2082

One Month Certification Training Curriculum

English
Basic Level (Grade 4-5)

Table of Contents

Introduction

The entire education of a country depends on the effective curriculum updated based on the needs and demands of the concerned stakeholders. Teacher training works as the cornerstone for a successful implementation of the curriculum and the overall education system since it equips them with the knowledge, skills, and mindset required to facilitate meaningful learning. A well-designed teacher training curriculum fosters professional growth, empowering teachers to adapt to diverse classroom needs, employ innovative teaching strategies, and create inclusive, child-centered learning environments. By addressing both pedagogical and practical aspects, the curriculum ensures that teachers become confident and competent agents of change, driving holistic student development and meeting the evolving demands of education.

Centre for Education and Human Resource Development (CEHRD), 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 curricula for one-month certification. This curriculum has been prepared based on Basic Education Curriculum, 2078 (English Grade 4-5) expects to equip the teachers with the pedagogical knowledge and skills required to deliver the contents of the curriculum. The curriculum contains the contents like school education curriculum, textbook and teachers' guide, language skills and aspects, classroom language, language assessment, soft skills, use of ICT in language pedagogy, learning management, and teacher professional development strategies.

Training Competencies

The competencies of this training curriculum are as follows:

- 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.
- Euip oneself with classroom language and demonstrate the knowledge and skill of it in teaching and learning.
- Demonstrate an understanding of the current assessment system and develop assessment tools.
- Embed the knowledge of soft skills in teaching and learning activities to reflect it in students' behaviour.
- Explore and utilise diverse learning resources, including ICT.
- Encompass a range of knowledge and skills for classroom management and utilize it in various contexts.
- Adopt various strategies for continuous professional development.
- Plan different lessons and implement them for effective teaching and learning.
- Demonstrate knowledge and implementation skills on various projects like Teaching Improvement Plans (TIP), lesson study, and action research and complete them.

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	Curriculum, Textbook, and Teachers' Guide	- Overview of curriculum: structure, components, guiding approaches and principles - Use of curriculum; a reflection of practice and agreeing on how to effectively use it - Exploring relationships; curriculum, textbook and teachers' guide - Use of textbook; a reflection of the practice; textbook as the main tool to implement the curriculum; structure of textbook, content, context and activities; linking textbook and curriculum - Adoption and adaptation of textbook	3
2	Developing Language Skills	- Significance of teaching language skills - Developing listening - Listening files included in the curriculum: description, schedule, instruction, direction, narrative, events, etc. - Process and activities for developing listening skills - Developing speaking - Reflection on the practice: Experience sharing from classroom perspectives - Review of content and activities given in the textbook - Designing speaking activities to achieve the learning outcomes set in the curriculum - Developing reading - Reflection on the practice - Discussion on the texts: personal profile, short poems, schedules and timetables, rules and regulations, letters, stories, descriptions, biographies, paragraphs, conversations, etc. - Designing reading activities to achieve the learning outcomes set in the curriculum - Designing activities for developing reading skill - Developing writing - Writing tasks: classroom rules, letters, shopping lists, descriptions, stories, profiles, short notes, messages, personal letters, postcards, congratulatory messages, directions, recipes, e-mails, punctuation, etc. - Approaches to teaching writing: process and product - Designing activities for developing writing skills - Possible activities for integrating skills (for example, project work, jigsaw, strip story, language games, riddles, songs, rhymes, etc.) - Context- specific challenges of teaching language skills and aspects with ways to mitigate them	10

		(Note: The trainer has to design and demonstrate at least a sample lesson on each language skill.)	
3	Developing Language Aspects	• Discussion on the significance of aspects of language • Review of grammatical items (article, preposition, …) and activities in the textbook • Designing activities for teaching grammar including inductive, deductive, and eclectic ways • Designing activities for teaching vocabulary • Review of language functions in the textbook • Designing activities for teaching language functions • Designing activities for teaching pronunciation *(Note: The trainer has to design and demonstrate at least a sample lesson on each language aspect.)*	6
4	Classroom Language	• Classroom language: the language that teachers and students use regularly in the classroom; language for giving and checking homework and giving feedback, asking for and giving permission, asking questions (Information Checking Questions and Concept Checking Questions), giving classroom instructions, etc. • Need for classroom language • Activities for developing classroom language	2
5	Assessment of Language Skills and Aspects	• Language assessment; concept and need of assessment for learning, assessment of learning and assessment as learning • Assessment guidelines: internal and external assessment, specification grid • Designing test items for assessing language skills together with writing rubrics	6
6	Developing Soft Skills	• Need for soft skills • Activities for developing soft skills	1
7	Learning Resources and Use of ICT in Language Pedagogy	• Learning resources for English • Locally available materials: low-cost and no-cost • Designing, collecting, and selecting learning resources for teaching language skills and aspects • Embedding ICT in language teaching and assessment • Learning portals for language teaching and learning • Apps and tools for language learning	5
8	Learning Management	• Reflection on practices of learning management • Classroom management: diversity management, stress management • Learning management strategies: planning a lesson, interactive games, brainstorming, speed interview, collaborative learning, etc. • Managing classroom interaction: Teacher Talking Time and Student Talking Time	3

| 9 | Teacher Professional Development | • Teaching as a profession
• Maintaining professional ethics
• Need of professional motivation: teacher wellbeing and professionalism
• Strategies for continuing professional development
   o Case study
   o Action research
      ▪ Identifying classroom problems/issues
      ▪ Cycle: Planning-Action-Observation-Reflection
      ▪ Research report
   o Lesson study
   o Self-directed learning
   o Learning networks
   o Peer observation
   o Self-evaluation/reflection
   o Mentoring
   o Training, conferences, workshops, seminars, etc. | 4 |
| 10 | Examination and Orientation | • Examination of the participants
• Orientation on school-based activities | 2 |

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 teachers who teach English in Grades 4 and 5. 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 teacher professional development training will be delivered based on the curriculum approved by the Educational Human Resource Council. 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 the Education Training Centre must complete dedicated T0T sessions before facilitating training sessions based on this curriculum.
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:

   o Adults are intrinsically motivated by understanding the purpose and goals of learning.

   o They demonstrate a high capacity for self-directed learning, taking ownership of their learning journey.

   o They bring a wealth of life experiences to the learning environment, enriching the learning process for themselves and others.

   o They learn best when training directly addresses their current needs and professional challenges.

   o 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:

   o Discussion and interaction

   o Synchronous and asynchronous method

   o Group work, pair work, and individual work as per the nature of tasks/contents

   o Micro-teaching

   o Demonstration of the activities by the facilitator

- o Distance learning

- o Self-study

- o Inquiry method

- o Problem-solving method

- o Reflective learning

- o Flipped learning model

- o Relating to real classroom contexts

- o 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- 2080 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% marks in each section of the assessment to complete the training.

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.

1. Practice Teaching Based on Lesson Plans

*   Develop ten distinct lesson plans aligned with the curriculum and textbooks of grades 4 and 5. 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.

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 ………….			

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

…………...   ……………   … ………………   ……………
Date   Signature   School stamp   Headteacher

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;

Problem

Plan

Reflect

Observe

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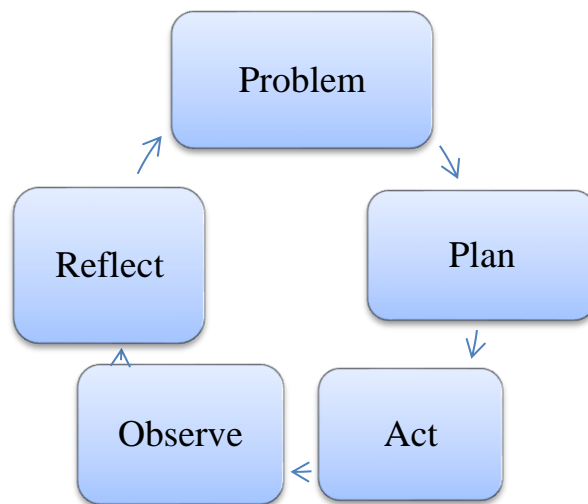
- Prepare a report and submit it. You can use the following format.

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.

Action

Plan

Check

Do

Plan

Check

Do

Plan

Check

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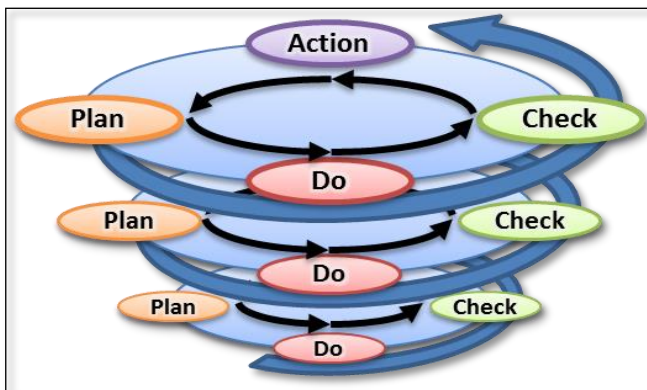
- Prepare a report based on your reflection and submit it.

5. Using ICT tools in ELT

- Select a content from the textbook (grades 4-5).
- 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.

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.

7. Additional Project Works

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?

Reviewing language functions in curriculum and textbook

- Prepare a list of 10 language functions given in the basic English curriculum of grades 4 and 5 together with the structures.
- See how those language functions are presented in the respective textbook.
- Write a brief report reflecting your analysis regarding the integration of language functions in the different lessons of the textbook.

Designing test item

- Prepare a set of question papers for testing the reading and writing skills of Grade 5 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.

Writing a reflective report

- Write a reflective report on teaching language skills and aspects to basic-level students.
- Include the steps you adopt while teaching different skills and aspects in your report.

Using classroom language

- List down possible exponents/expressions of classroom language mostly used in the English class such as Good morning! How are you? Sit down. Open your homework. Please check my homework. Read this….. Listen to me. Speak loudly, etc.
- Make a week-long plan for practising these exponents/expressions while teaching regular lessons.
- Consult with the other English teachers or head teachers to improve the plan.
- Use the selected expressions of classroom language while facilitating regular lessons.
- Observe students' participation and response in the lessons you taught.
- Prepare a report including your reflection in the format below:

- o What I did.
- o What I learnt.
- o What I do next.
- Mention the list of expressions you used in the anex.

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