

A thick dark blue vertical bar runs down the left side of the page. A blue arrow points to the right from this bar, containing the number 2080.

2080

**Teacher Professional Development Training
Curriculum**

Secondary Level (Grade 9 and 10)

English

Phase II

Several thin, curved lines in shades of blue and grey sweep upwards from the bottom left corner of the page.

Government of Nepal
Centre for Education and Human Resource Development
Sanothimi, Bhaktapur
Table of Contents

S.N.	Content	Page
1.	Introduction	1
2.	Training Aim	1
3.	Training Competencies and Objectives	1
4.	Training Structure	2
5.	Training Contents	2
6.	Training Implementation Procedure	4
7.	Training Evaluation	5
8.	Project Works	5

1. Introduction

Pre-service training for teachers, even if it is of very good quality, it cannot be expected to prepare teachers for all the challenges they will face throughout their tenure. Therefore, education system needs to provide teachers with opportunities for in-service professional development programmes so that the teachers maintain a high standard of teaching. It also contributes in retaining a high-quality teacher workforce. Effective professional development is continuous and it includes training and other professional development activities. It ensures continuous follow-up support as well. A successful professional development activity involves teachers in learning activities that are similar to ones they will use with their students.

Centre for Education and Human Resource Development (CEHRD), a department under the Ministry of Education, Science and Technology, among other roles, is responsible for the development of teachers' professional development activities. Among several activities, the centre develops, amends and revises the training curriculum of one-month certification training. This curriculum has been revised based on the new English curriculum of secondary level (Grade 9 and 10) and is expected to equip the teachers with pedagogical knowledge and skills required to deliver the new curriculum.

This curriculum covers various contents: instructional materials and use, textbook adaptation, basic ICT tools on ELT, language learning activities, testing language skills and learning environment and classroom management. The delivery of this module will be completely based on Grade 9-10 English curriculum and textbooks so that the teachers can see how tasks in the textbook can be effectively delivered in the real classroom. The facilitators need to work hard and prepare well on the given contents and demonstrate different activities. There will be less talking by the facilitators as most of the English teachers attending this training will be the ELT practitioners.

2. Training Aim

The training curriculum aims to equip the English language teachers with the pedagogical knowledge and skills to effectively deliver the curriculum of compulsory English of Grade 9 and 10.

3. Training Competencies and Objectives

Competencies

- Design and deliver level appropriate language development tasks;
- Demonstrate an understanding of textbook adaptation;
- Learn several language development activities and build confidence in carrying out them in the classroom;
- Develop high-quality test items for students' language assessment; and
- Learn the skills in setting favourable learning environment in the classroom.

Objectives

- To choose, amend and develop appropriate reference materials;
- To use text adaptation strategies to ensure that they suit with their students;
- To learn to use basic ICT tools in teaching English;
- To learn and practise different activities for teaching language skills;

- To develop reading and writing tests for grade 9 and 10; and
- To learn different techniques in creating learning environment; and
- To identify classroom based problems and carry out projects/researches for reflective learning.

4. Training Structure

- a. This is a 15-day training program. The first 10 days will be either conducted face-to-face at the training centre or online or in blended mode. The 5-day equivalent section of the training shall comprise of school-based project works and self-study exercise.
- b. The trainees are required to carry out four project works in their school within 45 days for the fulfillment of requirement of the training. They will try to practise the knowledge and skills learned during the 10-day training. All the reports of the project works must be produced to the training centre by 52nd day of the training completion.

5. Training Contents

S. N.	Contents	Content Elaboration	Possible Activities	No of sessions
1	Instructional materials and use	<ul style="list-style-type: none">• Curriculum based teaching (teaching without a textbook)• Reference materials (Graded readers, online resources, audio visual materials)• Development of a lesson (one whole unit) based on the curriculum	<ul style="list-style-type: none">• Discussion• Presentation• Individual/pair/group work• Exploring authentic resources and practice	3
2	Textbook adaptation	<ul style="list-style-type: none">• Concept• Techniques for adapting materials<ul style="list-style-type: none">○ Adding (extending and expanding)○ Deleting (subtracting and abridging)○ Simplifying○ Reordering○ Replacing• Trainer adapted materials based on Grade 9/10 textbook as samples	<ul style="list-style-type: none">• Presentation• Discussion• Individual/pair/group work• Practice: Workshop on material adaptation	3
3	Basic ICT tools on ELT	<ul style="list-style-type: none">• Flipgrid• WavePad Sound Editor• Useful applications (Formative, Mentimeter, Padlet, Transkriptor and Edpuzzle)• Google form/quizzes.com• Text inspector	<ul style="list-style-type: none">• Demonstration• Workshop on task design on the ICT tools (focused Grade 9/10 English Curriculum and Textbook)	6

		(https://textinspector.com/) <ul style="list-style-type: none"> • Oxford dictionary text checker (https://www.oxfordlearnersdictionaries.com/text-checker/) • ttsmp3.com <i>(Other related tools can also be covered if time permits)</i>		
4	Developing language aspects and skills	<ul style="list-style-type: none"> • Vocabulary activities: spot the vocabulary, collocation pelmanism, the revision box, stop the bus, back to the board, memory, call my bluff and guessing meaning from context. • Reading activities: find the word, running dictation, gap-fill transcript dictation, wrong word reading, strip story, paraphrasing, jigsaw reading, relay reading and question answer. • Speaking activities: role play/dramatisation/simulation, information gap activity, storytelling, find the differences, extempore and presentation. • Writing activities: story chains, freeze the writing, skeleton into text etc. 	<ul style="list-style-type: none"> • Demonstration • Practice based on Grade 9/10 textbook tasks 	6
5	Testing language skills	<ul style="list-style-type: none"> • Test specification chart • Selection of suitable texts for reading test • Developing reading test with marking scheme • Developing writing test with scoring rubrics • Developing grammar test • Developing listening test with marking scheme 	<ul style="list-style-type: none"> • Presentation • Discussion • Practice on developing test items based on test specification chart 	6

		<ul style="list-style-type: none"> • Developing speaking test with scoring rubrics 		
6	Learning environment and classroom management	<ul style="list-style-type: none"> • Motivating children • Managing large/heterogenous classes • Questioning techniques • ICQs and CCQs for checking students' understanding • Meaning-Form-Pronunciation (MFP)/Meaning-Pronunciation-Form (MPF) in teaching vocabulary • Giving feedback (Sandwich model, etc.) • Error correction techniques • Language-supportive approach 	<ul style="list-style-type: none"> • Presentation • Demonstration • Practice 	4
7	Research based teaching	<ul style="list-style-type: none"> • Identifying classroom problems/issues • Action research • Project works • Case study 	<ul style="list-style-type: none"> • Planning on school based assignments 	2

Note: The duration of each session is one and a half hour. One session at the beginning of the training will be spared on inaguration and pre-test and one session at the end will include project work orientation, training evaluation and post-test.

Note: As per the knowledge and skills of the participants, the contents suggested above can be amended.

6. Training Implementation Procedure

- The training is a part of one month certification training.
- The target group of this training is the secondary level English teachers teaching compulsory English in Grade 9 and 10.
- An examination will be administered at the end of the training as per the TPD Framework, 2072 and the certification will be done as per the decision of Educational Human Resource Council dated 2074/05/06. Respective Provincial Education Training Centres will provide training certificate to the trainee teachers.
- Each trainee will have to consult the reference materials, remain in contact with the facilitators and write the report while doing project works in self study section of the training. The facilitators will have to provide guidance to the trainees via e-mail, phone, any means of communication available, or by meeting in person.
- The training facilitation should at least follow the given standards:

- The trainers or roster trainers of Provincial Education Training Centres will deliver the training sessions only after completing the ToT sessions. Prior to the training delivery, CEHRD will organise ToT sessions based on this curriculum.
- The trainers or roster trainers will have to keep in mind the following principles of adult learning and plan their sessions accordingly:
 - 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.
- The training sessions should adopt the following methods so as to ensure better learning:
 - Discussion including sharing ideas and experiences.
 - Building on teachers' previous knowledge and supporting learning of new ideas and skills.
 - Group work, pair work and individual work as per the nature of tasks/contents.
 - Demonstration of the activities by the facilitator.
 - Engagement of the participants in the practice activities.
 - Reflection on each activity.
 - Relating to real classroom contexts.
 - Self-study exercises and project works.

7. Training Evaluation

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

Componentwise assessment weightage		
S. No.	Assessment Components	Weightage
1	Regularity and participation	5
2	Creative and innovative work	10
3	Written exam	25
4	Completion of four project works in self-study section	10
Total		50

The pass marks in each component are at least 50%

Grading System

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

- b. The written examination should follow the following test 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		15	-	25

8. Project Works

The training participants are required to 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, the participants can choose any two tasks from project work 3 to 7.

Project work 1: Practice Teaching Based on Lesson Plans

Develop ten different lesson plans based on the curriculum and textbook of grade 9/10. Get them approved by the head teacher. Execute the ten planned lessons and fill up the self-reflection section stating the following:

1. How did your lesson go?
2. What did you learn?
3. If you had to teach the same lesson again, how would you teach it differently?

Project work 2: Action Research

Carry out a classroom based action research on any of the issues in teaching and learning of English in Grade 9/10. You can use the following guidelines:

- a. Identify your most striking classroom problem.
- b. Brainstorm the reasons and possible solutions.
- c. Make a plan with prioritization of the possible solutions.
- d. Implement the solutions, collect data, analyse data and reflect.
- e. Conclude by answering what worked well, what did not work well in your context, and how you can improve your practices.

Note: *You can use any acceptable format for your action research report.*

Project 3: Text Adaptation

Choose any reading text (except poems) of grade 9 or 10 textbook and adapt it using the strategies of textbook adaptation and write a short report. Include the adapted text at the end of your report.

Project 4: Using ICT tools on ELT

Choose any of the ICT tools (Wavepad Sound Editor, Formative, Mentimeter, Padlet, Transkriptor, etc.) design a task for your students. Get them to do the task. Write a report. Include the details of the task and mention the difference it has made in your students.

Project 5: Activities for Developing Language Skills

Identify a new activity (the activity that you have never used in your class) for teaching language skills. It can be related to any of the skills (listening/speaking/reading/writing). Administer the activity in your class and write a report. In your report, also mention the impacts of the activity on your students' learning.

Project 6: Test Development

Find an authentic reading text for testing your students' reading skill. Design a set of reading comprehension questions (at least ten test items of any two types among SAQs, MCQs, Completion, Vocabulary in Context, Ordering, True/False, Matching). Adminster the test. Score the answer sheets and analyse their scores. Write a short report reflecting on your task. Include the reading test at the end of your report.

Or

Develop a task of free writing with scoring rubrics. Adminster the test and write a report with your reflections on using rubrics in scoring students' writing skill.

Project 7: Peer Observation and Report Writing

Develop a peer observation tool for ELT classroom in collaboration with your peers. Discuss with your peer and observe at least 3 classes of your colleagues (if possible different), provide constructive feedback based on the strengths and areas of improvement of his/her class. Write a short report on the peer observation. Your report should include the observation tool too.

ΩΩΩ