

2082

One Month Certification Training Curriculum

**English
Secondary Level (Grade 11 &12)**

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

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Introduction

Teachers play a key role in effectively implementing the curriculum designed to prepare the required citizens of the country. Since the effective implementation of the curriculum depends on the teachers' knowledge, skills and attributes, the teachers need to be professional. For this, the Teacher Competency Framework, 2015 suggests teachers have eight different competencies such as content knowledge, pedagogical knowledge, knowledge about learners, learning environment and classroom management, communication and collaboration, continuous learning and professional development, legal bases and professional conduct and the knowledge and skills in information and communication technology. The government of Nepal prepares plans, policies and programmes to ensure the above-mentioned quality of the teachers. In this regard, National Education Policy, 2019 makes the strategy of achieving excellent results by managing skilled, qualified and competent human resources and suggests increasing the quality of education by improving the preparation, development and utilization of teachers. Similarly, the National Curriculum Framework for School Education, 2019 suggests the capacity development of different stakeholders such as teachers, teacher trainers and teacher educators for the effective implementation of national and local curricula. Likewise, the School Education Sector Plan (2022/23-31/32) advocates for teacher management and development for quality education and suggests different activities, methods and modes of capacity development.

Teacher Professional Development Framework, 2080 outlines various professional development strategies, including a one-month certification training programme. In line with this, this certification training curriculum has been developed to equip secondary-level (Grade 11 and 12) English teachers with the content and pedagogical knowledge and skills required to effectively teach the contents given in the curriculum. Moreover, it addresses the needs and demands of teachers by covering key areas. The course itself focuses on making English language teaching activity-based, practical, and learner-centered. The implementation of this training curriculum is expected to be effective in enhancing and ensuring students' learning achievement. This training curriculum covers a wide range of areas, including the principles, contents and intents of secondary (Grade 11 and 12) English curriculum and textbook, strategies and activities for dealing with language skills and aspects. Similarly, it comprises the ideas to deal with literary texts in the classroom and the provision and practice of assessment. Moreover, the curriculum contains contents related to innovative and learner-centred techniques, resources and classroom management-related skills that teachers need to have to ensure effective teaching and learning. The curriculum also gives insights and strategies for the professional development of the teachers including action research, lesson study and other effort. This entire training programme aims to equip teachers with the pedagogical knowledge and skills necessary to deliver the contents of the curriculum effectively. The training delivery will be entirely based on the Grade 11 and 12 English curriculum and textbooks, ensuring that teachers can effectively implement tasks from the textbook in real classroom settings.

Training Competencies

- Demonstrate an understanding of the curriculum and textbook and use them in classroom instructions.
- Design and implement a variety of activities for teaching language skills and aspects.
- Demonstrate an understanding on the various types of literary texts, design lessons and implement them in the classroom.
- Demonstrate understanding of the assessment system and develop test items for testing language.
- Search, select, collect, and design useful materials for teaching English and use them.
- Plan lessons and activities for managing the classroom and ensuring learning.

- Adopt innovative teaching strategies and activities and implement them in the classroom.
- Explore and adopt strategies for professional development to address classroom challenges and promote learning.
- Develop skills to conduct research and design projects, including lesson studies.

Training Structure

This certification training programme is a one-month (30 working days) course divided into two sections:

- 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.
- 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	Secondary Level (Grade 11&12) Curriculum and Textbook	<ul style="list-style-type: none"> Principles of the curriculum Intent and organization (elements) of the curriculum Contents of the curriculum Curriculum-based instruction Analysis of the structure and organization of textbooks Adoption and adaptation of textbooks 	3
2	Developing Language Skills	<ul style="list-style-type: none"> Developing Listening Skills <ul style="list-style-type: none"> Review of listening contents in the curriculum and activities in the textbook Designing activities for teaching listening skill Addressing participants' problems of teaching listening Demonstration of a lesson Assessment of listening Developing speaking skills and language function <ul style="list-style-type: none"> Review of speaking contents in the curriculum and activities in the textbook Designing speaking activities based on the language functions given in the textbooks Addressing participants' problems of teaching speaking Demonstration of a lesson Assessment of speaking Developing Reading Skills and Vocabulary <ul style="list-style-type: none"> Review of reading contents in the curriculum and activities in the textbook Designing activities for teaching reading skills and vocabulary Addressing participants' problems of teaching reading Demonstration of a lesson Assessment of reading Developing Writing skills <ul style="list-style-type: none"> Review of writing contents in the curriculum and activities in the textbook Developing writing skills: process and techniques Designing lessons and activities for teaching different contents given in the curriculum and textbook Addressing participants' problems with teaching writing Demonstration of a lesson Assessment of writing Integrated lessons <ul style="list-style-type: none"> Understanding the importance of integrating skills 	12

		<ul style="list-style-type: none"> ○ 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>	
3	Developing Language System	<ul style="list-style-type: none"> ● Grammar for language development <ul style="list-style-type: none"> ○ Review of grammar contents in the curriculum and activities in the textbooks ○ Designing activities for teaching grammar ○ Demonstration of grammar lessons using different methods (inductive, deductive and eclectic) ● Reflecting the practice of teaching vocabulary, pronunciation and language function and relating these language systems with language skills like vocabulary in reading texts, language functions in speaking <p><i>Note: The trainer has to design and demonstrate at least a sample lesson.</i></p>	3
4	Dealing with Literary Texts	<ul style="list-style-type: none"> ● Review of literary texts given in the textbooks ● Designing lessons for teaching different genres from the curriculum ● Demonstration of lessons on different genres from grade 11 and 12 textbooks <p><i>Note: The trainer has to design and demonstrate at least a sample lesson on each genre.</i></p>	6
5	Assessment	<ul style="list-style-type: none"> ● Assessment for learning, Assessment of learning and Assessment as learning ● Internal assessment guidelines ● Test specification grid ● Writing items for testing <p><i>Note: The trainer has to invite participants to design a sample test tool based on the test specification grid and analyse it.)</i></p>	3
6	Learning Resources	<ul style="list-style-type: none"> ● Sharing the experience of the use of learning resources including e-resources ● Searching, selecting, and designing appropriate learning resources ● Using digital resources related to the contents of the curriculum: apps, learning portals, tools, etc ● Utilizing available resources 	3
7	Planning and Learning Management	<ul style="list-style-type: none"> ● Addressing classroom diversity ● Adapting the best-fit practice of learning ● Motivating students in language learning ● Managing classroom interaction ● Managing affecting factors of learning ● Preparing to teach in normal and difficult circumstances 	3
8	Innovative Teaching Strategies/ Activities	<ul style="list-style-type: none"> ● Using projects/tasks in learning ● Utilizing inquiry-based learning ● Learning through critical/creative thinking and problem-solving ● Contextualization/personalization ● Adapting the Flipped model in learning 	3

9	Professional Development	<ul style="list-style-type: none"> • Need for professional development • Policy, practice (model adapted in Nepal), and issues on professional development • Strategies of professional development (Highlighting the practical aspects of research, lesson study and teaching improvement plan) • Teacher competency as the basis of professional development • Taking responsibility for one's own professional development 	6
10	Examination and Orientation	<ul style="list-style-type: none"> • Examination of participants • Orientation on school-based activities • Preparing action plan for school-based activities 	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 Secondary Level English teachers who teach in Grades 11 and 12.
- c. The training will utilise trainers' guides, trainee resource materials, and other necessary materials developed by CEHRD or Education Training Centres.
- d. Training centres have the flexibility to adapt up to 20% of the approved training curriculum to address local needs during delivery.
- e. 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.
- f. Optimum use of ICT should be made during training facilitation.
- g. All necessary materials for the training should be prepared and available before the training commences.
- h. 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.
- i. Some of the methods and techniques that can be used in the training sessions might include:
 - Discussion and interaction among the participants
 - 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
- j. 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.
- k. Training certification will be awarded following the Teacher Professional Development Framework and the decision made by the Educational Human Resource Council. Upon successful completion of both training sections, respective Provincial 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%
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- 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 11 and 12. Ensure these plans incorporate all language skills, aspects and literary genre.
- 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 headteacher.
- 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			

S. N.	Indicator	Baseline	Target	Interventions to achieve the target
(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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Date

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Signature

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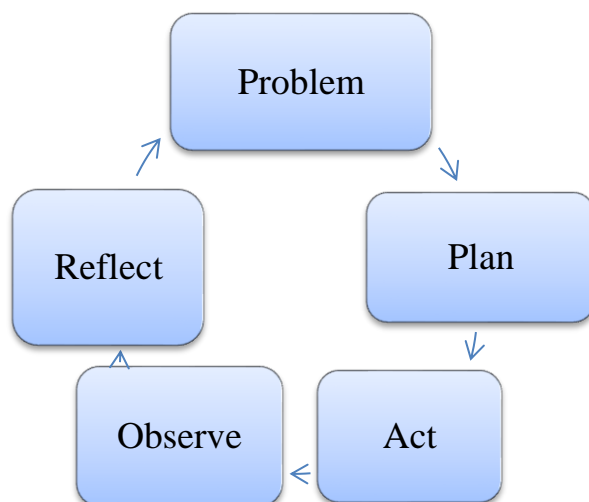
School stamp

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Headteacher

Project work 3: Action Research

- Conduct classroom-based action research focusing on a challenge in teaching and learning English in Grades 11-12. 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;



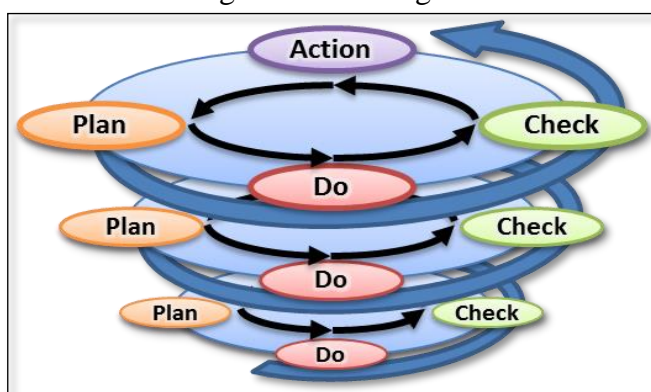
- Prepare a report and submit it. You can use the following format.

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

- Utilise an ICT tool of your choice to design and implement a learning task for your students.
- Prepare a report detailing the task, the chosen ICT tool, and its impact on students' learning outcomes.
- Highlight the specific improvements observed in students' learning as a result of using the tool.

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

Training Sharing

- Make a list of major learning outcomes i.e. knowledge, skills and teaching techniques of your 15 days of training.
- Get consent from your principal or department head for sharing major learning of your training with all teaching staff if possible or English teachers.
- You have to make a plan mentioning clear objectives, needed time and benefits of the sharing before taking the consent. Make sure you do not disturb student's learning time.
- Conduct a 'Formal Training Sharing Session' as your plan.
- Prepare a report reflecting the session and get it verified by your principal.

Designing Language Games

- Design any language game that ensures students' participation, active learning, and overall learning outcomes and use them in the classroom.
- Briefly outline the procedure for using the game.
- Share about the game you used with your headteacher or colleague and get feedback if any.
- Use the game in other classes also and reflect the impact in learning.
- Write a report including your experience and reflection.

Project-based Learning

- Design a project-based learning activity where students work on a real-world problem (e.g., writing a short drama, composing a poem, taking an interview, etc.)
- Give clear instructions to the students for the project.
- Assign them to complete the project within a certain time frame.
- Invite students to present the project they completed in the class and exchange feedback.
- Help them to improve the project by incorporating feedback they receive.
- Prepare a report reflecting on the impact of the project on learning.

Preparing a Wall Magazine

- Encourage students to create a literary magazine showcasing their writing, including poetry, short stories, essays, and artwork.
- Give them the roles such as editor, writer, and designer and involve them to perform their roles
- Provide them with ideas for creating a wall magazine.
- Paste students' work on chart paper and decorate it as a wall magazine.
- Collect the wall magazines from the students and hang them on the wall.
- Invite other students to reach out to the wall magazine and ask them to write what they learned from the project.

- Conduct an interaction with the students' reflections.
- Write a report reflecting on the impact of the project on learning.

Creating a Log Book for Free Writing

- Provide a list of free writing topics based on the Grade 11 and 12 textbooks.
- Ask students to write or collect some sample writings.
- Create a log book for each student's writing.
- Organize a mini exhibition in the classroom to showcase their writings.
- Prepare a concise reflective report focusing on the impact of the project in developing free writing.

Teaching Poetry Using Technology

- Compose a simple poem in English, recite the poem, make a video and upload it on YouTube. Share the YouTube link with your students. Also encourage your students to compose a poem, upload it on YouTube and share the link among their friends.
- Write a brief reflective report on teaching poetry using ICT and mention what changes you could make to develop language and technological/digital skills in your students.

Developing Classroom Observation Tool for ELT

- Develop a simple classroom observation tool an English teacher can use to assess English lessons based on any one of the language skills/functions specified by the English language curriculum of Grade 11 or 12.
- Use the tool to observe the class of your colleague.
- Provide feedback based on the strengths and weaknesses you observed in her/his teaching.
- Write an observation report giving suggestions to enrich her/his teaching.
- Include the observation form in the annex section of the report.

Addressing Classroom Diversity

- Plan some activities that you use to teach a particular topic specified by the curriculum of grade 11 or 12 to mixed-ability students from diverse linguistic and cultural backgrounds in a single classroom.
- Write a brief reflective report mentioning your strategies to address various cognitive, linguistic and cultural needs of the learners.

Using Technology in Teaching

- Select a particular topic from the textbook of Grade 11 or 12 that you are going to teach. Discuss the topic using various useful tools and technology in the class.
- Now, write a brief reflective report on what tools you used, what in particular your students learnt, and how effective the tools were in achieving the learning outcomes.

Using Online Resources

- Collect any five online resources that are useful to teach each language skill, i.e. listening, speaking, reading and writing. Teach any one of the skills using the resources you collected.
- Now write a brief reflective report on what resources you used what activities you conducted among your students and how the lesson went.

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