

2082

One Month Certification Training Curriculum

**English
Basic Level (Grade 6 -8)**

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

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Introduction

The National Education Policy, 2076 has prioritized a policy of conducting Continuous Professional Development (CPD) activities as a means to enhance teachers' competencies. Similarly, the National Curriculum Framework, 2076 highlights the importance of updating teachers' content knowledge and pedagogical skills for effective implementation of the school curriculum. Building on this foundation, the Teacher Professional Development Framework, 2080 introduces several CPD strategies, including a one-month certification training programme. This certification training curriculum is designed to equip basic-level (Grade 6-8) English teachers with the necessary content knowledge, pedagogical expertise, and skills to teach English effectively. This curriculum has been developed aligning with the Teacher Competency Framework, 2072, the Basic Level (Grade 6-8) English Curriculum, 2078, and the Teacher Professional Development Framework, 2080 addressing the specific needs and expectations of teachers. It focuses on key areas to ensure their professional development emphasizing activity-based, practical, and learner-centered approaches to English language teaching. By fostering an engaging classroom environment, this training curriculum aims to enhance teachers' instructional practices, ultimately leading to improved students' learning outcomes in English.

The training curriculum covers a wide range of areas, including the aims and contents of the current English curriculum and textbooks, learner-centered pedagogy, emerging trends in English Language Teaching (ELT), integrating soft skills in ELT, designing instructional materials, using Information and Communication Technology (ICT) in ELT, language learning activities, assessment of language skills, and action research, along with other professional development strategies. The training curriculum has been specifically designed to equip teachers with the tools needed to deliver the curriculum effectively. Since this curriculum expects the sessions to be more practical, activity-based and participatory, it ensures the transfer of the knowledge and skills learned in the training to the classroom.

Training Competencies

- Demonstrate a thorough understanding of the curriculum, textbook, and teachers' guide and effectively implement them into classroom instruction.
- Design and implement a variety of activities for teaching language skills and aspects.
- Demonstrate an understanding of the current assessment system and develop assessment tools.
- Demonstrate an understanding of emerging trends in ELT and integrate them into classroom practices.
- Explore and utilise diverse learning resources, including ICT.
- Adopt various strategies for continuous professional development.
- Carry out research and design various project-based learning activities.

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 conducted face-to-face at the training centres 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 fulfil 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 Training Activities

S.N.	Activities	Weightage (working days)
1.	Practice teaching with at least 10 lesson plans	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 teaching English	2
7.	An additional project work without repeating the contents from above (one to six), as outlined in the training curriculum of 15-day face-to-face/online/blended mode	2
Total		15 days

Training Contents

S. N.	Contents	Content Elaboration	No. of sessions
1	Basic Level (Grade 6-8) English Curriculum, Textbook, and Teachers' Guide	<ul style="list-style-type: none"> • Intent of the current English curriculum • Understanding the major elements of the curriculum • Curriculum-based instruction • Analysis of the structure of English textbooks • Adaptation and adoption of textbook • Teachers' guide and its use 	3
2	Developing Language Skills	<ul style="list-style-type: none"> • Enhancing teachers' skills/subskills in listening • Designing lessons for teaching listening skill • Designing activities for teaching listening skill • Enhancing teachers' proficiency in speaking • Essentials of spoken English: accuracy, fluency, pronunciation, language functions • Designing lessons for teaching speaking skill • Designing activities for teaching speaking skill • Enhancing teachers' skills/sub-skills in reading • Designing lessons for teaching reading skill • Designing activities for teaching reading texts from textbooks • Enhancing teachers' skills in writing different types of texts like postcards, notes, messages, invitations, schedules, paragraphs, essays, news stories, stories, biographies, diaries, brochures, leaflets, letters, emails, etc. • Writing process and designing activities for teaching writing • Integrating Language Skills: Integrating activities for teaching language skills, planning and delivering an integrated lesson <p><i>Note: The trainer has to design and demonstrate at least a sample lesson on each language skill.</i></p>	12
3	Developing Language Aspects	<ul style="list-style-type: none"> • Enhancing the basic concepts of vocabulary: form (pronunciation and spelling), meaning (denotation and connotation), use and collocation • Enhancing teachers' strategies for learning vocabulary • Designing activities for teaching vocabulary • Designing activities for teaching pronunciation (word level and connected speech) • Teaching vocabulary in context • Basic Principles of teaching grammar • Teaching grammar inductively • Teaching grammar communicatively • Teaching grammar in context • Enhancing teachers' proficiency in grammar • Teaching grammar: tense, voice, narration, connectives, articles, 	9

		<p>etc.</p> <ul style="list-style-type: none"> • Designing activities for teaching grammar • Enhancing teachers' proficiency in using language functions • Language functions in basic English curriculum <p><i>Note: The trainer has to design and demonstrate at least a sample lesson on each language aspect.</i></p>	
5	Assessment of Language Skills and Aspects	<ul style="list-style-type: none"> • Assessment of learning, assessment for learning, and assessment as learning • Understanding internal assessment guidelines • Understanding test specification chart • Alternative assessment: provision and practices • Developing listening test items with a marking scheme • Developing speaking test with scoring rubrics • Developing reading test items with a marking scheme • Developing writing test items with scoring rubrics • Developing grammar and vocabulary test items • Analysis of test result and its implication in the classroom 	6
6	Emerging trends in ELT	<ul style="list-style-type: none"> • Content and Language Integrated Learning (CLIL) • Flipped Learning • Project-based learning • Task-based learning • Post-method pedagogy and context-based language teaching • Research-based pedagogy • Cultural sensitive pedagogy • Digital pedagogy • Soft skills-integrated pedagogy 	3
7	Learning Resources and Use of ICT in English Language Teaching (ELT)	<ul style="list-style-type: none"> • Learning resources for language development • Selection, collection and development of learning resources • Browsing open resources and learning portals • Useful apps, tools and websites for language learning • Using ICT in teaching language skills and aspects 	3
8	Continuous Teacher Professional Development (CPD)	<ul style="list-style-type: none"> • Value of the teaching profession • Role of teacher in education • Need for continuous teacher professional development • Strategies for continuous professional development (CPD) <ul style="list-style-type: none"> ○ Case study ○ Action research <ul style="list-style-type: none"> ▪ Identifying classroom problems/issues ▪ Planning, Action, Observation and Reflection ▪ Project report ○ Lesson study practice ○ Self-directed learning 	6

		<ul style="list-style-type: none"> ○ Learning networks ○ Peer observation ○ Self-evaluation/reflection ○ Mentoring ○ Critical incidence analysis ○ Training, conferences, workshops, seminars/webinars ○ Involvement in professional organizations. 	
9	Examination and Orientation	<ul style="list-style-type: none"> ● 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 	3

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

Training Implementation Procedure

- a. The 15-day training is a part of a one-month certification training programme.
- b. The target group of this training is Basic Level English teachers who teach in Grades 6-8. 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.
- d. The training will utilise trainers' guides, trainee resource materials, and other necessary materials developed by CEHRD or Education Training Centres.
- e. Training centres have the flexibility to adapt up to 20% of the approved training curriculum to address local needs during delivery.
- f. The trainers or roster trainers of 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:
 - Adults are intrinsically motivated by understanding the purpose and goals of learning.
 - They demonstrate a high capacity for self-directed learning, taking ownership of their learning journey.
 - They bring a wealth of life experiences to the learning environment, enriching the learning process for themselves and others.
 - They learn best when training directly addresses their current needs and professional challenges.

- They are more engaged and motivated when learning is demonstrably relevant to their immediate work or personal situation.
- j. Some of the methods that can be used in the training sessions might include:
- Discussion and interaction
 - Synchronous and asynchronous method
 - Group work, pair work, and individual work as per the nature of tasks/contents
 - Micro-teaching
 - Demonstration of the activities by the facilitator
 - Distance learning
 - Self-study
 - Inquiry method
 - Problem-solving method
 - Reflective learning
 - Flipped learning model
 - Relating to real classroom contexts
 - 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 in-person meetings, depending on what is most convenient.
- l. Training certification will be awarded following the revised Teacher Professional Development Framework and the decision made by the Educational Human Resource Council. Upon successful completion of both training sections, respective Education Training Centres will issue training certificates to the trainee teachers.

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. Absence from the 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 headteacher.
- f. The teacher's report on task completion must be verified by the headteacher of their respective school. Similarly, the headteacher'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. Practice teaching with at least 10 lesson plans ii. Teaching Improvement Plan (TIP) iii. Action research iv. Lesson study practice (planning, implementation, reflection and improvement) v. Use of ICT for innovation in learning vi. Use of supplementary materials in teaching English vii. An additional project work without repeating the contents from above (one to six), as outlined in the training curriculum of 15-day face-to-face/online/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.

Guidelines for the 15 working day school-based training activities

During the school-based training activities, the 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. The participants should mandatorily carry out all the tasks from one to six and anyone from project work seven.

Project work 1: Practice Teaching Based on Lesson Plans

- Develop ten distinct lesson plans aligned with the curriculum and textbooks of grades 6-8. 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 planned lessons and write a reflective analysis for each class.
- Prepare a report that details students' learning achievement including your reflection.

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

- Develop a Teaching Improvement Plan for sixty days and get approval from the head teacher.
- Prepare three copies of the plan; one for the head teacher, one for the classroom and the next for the teacher herself/himself.
- Analyse the plan after its implementation.
- Prepare a report and submit it along with a copy of the plan.

Format for TIP

Teaching Improvement Plan (TIP)

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

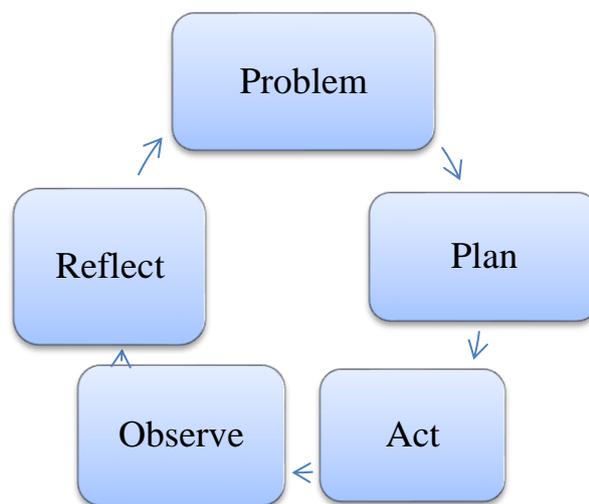
Plan Duration: 2081..... month to 2081..month

S. N.	Indicator	Baseline	Target	Interventions to achieve the target
1	Students average achievement			
(a)	Grade Subject			
(b)	Grade Subject			
(c)	Grade Subject			
(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 counselling from the trainer, roster trainer, education officer and head teacher (quarterly)			

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Project work 3: Action Research

- Conduct classroom-based action research focusing on a challenge in teaching and learning English in Grades 6-8. You can use the following guidelines:
 - a. Identify a key challenge you are facing in your classes.
 - 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.
 - f. The process (cycle) of carrying out an action research is shown in the figure below;



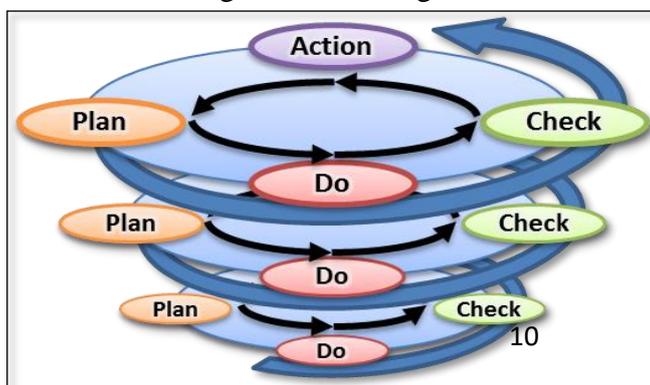
- Prepare a report and submit it. You can use the following format.

Sample structure of report

1. Problem : What is it? Why is it a problem? Why is the research needed?
2. Intervention: What activities did I do?
3. Lesson: What did I learn?
4. Next step: Do I need the next step?
5. Conclusion.

Project 4: Lesson Study Practice

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



- Prepare a report based on your reflection and submit it.

Project 5: Using ICT tools in ELT

- Select a content from the textbook (grades 6-8).
- List out the possible ICT tools that can be used to teach selected content.
- Facilitate the content using the selected tools .
- Prepare a report reflecting your experience of using ICT tools.

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.
- Choose one of them to teach a particular skill or aspect.
- Prepare a report that evaluates the effectiveness of a specific supplementary material you have used in your teaching.

Project 7: Additional Project Works

A. Community Service Learning Project

- Identify the community need (e.g., promoting tourism, creating awareness campaigns, or supporting local businesses).
- Plan a project that involves the students using English in meaningful ways such as conducting interviews, creating promotional materials (e.g., brochures, posters, leaflets, videos), or translating documents for community use.
- List out required resources.
- Implement the activity.
- Document the process through photos, videos, or journals.
- Reflect and report.

B. Speakers' Club

- Form a Speakers' Club to develop students' public speaking, communication, and leadership skills.
- Outline the structure of the club including participants' grades, number of sessions (weekly/fortnightly/monthly) and roles for student leaders (e.g., president, vice president, secretary).
- Create a session plan with activities like prepared speeches and impromptu speeches and conduct accordingly.
- Prepare a report including the overall activities along with the teacher's role in facilitating the sessions, supporting students, and providing constructive feedback.

C. Text Adaptation

- Choose a reading text from the English textbook you use.
- Apply the possible text adaptation methods so that the text suits your students.
- Deliver the lesson based on the adaptation you made.
- Write a report reflecting your lesson.

D. Teaching Vocabulary

- Select a lesson that you are going to teach the next week.

- Prepare a list of the key vocabularies and make a table on how you teach different aspects of those words.
- Deliver the lesson and reflect on how you incorporated the aspects of vocabulary (e.g., pronunciation, spelling, meaning and use) while teaching to the students. What particular technique/activity helped your students learn?

E. Teaching Speaking

- List down the tasks and activities that you used for 15 days in your teaching.
- Write a brief reflective report on what changes you could make to maximise speaking opportunities for students in your class.
- Consider your role during those speaking activities.

F. Conducting Need Analysis

- Develop a simple survey tool to gather information about your students' interests and needs in English classes.
- Use the tool to collect information from your students and analyse their needs.
- Write a brief report outlining any five ways you can adapt your planning and teaching to address the needs.

G. Create an activity bank

- Think of 2 or 3 fun activities that you have used successfully in your classroom to promote student participation, engagement, or learning.
- Write a brief description of the procedure for delivering each activity in class.
- Share the descriptions with a colleague and ask him or her to try those activities and give your feedback.
- Revise the description based on feedback to ensure clarity.
- Ask your colleagues to add more activities for you to try.
- Compile a final bank of successfully revised activity descriptions (minimum 10).

H. Designing Test Item

- Prepare a set of question papers for testing the reading and writing skills of Grade 8 as a part of external assessment.
- Ensure that you have strictly followed the test specification grid developed by the Curriculum Development Centre (CDC).
- In the items of testing reading, mention the cognitive levels of each question; literal comprehension, reorganization, inference and evaluation.
- Prepare the marking scheme/answer key of the question paper too.

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