participants into pairs.
- Instruct them to retell the story to each other.
- Ask them to write the story on their notebook individually.
- Once they complete the written work, ask them to read it aloud to each other in a pair.

- Ask the participants how they felt about this writing activity and whether they would like to try it out with their students.
- Conclude this activity explaining the importance of integrating language skills to make writing activity interesting and meaningful.

Activity No.4: Designing writing activities

(60 min.)

- Select any four writing tasks from different units of grade 6/7/8 textbook.
- Divide the participants into four groups and assign one writing task to each group.
- Ask each group to design the classroom activities to involve the students in the particular writing task assigned to them.
- Ask them to design the activities and fill up the following grid:

Grade	
Unit	
Writing Task	
Activity (group/pair/individual)	
Materials to be used	
Correction technique	

- Let the participants present the group work in turn.
- Conclude this activity with your feedback on the presentation.

Integration of Language Skills

Day: Four

Session: Eleventh

Time: 1 hrs. 30 min.

Introduction

Skill-integration in a lesson activity is multi-skill instructional model of English language teaching. It is commonly accepted idea that English language teaching should be done in the real life context and in an integrated manner. In real life setting, skill learning does not happen in isolation but in integration. For example, to engage in a conversation, one needs to be able speak and comprehend at the same time. Integrated language teaching usually follows the principles of communicative approaches. In this session, some possible practical activities to integrate language skills will be discussed.

Objectives: By the end of this lesson, the participating teachers will be enabled to;

- tell the importance of language skills integration in English class;
- design activities that are useful to integrate various language skills;
- use language skills integration activities in lower secondary English class;

Materials

- Worksheets

Major content

- Language skills
- Activities to integrate various language skills
- Practice and demonstration

Facilitation process

Activity No. 1: Riddle- language skill integration

(5 min.)

- Ask participants the following question.
 - I am made up of 11 letters/alphabets.
 - I am famous in today's teaching and learning circle.
 - I am a catch-word.
 - Who am I?
- Write down their ideas on the board. If they say the correct word, thank them. Otherwise, tell them that the expected answer is 'INTEGRATION'.

Activity No. 2: Demonstration for language skills integration

(40 min.)

- Ask participants to reflect their classroom practices that they adopted while teaching English language skills to the lower secondary level students.
- Write their ideas on the board. Ask them that do the activities used in English class integrate language skills? Have open discussion.
- Now, demonstrate a sample five minute activity to exemplify how skills get integrated in an activity.

Activity: Mistakes in reading

Purpose: accuracy reading

Skills integration: reading, listening and speaking

Classroom procedures:

- Divide participants into 4/5 groups.
- Provide each group grade six textbook.
- Select a reading text from grade six English textbook. Ask the participants to turn the page that you are going to read.
- Say that you are going to read the text aloud and they should follow in their own book.
- Pretend that you are feeling tired or haven't got glasses and might commit mistakes in reading. They must tell if they find any mistakes in reading.
- Read the text in a normal and natural speed. While reading substitute, add, omit, etc. some words from the text.
- Students have to identify and tell immediately by raising their hands.
- Thank them and make corrections.

- Now, ask participants in the activity demonstrated above how many skills do they find get integrated?
- Jot down their ideas on the board. Their responses might include;
 - reading, listening
 - reading, listening and speaking
 - reading only
 -
- Give your conclusion that in the above activity we can see the integration of reading, listening and speaking. The primary focus is on reading at the same time listening and speaking blur into the background. This means in a single activity language skills can be integrated. This also helps to create communicative, interactive, collaborative, cooperative and integrated learning.

Activity No. 3: Group presentation- practice of selecting and designing activities (40 min.)

- Ask participants to sit into 4/5 groups.
- Distribute them grade six or seven English textbook. Further ask them, to select any one text and think about one activity to deliver that text. Make sure that the selected activity should integrate various language skills.
- Provide them 15/20 minutes preparation time. Move around the class and provide help if they need any.
- After their preparation, ask them to present. Presentation can be turn by turn. When they present ask them to reflect. How many skills are integrated in the activity? Have open discussion and sharing.
- Finally, from your side to consolidate their understanding regarding skills integration provide the following activities with brief introduction.

1. **Jigsaw reading:** reading, speaking, listening
2. **Jigsaw listening:** listening, writing, speaking
3. **Project work:** listening, speaking, reading and writing
4. **Watching and talking about videos:** listening, speaking, reading and writing
5. **Summarizing:** reading, writing, speaking
6. **Expanding text:** writing, listening, speaking
7. **Hearing mistakes:** listening, speaking
8. **Picture dictation:** listening, writing, speaking
9. **Dictation:** listening and writing
10. **Pilling up sentences:** speaking and writing
11. **Use of worksheet:** listening, speaking, reading and writing
12. **Draw and describe:** writing and speaking
13. **Find the differences:** speaking, reading and writing
14. **Strip story:** listening, speaking, reading and writing
15. **Sentence starter:** writing, speaking and listening
16. **Jumbled letters/words/sentences:** writing and speaking
17. **White board bingo:** listening, speaking, reading and writing
18. **Drilling:** listening and speaking

Activity No. 4: Reflection

(5 min.)

Ask participants the following questions to reflect and consolidate the whole session activity.

- Can you integrate language skills in your lesson activities? Name some activities.
- Why do you think language skills integration is importance?

Developing Aspects of Language

(Dealing with Vocabulary and Pronunciation)

Day: Four

Session: Twelfth

Time: 1 hrs. 30 min.

Introduction

Vocabulary is a list of words or knowledge of words and their meanings. It is one of the core components of language proficiency. Harmer (1991) says 'if the language structures make up the skeleton of language, it is the vocabulary that provides flesh and blood'. When combined structure/grammar and vocabulary complete form of language can be formed. Nation (2007) also suggests that learners should know no less than 85% of the words to comprehend the reading texts. Vocabulary is one of the predictors of academic success of the learners. In this session, role of vocabulary in language learning/development, aspects of vocabulary, teaching techniques, etc. will be discussed.

Objectives: By the end of this session, the participating teachers will be enabled to;

- tell the importance of vocabulary in students' language development;
- familiarize themselves with the aspects vocabulary;
- select and design classroom activities to deal with vocabularies;

Materials

- Hand out- reading materials

Major content

- Importance and role of vocabulary in language development
- Aspects of vocabulary
- Techniques of teaching vocabulary

Facilitation process

Activity No. 1: Brainstorming- about vocabulary

(5 min.)

- Ask participants what do they understand about vocabulary? And what does it mean to know a word?
- Do not judge participants' ideas as right or wrong. Just jot their ideas down on the board. Their responses might include;
 - A vocabulary means word.
 - Knowing a word means its meaning.
 - Knowing a word means spelling.
- Thank them for their ideas and tell them that vocabulary is list of words or words and their meanings. Vocabulary is broader concept than word. And knowing a word includes many things, not only meaning. Give them the reading sheet.

Hand out: What does it mean to know a word?

1. Knowing its meaning- contextual, sense relation, etc.
2. Knowing its use- contextual
3. Knowing its formation- spelling and pronunciation
4. Knowing its grammar- grammatical categories- noun, verb, adjective, adverb...

Source: Harmer (1991)

Activity No. 2: Discussion- role of vocabulary

(15 min.)

- Have discussion on the role of vocabulary in learners' language development/learning. Get their ideas and also give your viewpoints on the role of vocabulary. Some of the ideas might contain;
 - Vocabulary is one of the predictors of academic success of the learners.
 - Communicative approaches focus on developing knowledge of words and their meanings. It is in the sense that communicative approaches are in favor of 'if the words are properly used even the structural inaccuracy will be concealed.'
 - Vocabulary is necessary for receptive language such as listening and reading comprehension as well as for productive language use.

Activity No. 3: Group work- preparation and presentation on techniques

(40 min.)

- Create a situation and ask participants to provide the name of activity. Situation: Read the given clues and answer the question- who am I?
 - We use it every day.
 - We hold it in our hand.
 - It is not good to sit on it.
 - It cleans our teeth.
 - It can also clean our shoes.
- Ask participants to read the given clues and encourage them to guess the answer of the question attached there.
- If they can guess the expected answer, thank them. Otherwise, tell them that the expected answer is 'brush'. Now, ask them to tell the name of the activity. After receiving their response, inform them that this activity is called 'Riddle'. This kind of activity/technique can be useful in vocabulary class.
- Divide participants into 4/5 groups. Provide grade six textbook to each group. Ask them to select some words from particular unit/chapter. And then, they have to think one useful and practical technique to teach the selected words.
- Provide them 15/20 minutes for their preparation. When all groups finish their preparation, ask them to share one after another.
- After all presentations, have whole class discussion on the possible and practical techniques of teaching vocabulary to the lower secondary level students of English. Having received participants' ideas and experiences, present the following possible techniques with brief discussion.

Hand out: possible techniques of teaching vocabulary

- **Real objects:** One way of teaching the meaning of new word is to bring the real objects into the classroom like fodder, leaf, stone, etc. This way of teaching word is very effective and impressive as well.
- **Pictures, photographs or drawings:** Bringing a pen into the classroom is not a big problem. Bringing a car into the classroom is. One solution for such problem is the use of pictures, photographs or drawings. These things can be used to explain the meaning of words. For example, the teacher can use pictures or drawing of letter of condolence, sympathy to make students clear about the words what condolence and sympathy are.
- **Mime, action and gesture:** It is often impossible to explain the meaning of new word either through the use of real objects or pictures. At that time, action, mime and gesture can work best.
- **Explanation:** Explaining the meaning of new word can be very difficult, especially to the beginning level of students. But, with the lower secondary level students such a technique can be used effectively.
- **Discovery technique:** According to this technique, the teacher asks the students to work out what words mean, rather than just handing over them the meanings of new words. This technique is very suitable for the lower secondary and secondary level students.
- **Pointing:** The teacher can simply use his or her finger to point out the objects while teaching words. For example, if the teacher is trying to teach the words window, door, fan, bag, stone, etc. which are easily available in the classroom and near the classroom, the teacher can use pointing technique. This technique is useful for the primary and basic and even to the secondary level students.
- **Definition:** This is the technique even mentioned in the textbook of lower secondary and secondary. According to this technique, the teacher tries to give some definitions of the words either from the textbook or from his or her own preparation. For example, in every reading text, there will be one exercise about vocabulary which requires the learners to match words and their similar meanings. This is the technique which we can call giving definition.
- **Demonstration:** This is also another interesting word teaching technique. According to this technique, the teacher demonstrates some objects, pictures, actions, or any things which learners can see and understand the meanings of the words.
- **Self-defining contexts:** This is the technique if learners can do, will be very effective and gives long lasting effects. According to this technique, the teacher provides a lot of examples of vocabulary use from where learners should try to exploit the proper meaning of the words. Learners should develop imaginative

power for this kind of exercise. This kind of technique will be fruitful to the lower secondary and secondary level students.

- **Giving synonyms and antonyms:** This is also another effective technique of teaching vocabulary. According to this technique, the teacher makes the learners practise the words with their similar and opposite meanings. For example, if a teacher tries to make meaning clear about the word 'happy' he or she can give word which has opposite meaning as 'sad' and similar meaning as 'glad', 'pleasure', 'delight' etc. This is also the technique we find in our textbooks.
- **Dictionary use:** This is very useful technique of teaching vocabulary. When we teach unfamiliar words from the text students should be encouraged to consult the dictionary and find out the appropriate and relevant meanings and other relevant aspects of the words such as formation, pronunciation and use. This technique if used regularly in the class and at home too, develops students as independent and academically resilient.
- **Matching:** This is another very useful technique. Students must be familiar with the sound system and their pronunciation if they are expected to recognize, read and get meaning of words. For this, the words which are going to teach should be listed in one column and their phonemic transcriptions in the next column. Here, the order of the presentation of words and transcriptions in two columns should be made randomly. Students try to recognize and read the phonemic transcriptions and match with their respective words. If students get ample opportunities to engage in such activity, they can easily recognize the words, pronounce the words and get meaning too.
- **Vocabulary log:** This is another useful way of enriching vocabulary power of students. Vocabulary log can be prepared of individual student. This kind of log can be of one chapter, of one week or of one month. According to log, students have to record their plan to enrich and enlarge the number of academic vocabulary in course of learning.
- **Translation:** It is a quick, traditional and easy way to present the meaning of new word if other techniques cannot make the meaning clear. This is the last-resort or last option.

Activity No. 4: Whole class discussion- basic procedures of vocabulary teaching (20 min.)

- Ask participants to reflect on the activities which they did in this session. Provide them 2/3 minutes to recall.
- Now, ask them to share their ideas on how do they proceed their vocabulary teaching class? Jot down their ideas on the board. Having received their filed-based and study-based ideas and experiences, tell them that the following can also be one way of proceeding vocabulary class.

Hand out: basic procedures of vocabulary lesson

1. **First**, select some new/unfamiliar words.
2. **Second**, organize whiteboard bingo game.
3. **Third**, engage the students in jumbled letters of those words.
4. **Fourth**, organize pronunciation activity like- matching phonemic symbols and their respective words activity.
5. **Fifth**, organize matching words and their meanings or using different techniques of presenting meaning.
6. **Sixth**, conduct reading aloud activity.
7. **Seventh**, organize students' reading activity.
8. **Finally**, engage students in extensive and intensive reading activities.

- Remind them that when they play with sounds, phonemic symbols and letters/alphabets, they also learn about pronunciation aspect. Dealing with pronunciation in vocabulary class becomes useful and effective.
- Sometimes, talking about English sound systems- phonemic awareness and phonics are basic to vocabulary class. This helps teachers and students be familiar with the pronunciation aspect of language.

Activity No. 4: Reflection

(10 min.)

Ask the following question to summarize and consolidate the whole session discussion.

- 1) How do you teach the following words?

river	school	greeting	read	play	dance
democracy	education	love	senior	ceiling	rain

Developing Aspects of Language **(Dealing with English Grammar)**

Day: Five

Session: Thirteenth

Time: 1 hrs. 30 min.

Introduction

Grammar is one of the aspects of language. It is also known as backbone or skeleton of language. Harmer (1991) says language structures make up the skeleton of language. There are different perspectives to look at grammar. Generally, two perspectives are important- grammar as knowledge and grammar as ability. When viewed grammar as knowledge, the focus is on rules of sentence formation. When viewed grammar as ability, the focus is on how grammar is used as a resource or tool in the creation/generation of spoken and written texts. Here, discussion focuses on both grammar as knowledge and ability. Possible materials and activities will be discussed.

Objectives: By the end of this session, the participating teachers will be enabled to;

- select and design activities for teaching grammar through rules;
- select and design activities for teaching grammar through examples;
- use materials/texts to teach grammar communicatively and interactively;

Materials

- Curricula
- Textbooks
- Card board paper
- Worksheet
- Template
- Structure cards
- Videos

Major content

- Grammatical items included in lower secondary textbook
- Activities to teach grammar through rules
- Activities to teach grammar through examples/texts/contexts

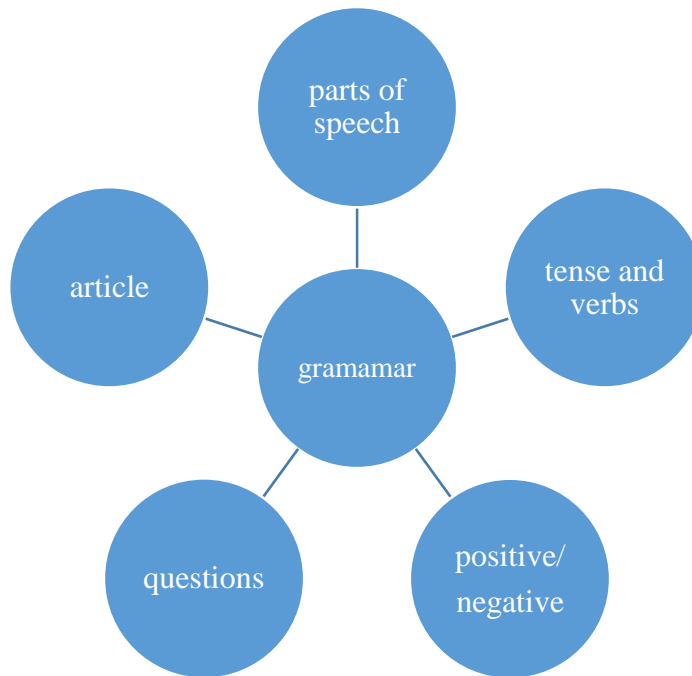
Delivery process/facilitation process

Activity No. 1: Spider gram/mind mapping

(10 min.)

- Inform participants about the session topic. And ask participants what do they teach in grammar lesson? What activities do they use as grammar activities?
- Divide whiteboard into two sections. In one section draw picture like spider gram and in another section also draw similar kind of spider gram. In the first spider gram write the word 'grammar' at the center. Similarly, in the second write 'activities'.
- Make bubbles around them. Write one response/idea of the participants' in one bubble. Go on collecting their ideas. Spider grams might look like this;

Possible grammatical items to teach at lower secondary level



Possible grammar activities



- Have open discussion on the ideas presented by the participants.

Activity No. 2: Group work- mapping grammatical items (25 min.)

- Divide participants into 6 groups. Provide lower secondary English curriculum to the three groups and textbooks (grades-6, 7 and 8) to the remaining three groups.
 - **Group A:** curriculum (consult grade 6)
 - **Group B:** curriculum (consult grade 7)

- **Group C:** curriculum (consult grade 8)
 - **Group D:** grade 6 textbook
 - **Group E:** grade 7 textbook
 - **Group F:** grade 8 textbook
- Ask them to go through the documents (i.e., curriculum and textbook) and list the grammatical items mentioned there. Provide them card board paper. They list the grammatical items mentioned in the curriculum and textbook in the card board paper.
 - When they finish their assigned task, ask them to display on the wall. Every group moves around the class looking at the display board/paper. They compare and verify with their list.
 - Conclude the discussion with the idea that there are certain grammatical items mentioned in the lower secondary English curriculum. Every English teacher should focus on those grammatical items while teaching grammar.

Work sheet: mapping grammatical items in lower secondary curriculum

S. N.	Grade 6	Grade 7	Grade 8
1	Present simple 'be verb'	Present simple 'be verb', a/an/the	Modal verbs: can, could, would
2	Yes/No questions	Count/non count nouns	Yes/No question
3	Modal verbs- will- would, can – could	Modal verbs will-would, could	Reported speech: Yes/No question
4	Imperative	Simple past: I wish...	Present perfect and past simple
5	Type 2 conditional	Type 2 conditional Modal: should	Reported speech: imperatives
6	Connectives- reasons	Present simple Type 1: conditional	Causative verbs
7	Simple future- going to	Present continuous To infinitive	Simple future Going to future Future perfect
8	Past simple- used to	Used to Connectives- and, but, although, however	Past simple Past continuous Past perfect Used to
9	Comparative and Superlatives	Comparative and Superlatives	Comparative and superlative
10	Should, be allowed to, must, have to	Modal verbs: can, could, be allowed to, must, have to	Prepositions- place and time Tag question

11	A/An, present continuous	Wh question Relative clause	Relative clause Articles
12	Negation	Present simple look look like	Yes/No question Wh question Verb + ing/infinitive
13	Connectives- because, since, because of	Connectives: because, since, as, because of	much/many some/any
14	Common nouns	Subject-verb agreement Wh question (How much/tall/high/long)	Type 1 conditional Type 2 conditional Type 3 conditional
15	Modal verbs may-might, must	Modal verbs: may, might, must Simple future Future perfect	Connectives: reason, purpose, contrast
16	Past simple Past continuous Past perfect	Past simple Past continuous Past perfect	Past simple Past continuous Past perfect
17	Wh-questions	Question tag	Passive voice
18		Reported speech Statements- facts and truth Zero conditional	Intensifiers (too and enough)
19			Reported speech

- Conclude the discussion by informing them the following grammatical items suggested in lower secondary English curriculum.
 1. Article
 2. Preposition
 3. Tense
 4. Connectives
 5. Question tag
 6. Reported speech
 7. Voice
 8. Conditional sentences
 9. Subject-verb agreement
 10. Question and negation

Activity No. 3: Demonstration- practice**(30 min.)**

- Inform participants that they are going to discuss and learn about teaching tense and verbs in English language.
- Paste the lists of auxiliary verbs and main verbs on the wall. Conduct gradual release practice to the two types of verbs- auxiliary and main. This means follow;
 - I do
 - We do
 - You do
- Inform them that they are going to sing the ‘verb-rhyme’ to read and be familiarized with the main verbs- for the five forms of verb.

S. N.	verb present	verb past	past participle	present participle	verb present singular
1	Go	Went	gone	Going	goes
2	Play	Played	played	Playing	plays
3	Eat	Ate	eaten	Eating	eats
4	Read	Read	read	Reading	reads
5	Write	wrote	written	Writing	writes
6	Listen	listened	listened	Listening	listens
7	Speak	spoke	spoke	Speaking	speaks

- Help them to sing the verb-rhyme in the pattern of ‘brush- brush- brush your teeth, brush it every day. Ram, Sita, Hari, Gita, brush it every day’.
 - Brush- brush- brush your teeth, brush it every day. Ram, Sita, Hari, Gita brush it every day.
 - Go- went- gone- going- goes every day. Ram, Sita, Hari, Gita go every day.
 - Play- played- played- playing- plays every day. Ram, Sita, Hari, Gita play every day.
- Remind them that different forms of verbs can be learned through this kind of rhyme.
- Now, select one tense- simple present tense. Conduct ‘sentence starter’ activity. First, write some sentences on the board like;
 - Raju plays volleyball.
 - Kunti writes beautiful handwriting.
 - Rajani dances beautifully.
 - Sanjeeb runs fast.
- Now, you write half sentence on the board and ask participants to complete the sentence. For example;
 - He writes...
 - They go to...
 - She reads...
 - They speak...

- We visit...
- Participants try to complete the sentences. In doing so, they practice/form simple present sentences. We can reverse the activity from ‘sentence-starter’ to ‘sentence-ending’ approach. This means provide following types of sentences and participants try to complete. For example;
 - ...write homework.
 - ...play football.
 - ...does regular exercise.
- Finally, assign them some work in which they practice simple present tense structures/rules.

Activity No. 4: Group work- practice and performance (20 min.)

- Divide participants into in to 4/5 groups. Assign the following tasks to each group.
 - **Group A:** prepositions
 - **Group B:** articles
 - **Group C:** tense- simple past
 - **Group D:** imperative sentence
 - **Group E:** negative sentence
- Provide them 15 minutes to prepare. They discuss with their group members and prepare sample activity to present. Move around the class and provide support if necessary.
- When they finish their assigned task, ask them to share/present. They present turn by turn. Feedback sharing should be encouraged because they learn from each other.
- Finally, provide them inputs if any.

Activity No. 5: Reflection (5 min.)

Ask following questions to check participants’ understanding and consolidate further.

- What are the different grammatical items mentioned in the lower secondary English curriculum?
- How do you teach main verbs to your students?
- What activities do you think are effective in your context while teaching grammar?

Use of ICT in ELT

Day: Five

Session: Fourteen

Time: 1 hrs. 30 min.

Introduction

The globe has been turned into digital village and we have entered into the digital era. The progress made in knowledge, information and technology- KIT has reshaped pedagogy and learning too. In teaching and learning field, we see the shift from inspired by technology and driven by pedagogy to inspired by pedagogy and driven by technology. This means technology is at driver's seat whereas pedagogy is nearby passenger. Pedagogy and technology go side-by-side but technology lubricates the process to innovate the ELT practice. In this session, use of ICT tools in English language teaching will be discussed.

Objectives: By the end of this session, the participating teachers will be enabled to;

- tell the importance of ICT tools in ELT practice;
- design materials using ICT tools;
- use ICT tools in ELT classes;

Materials

- Laptop/desktop computer/mobile
- Projector
- The internet
- Printer
- List of learning portal/websites

Major content

- ICT tools
- Materials development using ICT tools
- Visiting learning portal/websites/search engines
- Demonstration of sample activities

Facilitation process

Activity No. 1: Experience sharing

(10 min.)

- Ask participants to share their experiences on the use of ICT in English teaching class. Jot down their ideas on the board. Some of the possible experiences might include;
 - Yes, I use mobile to play audio file/music/rhymes
 - No, I don't have any experiences.
 - I use YouTube videos in my English class.
 - I download audio files from webs and use in my listening class.
 - I download pictures, templates, worksheets, audio files, videos and use them in my regular class.
- Responding to the participants' experiences, conclude the discussion with your presentation. ICT tools can be of many types. They are not simply computer and the internet. They refer to devices, services and technologies like computer, laptop, projector, printer, mobile, audio, videos, communication tools like Skype, Microsoft Zoom, Gmail, Slack, etc.

Activity No. 2: Group work- introduction to ICT tools**(40 min.)**

- Divide participants into 4/5 groups. Assign following tasks to each group.
 - **Group A:** Examples of ICT tools
 - **Group B:** ICT skills an English teacher needs
 - **Group C:** Any three ways of using ICT tools
 - **Group D:** Opportunities for students
 - **Group E:** Opportunities for teachers
- Provide them 20/25 minutes to discuss and prepare group work. Move around the class. Provide support if any group needs.
- After each group's preparation, request them to present turn by turn. While making group presentation, request to the one who has not received any opportunity to present. When they present, manage feedback sharing opportunity.
- After all presentation, give your brief description to summarize and consolidate all group tasks.

- **ICT tools:** There are many ICT tools like computer, mobile, printer, projector, laptop, CD, DVDs, pen drive, blue tooth speaker, search engines like- Google, YouTube, Yahoo, etc. communication tools like Gmail, Social media- Facebook, Messenger, Viber, WhatsApp, etc.
- **ICT skills:** An English teacher should have the following skills;
 - digital content creation skill- recording, editing, compiling, constructing animated videos, capturing photos, designing slides, etc.
 - searching e-learning resources- worksheets, templates, videos, audio, pictures, texts, newspaper, stories, songs/rhymes, articles, reports, etc.
 - communication and collaboration skills- emails, messenger, Viber, Skype, Microsoft teams, Microsoft zoom, Google meet, etc.
 - application skills- typing, formatting, drawing tables, inserting headers, footers, symbols, mail merge, simple using formula, using word and excel files, etc.
- **Ways of using ICT**
 - design necessary materials like creating worksheet
 - Search, locate, collect and use in English class.
 - Edit, animate audio/videos using different software for teaching listening and speaking class (oral skills)
 - Prepare documentaries and use in English class.
- **Opportunities for students and teachers**
 - Opportunities for students- carrying out project work, consulting worksheets and templates...
 - Opportunities for the teacher- conducting mini researches, innovating teaching like PPP slides, audio, videos, etc.

Activity No. 3: Presentation and practice- using ICT to construct materials (35 min.)

- Inform participants that you are going to present one sample activity about how to use ICT to construct material and use in ELT class.
- Use laptop to draw template of worksheet. Connect laptop with projector to display the work. Worksheet looks like this.

Worksheet No.1

S. N.	Name of students	Likes?	Why?	Dislikes	Why?
1					
2					

- Print out the worksheet through the printer. Do photocopy of it as per the need.
- Conduct pair work. Provide worksheet to each pair. Give them clear oral instruction like they have to move around the class asking their friends' names, their likes and dislikes. When they complete their task, worksheet looks like this;

Teaching item: expressing likes and dislikes

S. N.	Name of students	Likes?	Why?	Dislikes	Why?
1	Aashree	I like mango.	It is sweet.	I dislike going out in the evening.	It is not good habit.
2	Roshan	I like reading.	Reading is good habit.	I dislike fighting.	It is not good habit.
3					
4					

- Now, ask each pair to present their pair work. If they feel difficult, give model presentation from your side. For example;
 - Aashree likes mango because it is sweet. She dislikes going out in the evening because it is not good habit.
 -
- After all presentation, ask them to reflect all the processes. And then, conclude the session activity by reminding them that ICT tools can be used to construct materials that are useful and relevant to teach different skills and aspects of English language to the lower secondary level students.

Activity No. 4: Reflection

(5 min.)

Ask participants the following question to reflect and consolidate whole session activities.

- What ICT skills does an English teacher have to teach English subject effectively?
- What are the different ICT tools?
- What benefits students and teachers get from the use of ICT in ELT?

Assessment of Student Learning

Day: Five

Session: Fifteen

Time: 1 hrs. 30 min.

Introduction

Assessment is systematic collection, review and use of qualitative and quantitative data like class work, project work, portfolio, class test, terminal exam, participation, etc. to improve students' learning and development. It is ongoing process. It is formative and reflective in nature. Assessment is an integral component of teaching and learning. In this session, different kinds of assessment tools and forms prescribed in the curriculum will be discussed.

Objectives: By the end of this session, the participating teachers will be enabled to;

- tell the importance of assessment in English language learning;
- use a varieties to tools to assess students' learning and progress;

Materials

- curriculum
- assessment forms
- handouts

Major content

- assessment for learning
- tools for assessment
- practice of assessment form

Facilitation process

Activity No. 1: Brainstorming- concept of assessment

(5 min.)

- Ask participants what they actually understand by the term 'assessment'?
- Get their ideas and jot down on the board. Do not judge the ideas as wright or wrong rather welcome them. Their ideas might include;
 - Collecting information from diverse sources related to students' learning
 - It is formative and reflective in nature.
 - Different tools can be used to assess students' learning status.
 - Assessment is continuous process.
- Having received participants' ideas, tell them that assessment is the process of collecting information related to students' learning status. Different tools can be used to collect information. Assessment can also be done as internal and external. At lower secondary level, we use both types of assessment. Internal assessment serves the purpose of helping learners' to improve the learning whereas external assessment is done to judge and upgrade in higher grades. At lower secondary level, internal assessment consists of 50% and external assessment consists of 50%.

Activity No. 2: Whole class discussion- aspects of internal assessment

(10 min.)

- Provide participants the assessment part extracted from lower secondary level English curriculum. Ask them to read individually and pick up some of the internal assessment tools prescribed. Move around the class and provide support if any they need.

- Participants’ responses might be;
 - classroom tasks and activities
 - observation of students' work and performance
 - homework
 - project work
 - oral and written test
 - unit and trimester examinations
 - self and peer assessment
 -
- Appreciate participants’ ideas and tell them that lower secondary English curriculum prescribes the following aspects of internal assessment. They are;

Handout: Areas of internal assessment

S. N.	Assessment area	Weightage
1	Participation (attendance: 2 and students' performance in teaching-learning activities: 2)	4
2	Reading and writing (Each skill carries 50% weightage)	16
3	Listening and speaking (Each skill carries 50% weightage)	20
4	Terminal test	10

Activity No. 3: Group work- rating scale (15 min.)

- Divide participants into 4 groups. Distribute the rating scale of internal assessment. Assign them the following tasks.
 - **Group A:** level and rating scale
 - **Group B:** description of participation
 - **Group C:** description of listening and speaking (oral skills)
 - **Group D:** description of reading and writing (written skills)
- When they finish their assigned tasks, ask them to present in the class. After their presentation, present the following rating scale developed by Curriculum Development Center (CDC). And also have open discussion.

Handout: rating scale

Level	Rating	Description		
		Participation	Reading and writing	Listening and speaking
Below Basic	1	a. Below 75% of attendance. b. Very little participation in the tasks	Able to do very few tasks.	Able to do very few tasks.
Basic	2	a. 75% to 80% of attendance. b. Little participation in the tasks.	Able to do 30% to 50% of the given tasks correctly.	Able to do 30% to 50% of the given tasks correctly.
Above basic	3	a. 80% to 85% of attendance. b. Participation in classroom activities is satisfactory.	Able to do 50% to 70% of the given tasks correctly.	Able to do 50% to 70% of the given tasks correctly.
Proficient	4	a. 85% to 90% of attendance. b. Participation in classroom activities is appreciable.	Able to do more than 70% to 90% of the given tasks correctly.	Able to do more than 70% to 90% of the given tasks correctly.
Advanced	5	a. 90% and above attendance. b. Participation in classroom activities is outstanding.	Able to do more than 90% of the given tasks correctly.	Able to do more than 90% of the given tasks correctly.

Handout: Internal Assessment Record Form (grades 6-8)

		Assessment			Assessment			Assessment			Assessment			Average			Total		
																	PA	R	LS
																	R	W	LS
																	Av	Av	Avg

Activity No. 4: Group work- filling up internal assessment record form (30 min.)

- Divide participants into 4/5 groups. Provide to each group the internal assessment record form extracted from lower secondary English curriculum (given above).
- Ask them to go through the form and point out the gist.
- After their reading, inform them that lower secondary English curriculum prescribes internal assessment should be done regularly, however, to keep the record assessment should be done in every four units. In lower secondary English curriculum, there are 19/20 units of grades 6-8. After each four units, formal internal assessment is required to conduct. If so, we have to do 5 times assessment. Therefore, 5 times internal assessment is given in the form.
- Ask to each group to pretend that they have imaginary students and they calculate the average score of;
 - Participation
 - Listening and speaking skills
 - Reading and writing skills
- Move around the class and provide support to calculate the average score of the above mentioned skills.
- Inform them that why average score of participation and reading-writing, and listening-speaking are multiplied by 0.8, 3.2 and 4, respectively.
 - The full mark of participation is 4 and highest rating scale students might obtain is 5. Therefore, we have to divide by highest rating scale to full mark. The number will be 0.8.
 - The full mark of reading-writing skills is 16 and the highest rating scale students might obtain is 5. We have to divide by highest possible rating scale 5 to the full mark 16. The number will be 3.2.
 - And similar is the case with listening-speaking. We have to divide by highest possible rating scale 5 to the full mark. The number will be 4.
- Now, help them to practice in calculating the average score.

Activity No. 5: Whole class discussion- trimester examination score calculation (10 min.)

- Ask participants again to go through the internal assessment part. And request them to point out some of key points regarding trimester examinations provisions given there.
- Get their ideas and jot down key points on the board.
- Have open discussion based on curriculum.
- After discussion, inform them that trimester examination is taken as terminal examination. Curriculum has allocated 10 marks for it. The time of termination examination depends upon the school. Some schools may conduct 2 times, while some other schools may conduct 3 times. Whatever the frequency of termination examination, total marks is 10. Therefore, if school conducts two times, each examine will have 5 marks. If school conducts 4 times, each exam will have 2.5 marks. So, it depends upon the school's decision.

Activity No. 6: Group discussion- external assessment**(15 min.)**

- Divide participants into 4/5 groups. Provide them external assessment part extracted from lower secondary English curriculum. Provide them some guidelines based on which they prepare some groups notes for sharing and discussion. Some of the guidelines are given below.
 - The skills tested in external assessment
 - The possible test tools/items to be used in testing reading and writing
 - The total marks for each skill
 - Structure of testing writing skill
 - Areas of grammar testing
- When they finish their group discussion, ask them to share their group discussion based on the guidelines given. After all groups' presentation, give your ideas to wrap up the discussion.

Activity No. 7: Reflection**(5 min.)**

Ask participants the following questions to check their understanding and consolidate the session concept.

- What is student assessment?
- What are the types of student learning assessment?
- What different tools can be used to assess students' learning internally?