2075

**Teacher Professional Development Training Curriculum**

**]**

(

Government of Nepal

Ministry of Education, Science and Technology

National Centre for Educational Development

Sanothimi, Bhaktapur

**Table of contents**

|  |  |  |
| --- | --- | --- |
| **S.N.** | **Contents** | **Page** |
| 1 | Introduction | 1 |
| 2 | Training objective | 1 |
| 3 | Training competencies | 1 |
| 4 | Training structure | 2 |
| 5 | Training content | 2 |
| 6 | Training implementation procedure | 9 |
| 7 | Evaluation | 10 |
| 8 | Project work | 11 |

**1. Introduction**

This training curriculum is developed in order to provide English teachers with pedagogical knowledge and skills required to teach English language at basic level. It is based on the Teacher Competency Framework, 2072 and basic level English curriculum. The major content areas covered include understanding of context and content of English Language Teaching (ELT), managing lessons, use of contemporary technology and teaching practices as well as teaching and assessing language skills and aspects. This curriculum is intended to be used in the second phase of a complete TPD cycle for an English teacher, the first phase being on language proficiency.

**2. Training objective**

On completion of the training course, the participating teachers will be able to:

1. demonstrate increased understanding of the skills and aspects of English language to inform their planning and teaching
2. demonstrate effective pedagogical skills for English language teaching

**3. Training competencies**

|  |  |  |
| --- | --- | --- |
|  | **Course specific competencies**  The teacher: | **Teacher Competency Framework component** |
|  | demonstrates an understanding of how children learn languages, specifically English, and uses appropriate teaching approaches | Knowledge about children and learners  Pedagogical knowledge  Learning environment and classroom management |
|  | devises teaching plans and strategies to attain the objectives of the school curriculum by:   1. using relevant resources (including ICT and authentic materials) 2. adapting curricular texts and tasks to suit students' purpose, interest and level. | Pedagogical knowledge  Content Knowledge  Information and Communication technology  Learning environment and classroom management |
|  | facilitates active learning, using appropriate teaching methods to teach English language skills (Receptive and Productive) and aspects (Grammar and Vocabulary). | Pedagogical knowledge  Content Knowledge |
|  | evaluates different aspects of learning anddesigns and uses a range of tools and tasks for language assessment, including testing | Pedagogical knowledge  Content Knowledge  Knowledge about children and learners |
|  | accesses resources and develops strategies for their continuing professional development (CPD) | Continuous Learning and Professional Development |

**4. Training Structure**

a. The duration of this training is 15 days, comprising 10 days face to face training conducted in the Educational Training Centre followed by a 5 day equivalent school-based practical component with CPD project work.

b. The participants will have to carry out four pieces of project work in his/her school and submit reports to the training centre within 52 days of completing the face-to-face training. The project work shall be determined based on the training content so as to enable the trainees to use the theoretical and practical skills learnt in the training and also to enhance their creative and innovative ability.

**5. Course Content**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S.N** | **Content** | **Learning outcomes** | **Assessment** | **Weight** |
|  | Understanding learners and language learning | By the end of these sessions, the learners will be able to:   * describe how children learn, and more specifically how they learn languages * demonstrate an understanding of different motivations and learner attitudes according to the age of learners – young learners and teens * use different tools to identify needs of the learners in order to effectively meet learning outcomes * revise his/her approach to teaching based on an understanding of how children learn.   . | * Participation during session activities | 2 sessions |
|  | Learning environment and managing the lesson | By the end of these sessions, the learners will be able to:   * demonstrate an understanding of the current English curriculum and textbook * use a range of reference / supplementary materials to support classroom teaching, e.g. teacher's book, activity kits, dictionaries, other reference books, online resources, audio-visual (AV) materials * demonstrate an understanding of teaching practices which support learning for all students including: * developing effective lesson plans for language learning that include   + interaction patterns e.g. group work and pair work   + effective monitoring   + effective questioning techniques   + checking students' understanding: use of instruction checking questions (ICQs) and concept checking questions (CCQs)   + continuous assessment techniques | * Submission of model lesson plans | 2 sessions |
|  | Teaching vocabulary | By the end of these sessions, the learners will be able to:   * demonstrate an awareness of basic concepts related to vocabulary meaning, use, form, pronunciation, spelling, collocation and connotation * demonstrate a range of techniques of teaching and checking meaning of words and phrases * identify relevant learning outcomes for a vocabulary focus lesson * demonstrate effective lesson planning to develop students’ vocabulary knowledge and use in productive skills (including focus on context, meaning and form; and relevant practice activities) * select and adapt appropriate materials to present and practise vocabulary * identify and use relevant resources to strengthen their own language knowledge and skills for teaching vocabulary | * Performance in session activities * Planning tasks for vocabulary and presentation in groups * Submission of model lesson plans * Written test | 2 sessions |
|  | Teaching grammar | By the end of these sessions, the learners will be able to:   * demonstrate understanding of a range of the rules relating to words, sentences, paragraphs and text * demonstrate a basic knowledge of how grammar and meaningful language chunks can be taught in context, with a communicative purpose * identify relevant learning outcomes for a grammar focus lesson * demonstrate effective lesson planning to develop students’ grammar knowledge and use in productive skills (including appropriate focus on context, meaning and form; and relevant practice activities) * select and adapt appropriate materials to present and practise grammar * identify and use relevant resources to strengthen their own language knowledge and skills for teaching grammar | * Performance in session activities * Planning grammar lesson and presentation * Submission of model lesson plans * Written test | 2 sessions |
|  | Teaching Listening | By the end of these sessions, the learners will be able to:   * demonstrate an awareness of basic concepts related to listening skills (including receptive skills; top-down / bottom up processing; types of listening materials; comprehension vs drills) and apply this to classroom teaching * identify some of the difficulties learners face when listening and select and apply appropriate solutions * demonstrate ways of helping students understand listening materials and improve their listening skills * identify relevant learning outcomes for a listening lesson * access and use appropriate listening resources * demonstrate effective lesson planning to develop students’ listening skills (including identifying sub-skills and appropriate activities to develop these; planning activities in pre/while/post listening stages ) | * Demonstration of listening tasks * Submission of model lesson plans * Written test | 3 sessions |
|  | Teaching speaking | By the end of these sessions, the learners will be able to:   * demonstrate an understanding of the basic concepts related to speaking skills including accuracy, fluency, pronunciation, register, functions, managing interactions and the role of its paralinguistic features. * identify the key features of spoken English and use them in planning and teaching * apply knowledge of language functions given in the basic level curriculum to planning and teaching * select, adapt, design and deliver tasks and activities for developing speaking skills * demonstrate effective lesson planning to develop students' speaking skill (e.g. accuracy, fluency, pronunciation, register, functions managing interactions and the role of its paralinguistic features; planning activities in pre/while/post-speaking stages) * identify errors and correct students' oral language using a range of techniques | * Performance in session activities * Planning and demonstrating speaking tasks * Submission of model lesson plans * Written test | 4 sessions |
|  | Teaching Reading | By the end of these sessions, the learners will be able to:   * demonstrate an awareness of basic concepts related to reading skills (including receptive skills; top-down / bottom up processing; learning to read vs reading to learn; silent reading; types of reading texts; extensive vs intensive reading) and apply this to classroom teaching * identify some of the difficulties learners face when trying to understand texts and select and apply appropriate solutions * select and adapt appropriate reading resources and demonstrate ways of making reading texts more accessible to students * identify relevant learning outcomes for a reading lesson * demonstrate effective lesson planning to develop students’ reading skills (including identifying sub-skills (e.g. scanning, skimming, and deducing meaning from context) and appropriate activities to develop these; planning activities in pre/while/post reading stages ) | * Submission of model lesson plans * Adaptation of reading text and presentation * Written test | 4 sessions |
|  | Teaching writing | By the end of these sessions, the learners will be able to:   * demonstrate an understanding of the basic concepts related to writing skills including spelling, punctuation, text type, organization and linking, use of grammar and vocabulary, and register, process vs product approaches * identify the key features of written English and use them in planning and teaching * identify the stages of a writing lesson (pre/while/post) and use them in planning and teaching writing skills * select, adapt, design and deliver tasks and activities (controlled, guided and freer) for the following included in the basic English curriculum:   + Writing words and sentences   + Writing simple postcards   + Filling in forms with personal details   + Writing simple notes and messages (thank you notes, invitations, congratulations etc)   + describing pictures/ objects/ places/ people   + writing paragraphs/essays/stories/ letters * demonstrate effective lesson planning to develop students' writing skills including identifying sub skills (e.g. spelling, punctuation, text type, layout, organization and linking, use of grammar and vocabulary, and register; planning activities in pre/while/post writing stages) * identify errors and correct students' written language using a range of techniques | * Performance in session activities * Planning writing tasks * Submission of model lesson plans * Written test | 3 sessions |
|  | Integrating skills and language awareness in classroom teaching | By the end of these sessions, the learners will be able to:   * demonstrate understanding of importance of integrated skills * identify stages, skills and outcomes in an observed integrated demo lesson (any receptive and productive skills) and reflect on it * plan and deliver an integrated lesson | * Planning and micro-teaching | 3 sessions |
|  | Assessing language skills | By the end of these sessions, the learners will be able to:   * devise tasks and tools and use a range of techniques to assess students' listening, speaking, reading and writing skills as well as vocabulary and grammar | * Designing and submission of assessment tasks * Written test | 3 sessions |

Note: Two sessions will be allocated for program orientation, pre-test, post-test and training examination.

**6. Training Implementation Procedure**

1. The target group of this training are teachers teaching English at grades 6 to 8 who have previously completed the first phase of the ELT training course or those who have completed two 10-days TPD training and possess a good enough language proficiency to teach up to grade 8.
2. An examination will be administered at the end of the training as per the TPD framework, 2072 and certification will be done as per the decision of Educational Human Resource Council dated 2074/05/06. Respective Educational Training Centres will provide training certificates to the teachers.
3. Each trainee will have to consult the reference materials, be in contact with the experts and write the report while doing project work during the self-study section of the training. The trainers will have to guide the trainees on request via e-mail or phone or by meeting in person.
4. The training facilitation should at least follow the given standards:

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

**7. Evaluation**

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

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

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

1. The written examination should follow the following specification:

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

1. **Project work**

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

**Project work 1: Practice teaching based on lesson plans**

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

**Project work 2: Action research**

As a part of the school-based self-practice, the trainees need to identify an issue in their students’ participation and / or learning or in their teaching and conduct action research to explore ways of addressing the issue and strengthening their professional knowledge, understanding and skills. There is not a recommended format for action research, however, while doing action research, the following steps should be followed:

1. Identification of problem
2. Investigation of the problem (reasons, possible solutions, ways of collecting evidence)
3. Trying out the solution
4. Collecting evidence whether the solution was successful was or not
5. Lessons learnt and reflection

With regard to documenting the learning and reflection from action research, it is not necessary to follow a particular writing format. However, given below is a suggested one that may help:

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

Teachers may choose to present their learning in different media e.g. poster, report, powerpoint.

**Project work 3**

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

1. **Text adaptation**
2. Choose a reading text from an English textbook you use
3. Apply the possible text adaptation methods so that the text suits your students
4. Write a report on what methods you used to adapt the text and why. Deliver the lesson and reflect on how your lesson went

**B. Teaching vocabulary**

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

b. Prepare a list of the key vocabulary and make a table on how you teach different aspects of those words.

d. Deliver the lesson and reflect on how you incorporated all the aspects of vocabulary (pronunciation, spelling, meaning and use) while teaching to the students. What in particular helped your students learn?

**C. Using authentic listening texts**

a. Record a piece of English news from Radio Nepal e.g. on your mobile phone

b. Devise tasks based on the recording and conduct a listening lesson

c. Deliver the lesson and write a brief report on the implications of using authentic texts in teaching

**D. Teaching Speaking**

a. List down the tasks and activities that you used for 15 days in your teaching .

b. Write a brief reflective report on what changes you could make to maximise speaking opportunities for students in your class.

c. Consider your role during those speaking activities.

E. Conducting needs analysis

a. Develop a simple classroom tool you can use to gather information about your students’ interests and needs in English classes.

b. Use the tool to collect information from your students

c. Write a brief report outlining 5 ways you can adapt your planning and teaching to address the findings.

**F. Assessing learning**

a. Select 1 skills and 1 language focus lesson plan you have delivered.

b. Identify points in the lesson when you could assess the students’ interest, understanding, progress or achievement.

c. Write a brief report outlining the different assessment tools or techniques you could use and how you would use the assessment findings to inform your teaching.

**G. Create an activity bank**

a. Think of 2 or 3 fun activities which you have used successfully in your classroom to promote student participation, engagement or learning.

b. Write a brief description of the procedure for delivering each activity in class.

c. Share the descriptions with a colleague and ask them to try them and give you feedback.

d. Revise the description in response to feedback to make sure it’s clear.

e. Ask your colleagues to add more activities for you to try.

f. Compile a final bank of successful revised activity descriptions (minimum 10),

Useful references for the trainers

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)