Basic Level (Grade 6-8) Refresher Teacher Training Curriculum for English

1. Introduction

Teacher professional development is a continuous process. There are various tools of teachers' professional development and teacher training is one of them. Teacher training is a short-term activity that focuses on developing certain competencies in the teachers. The quality of education is a major focus of national level education plans and policies. Teachers are the major change agents in the classroom situation. Without competent teachers, quality in education cannot be ensured. The world of teaching and learning is constantly changing. There is the emergence of newer and nobler ways of teaching and learning due to research in education. The field of English language teaching is even more dynamic due to the influence of technology and classroom-based research. It is said that a man who graduate yesterday if stops learning today becomes uneducated tomorrow. Therefore, teachers need to put themselves in a ongoing learning channel.

This curriculum designed with a view to provide a short-term five-day refresher training for the basic level (grade 6-8) English teachers of Bagmati Province. The curriculum is developed considering the emerging needs of the basic level English teachers. The realities of the Nepalese classroom setting are considered while developing this curriculum. Moreover, it is informed by the needs of the basic level English teachers and experiences of classroom observations made by the trainers of ETC, Dhulikhel.

2. Training competencies

By the end of this training, the trainee teachers will have:

- developed a greater understanding of new English curriculum of grade 6- 8, 2077
- analysed the basic features and structures of the new English textbook of grade 6
- designed activities for teaching and testing writing skill at basic level
- explored and used ICT tools for English language teaching

- explored and used on-line materials for English language teaching

- designed tasks for teaching and testing reading skill at basic level

- designed tasks for teaching poetry

3. Training learning outcomes

Competencies By the end of this training, the trainee teachers will have:	Learning outcomes By the end of this training, the trainee teachers will have:
• developed a greater understanding of new English curriculum of grade 6-8, 2077	• explored the context for curriculum change • analysed the basic features of the new curriculum • analysed the competencies and learning outcomes • developed an understanding of learning facilitation process and student assessment process
• analysed the basic features and structures of the new English textbook of grade 6-8	• listed the basic features of the new textbook • analysed the structure of the textbook • practised some of the activities included in the textbook
• designed activities for teaching and testing writing skill at basic level	• developed skills of getting students psychologically ready for writing tasks • reflected on model activity for teaching writing • practised the process approach to teaching writing • designed and used activities for teaching writing • designed and used activities for testing writing

• explored and used ICT tools for English language teaching	• explored various ICT tools and techniques in ELT • practised different ICT based tools for teaching English
• explored and used on-line materials for English language teaching	• explored and identified useful on-line materials • designed model activities/tasks based on on-line materials • practised the use of on-line materials for English language teaching
• designed activities for teaching reading skill at basic level	• analysed reading competencies in basic level English curriculum • reflect on model activity for teaching reading • developed and used scaffolding strategies for developing reading skills • designed and practised activities for teaching reading
• designed tasks for teaching poetry	• analysed textual and non- textual strategies of teaching poetry • reflect on model demonstration of a poetry lesson • designed tasks for a poetry lesson

4. Major contents

The contents of this curriculum are given below:

a. New English curriculum of grade 6-8, 2077
b. New English textbook of grade 6-8
c. Designing tasks for teaching and testing writing
d. ICT tools and techniques in ELT
e. Exploring and using online materials
f. Designing tasks for teaching and testing reading

g. Teaching poetry

5. Scope and sequence of the contents

S. No.	Major contents	Elaboration of the contents	Suggested activities	Weightage
1.	Teacher professional ethics and values	• Teachers' professional values and norms • Teacher as a change agent • Societal expectations from a teacher	• Elicitation • Lecture • Fishbowl activity • Group discussion and sharing	1 Session
2.	New English curriculum of grade 6-8, 2077	• Context for curriculum change • Competencies and learning outcomes • Learning facilitation process • Student assessment process	• Elicitation • Lecture • Group discussion and sharing	2 Sessions
3.	New English textbook of grade 6-8	• Features of new textbook • Structure • Activities	• Presentation and information sharing • Group discussion and sharing • Reading and presenting	1 Session
4.	Designing tasks for teaching and testing writing	• Model activity for teaching writing	• Elicitation and presentation	3 Sessions

		• Role of writing samples in learning writing • The process writing approach • Activity design and teaching writing • Designing tasks for teaching writing	• Model lesson presentation • Pair work and sharing	
5.	ICT tools and techniques in ELT	• ICT tools and techniques in ELT • Power Point Presentation • Google tools • Typing based of voice recording • English teaching online materials	• Presentation • Demonstration • Elicitation • Pair/group work	2 Sessions
6.	Exploring and using online material	• Exploring and identifying useful on-line materials/relevant materials • Model activities/tasks based on online materials • Practice on using online materials	• Elicitation • Demonstration • Pair work and sharing	1 Sessions
7.	Designing tasks for teaching and testing reading	• Model activity for teaching reading • Scaffolding strategies for developing reading skills	• Elicitation and presentation • Model lesson presentation	3 Sessions

		• Activity design and teaching reading • Designing test items for teaching reading	• Pair work and sharing	
8.	Designing tasks for teaching poetry	• Textual and non- textual strategies of teaching poetry • Model demonstration of a poetry lesson • Task design for a poetry lesson	• Elicitation and presentation • Model lesson presentation • Pair work and sharing	2 Sessions

6. Training facilitation process

- 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.

- In time of delivery of methodological sessions, it is mandatory to deliver them with the linkage of subject content.

- The principles of adult learning, i.e. andragogy should be emphasized while delivering training sessions.

- 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 and model teaching

- Presentation and discussion
- Pair work and group work
- Project work
- Self study and micro teaching
- Elicitation
- Lecture
- Group discussion and sharing
- Reading and sharing
- Writing reflective diary
- Analysing critical incidents

7. Training evaluation

Continuous evaluation will be done by the trainers on the basis of their performance and quality engagement in 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.