

**Chaitra, 2078**

**Customized Teacher Training Curriculum**

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

**English**

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

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## **INTRODUCTION**

Equitable and quality education is our pursuit in school education. The concept of quality education has been established as the right of children. The Constitution of Nepal-2072, Free and Compulsory Education Act-2075 and Regulation-2077, and National Framework for SDG 4: Education 2030, are the core policy documents that guide our program design and implementation part. School Sector Development Plan (SSDP) is also a plan that we are currently implementing in Nepalese school education system. These policy documents envision equitable, relevant, inclusive and quality education to be provided to the children. Education Sector Analysis (2021) highlights that well-trained teacher with active learning techniques, is one of the factors that contributes in quality education. Therefore, designing and developing short term and long term teacher support courses and mechanism is the obligation of the Government. Teacher Professional Development Framework-2072 is another policy document that provisions short term and long term teacher trainings. Based on these documents and provisions, this customized teacher training curriculum has been developed.

Basic level (Grade 6-8) English teachers are the target group of this training. This curriculum intends to familiarize them with the content included in the basic (grade 6-8) level school curriculum. This training curriculum aims to develop teaching competencies in four language skills (i.e., listening, speaking, reading and writing) and four language aspects such as grammar, vocabulary, language functions and pronunciation. These contents will be discussed and interacted from the perspective of teaching and testing. Participating teachers' classroom experiences, possible resources and activities of each skill and aspect will be the glue that binds training sessions.

Permanent, temporary, relief and all other kind of English teachers of basic (grade 6-8) level are eligible in this course. Even those who have received one month certification training course of basic (grade 6-8) level in English will also be eligible.

## **TRAINING COMPETENCIES**

By the end of this course, participating teachers will have;

- a. Identified the structure of the current English curriculum and textbook of grades 6-8 and used them in classroom teaching.
- b. Explored and utilized the techniques and resources for developing language skills.
- c. Explored and applied the techniques and resources for developing language aspects.
- d. Explored and used authentic resources in language teaching.
- e. Demonstrated an understanding of language assessment.
- f. Put into practice the various assessment techniques to enhance students' learning.

## TRAINING CONTENT

S. N.	Content Areas	Content Elaboration	Session	Remarks
1	Curriculum, Textbook and Teacher Guide	<ul style="list-style-type: none"> <li>♣ Introduction (components of English curriculum)</li> <li>♣ Use of curriculum (focusing the competencies and learning outcomes)</li> <li>♣ Principles of language teaching and learning</li> <li>♣ Use of textbook and other supporting materials like TG</li> </ul>	2	
2	Developing language skills	<ul style="list-style-type: none"> <li>♣ Developing receptive skills               <ul style="list-style-type: none"> <li>• developing listening skill (experience sharing, activities and resources)</li> <li>• developing reading skills (experience sharing, activities and resources)</li> </ul> </li> <li>♣ Developing productive skills               <ul style="list-style-type: none"> <li>• developing speaking skills and language functions (experience sharing, activities and resources)</li> <li>• developing writing skills (experience sharing, resources and activities)</li> </ul> </li> <li>♣ Integration of language skills               <ul style="list-style-type: none"> <li>• (experience sharing, activities and resources)</li> </ul> </li> </ul>	2 2 2 2 1	
3	Developing aspects	<ul style="list-style-type: none"> <li>♣ Experience sharing, sample activities and possible resources to teach               <ul style="list-style-type: none"> <li>• grammar</li> <li>• vocabulary</li> <li>• pronunciation</li> </ul> </li> </ul>	2	
4	Use of ICT in English language teaching and learning	<ul style="list-style-type: none"> <li>♣ Exploring, selecting, and using web based resource in teaching and testing language skills and aspects</li> </ul>	1	
5	Assessment of student learning	<ul style="list-style-type: none"> <li>♣ Assessment areas</li> <li>♣ Internal and external evaluation</li> <li>♣ Designing sample test items based on specification grid</li> </ul>	1	

		♣ Rating scale and ranking		
<b>Total session</b>			<b>15</b>	

## **TRAINING IMPLEMENTATION PROCEDURE**

The following training procedures will be adopted.

### **A. Training duration**

The training shall be of five-day duration. There shall be 15 sessions altogether. Each day shall have three sessions. Each session will be of one hour and thirty minute.

### **B. Target group**

The teachers who teach English at basic level (Grade 6-8) are the expected participants of this training. The teachers who have already completed 1 month TPD Certification Training can also participate in this training so as to update and refresh their knowledge and skills in English language Teaching and Learning. The teacher, other than those in permanent position, can also participate in the course. This training will not be certified for the career promotion.

### **C. Curriculum implementation process**

The training shall be conducted as per the curriculum approved by the Centre for Education and Human Resource Development (CEHRD). Education Training Center at Provice will implement this curriculum. Provincial Education Training Centre (PETC) can adapt the content of 20% or upto 3 sessions to address the local and indigenous knowledge and experience to meet the participants' need.

### **D. Training facilitation**

The sessions shall be facilitated by the expert on the subject content. The selection of the facilitators shall be made in accordance with the criteria prescribed by Teacher Professional Development Framework, 2072. The use of ICT shall be emphasized while facilitating the sessions. All the training materials necessary for the session facilitation shall have to be managed beforehand. Participatory approach shall be adopted in the training delivery. As per the context, content and needs of the participants, the following methodological strategies will be adopted during the delivery of the training.

- Demonstration
- Model teaching
- Micro teaching
- Presentation
- Discussion
- Experience sharing
- Individualization
- Pair Work

- Group work
- Project work
- Self study and making notes

### **TRAINING EVALUATION**

Continuous evaluation shall be done by the trainers on the basis of participants' performance and quality engagement during the training sessions. The participants will be evaluated with their discussion, presentation and hands-on practical exercise they carry out during the training. There shall be pre-test and post -test as a part of evaluation. The participants shall be awarded a certificate on completion of the training.

### **ACTION PLAN AND COMMITMENT**

- A. Based on the knowledge and skills learned in the training, the participating teachers shall have to prepare an action plan to bring reform in teaching and learning of English.

S.N.	Activity	Why	When	How	Remarks
1.					
2.					
3.					
4.					
5.					

- b. The teacher shall have to align their lessons with this action plan.  
 c. The participants shall make commitment for implementing the action plan to PETC.  
 d. PETC shall inform the school about the commitment made by participating teachers.

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